

The Relative Contribution Of Perceived University Climate Quality To Technological Prediction Of Citizenship Values Among University Students

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Abstract:

The current research aimed to identify the nature of the correlation between the perceived university climate quality and citizenship values, and to verify the relative contribution degree of the perceived university climate quality in predicting citizenship values among University students. To achieve the research objectives, the descriptive method was used, in both its descriptive and comparative aspects. The researchers also prepared a scale for the perceived university climate quality, and a scale of citizenship values for university students. The research sample consisted of 134 students (67 males and 67 females), whose ages ranged between (18-45) years, and who belonged to various programs at King Khalid University. The research concluded with the following findings: There is a positive statistically significant correlation between the perceived university climate quality and citizenship values. In addition, the perceived university climate quality contributes to predicting citizenship values among the research sample, and several recommendations and proposals were presented within the research.

Keywords: *perceived university climate quality, citizenship values, university students.*

1. Introduction and Theoretical Background:

¹University is one of the institutions of society with a special nature and in which it is characterized by relative independence. However, universities cannot to be unaffected by the surrounding society. It is noted that the university's values and culture are acquired from its external environment. We also find that scientific progress in all aspects of life only comes from universities. There is an active research movement at the university that gives experts the opportunity to practice all research activities in a way that serves the surrounding society.

In order for the university to succeed in performing the tasks assigned to it, the efforts of its administrative staff and those working in the academic field must be combined to create a healthy university environment free of obstacles to achieve satisfaction with the educational and administrative process, which ultimately leads to raising the morale of workers, as well as increasing the achievement motivation of students, which contributes to increasing their giving and increasing their productivity (Al Titi and Uraiqat, 2019). To achieve this, it is necessary to improve the university classroom environment, whether it is a physical environment, including equipment, halls, and size of the place, or a psychological and social environment that occurs during interaction within the university environment, whether it is interaction between students

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and each other, or between students and the faculty, and other forms of social interaction, in addition to the administrative structure that organizes work within the university institution (Saifi, et al., 2018; Sun, 2015).

Al Mekhlafi et al. (2020) define university climate as the environment in which the student lives inside the university environment, represented by the academic courses, teaching methods and evaluation methods, his relationships with his professors, his relationships with his colleagues and administrators, the services provided by the overall university atmosphere, including scientific, literary, sports, artistic, and recreational activities, which generally affect the student's personality. Bin Laden and Al Sabeeh (2005) also define it as the environment that surrounds the student within the university, and the effects that result from it as a result of the interaction between it and the material, moral, academic, administrative and social aspects prevailing within the university.

Abu Samra and Al Titi (2008) mention four dimensions of the university curriculum, which are: (1) The academic dimension, which includes the performance of faculty staff members and the extent of their qualifications, their ability to deliver information, their use of modern teaching techniques, and their cooperation with students. (2) The administrative dimension, which includes the university's various systems, such as the admission and registration process, deleting semesters, schedules, tests and their controls, attendance and absence. It also includes the clarity of these systems, the way they are activated, and the ease of their procedures. (3) The social dimension, which includes social interactions among university employees, the extent of appreciation and interest of the university's administration and faculty staff members in students' feelings, attitudes and activities. (4) The service dimension, which includes the availability of infrastructure such as halls, health facilities, dining areas, buildings and halls for student activities, furniture, transportation, and all supportive services that will contribute positively to their university life. If the university is one of the pillars on which society depends, and is the basis for its renaissance and development, university climate is not only the place where academic skills are learned, but it is a small community in which members interact, through mutual influence among its members. This greatly affects the university social atmosphere, which in turn positively affects the desired learning outcomes (Shaheen, 2004; Ali, 2016).

The findings of several previous literature (Abu Samra, Imran, and Al Titi, 2004; Gharib and Al Adayla, 2010) indicated the existence of a correlation between the good university climate, satisfaction of students' psychological needs, and their high level of ambition and motivation for achievement. It can also be said that university climate quality is one of the topics that deserve research because of its important impact on society, students, and the university institution itself.

University climate is an essential element for a successful university, through its importance in shaping students' personalities and their normal, integrated development, satisfying their needs, identifying their problems and working to solve them, achieving academic success, and psychological adjustment (Rulinda et al., 2013), since the university research years represent an important period of psychosocial development, as their personalities are formed, socially acceptable behavioral patterns are strengthened and academic knowledge and skills are acquired. There is no doubt that providing a university climate that is characterized by quality, meets students' psychological and social needs, and encourages them to participate in various activities, contributes significantly to shaping their identity and instilling citizenship values in them. Citizenship is one of the most important ways to build a good individual in society. It seeks to instill pride and dignity in oneself and it can only be achieved with 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 importance of citizenship lies in its continuous ability to deepen the sense and sense of duty towards the homeland, develop a sense of belonging to the homeland and pride in it, establish love of the system and national

trends, cooperation among society members, and respect for the systems and instructions of this society (Al Sayegh, 2005).

Al Sharqawi (2005) attributed the reason behind the interest in citizenship among university students to the scientific and technological progress that the world is experiencing, which led to destabilization of their values. The importance of citizenship, from the point of view of researchers, appears to be that it transforms the civic values that an individual acquires into practices on the ground that lead to form a good and responsible citizen for himself and his society. Starkey & Osler (2002) defined it as a legal status or basic identity, and citizenship as a legal status is the official association with a particular nation or state, with the accompanying enjoyment of the rights, opportunities, protection, duties, responsibilities and limits required by that status. As for citizenship as an identity, it means the sense of belonging to a particular country or group that individuals develop while they are aware of the role played by the standards and values that constitute their culture in strengthening that belonging. Encyclopaedia Britannica (2004) defines it as the relationship between the individual and the state, as determined by the law of that state, including a degree of freedom, with the accompanying responsibilities that give him political rights, such as the rights to vote and hold offices. It distinguished between citizenship and nationality in that the former includes other rights, such as protection abroad. Farahani & Salehi (2013) defined it as an individual's love and devotion to his homeland, such as belonging to the land, people, customs and traditions, and pride in the history of his society and his nation.

Al Subaih (2005) points out that there is a set of pillars or basic foundations for the concept of citizenship, which represent the infrastructure of this concept in any society, and from which it derives its strength. Societies that seek true citizenship for their individuals are keen to establish, maintain, and always follow up on these pillars, including: equality, justice, freedom, and equal opportunities.

Citizenship values are a set of standards for building a citizen who is imbued with the culture, traditions and customs of the country to which he belongs. These values include: belonging, loyalty, pluralism, acceptance of others, and sharing values (Homana, Barber & Torney-Purta, 2006). From the above, it is clear that the concept of citizenship means the relationship between the individual and the society in which he permanently resides, belongs to, and is linked to geographically, historically, culturally, emotionally and educationally.

Teleb and Suleiman (2019) explained that citizenship is the reflection of civilized behavior by the individual towards his country, and it is a concept that refers to the social and legal connection between individuals and society. From the researchers' perspective, the importance of citizenship appears to be that it transforms civic values acquired by the individual into practices on the ground, which lead to the formation of a good citizen who is responsible for himself and his society. Hughes & Sears (2010) state that a set of values included in the concept of citizenship can be extracted, which formal and informal social institutions seek to develop and support for the youth, including: the values of tolerance, developing freedom of expression, cooperation among society members, national belonging and loyalty, self-confidence, and human ability to adhere to the rights, dialogue skills and openness to others, appreciation of the value of teamwork and involvement in it, the principle of rejecting violence and discrimination in all its forms, solidarity among society members, of personal responsibility and self-independence, and the values of social responsibility.

Regarding the dimensions of citizenship, many researchers proposed multiple dimensions: Smith, Organ & Near (1983) are among the first researchers to propose two dimensions to citizenship: altruism and public obedience. Organ (1988) also proposed five dimensions, namely: altruism, conscientiousness, civility, civilized behavior, and

sportsmanship. Then Organ, Podsakoff & MacKenzie (2005) reduced them to three dimensions, which are: Helpfulness, courtesy and conscientiousness. Van Dyne, Graham & Dienesch (1994) proposed four dimensions: organizational obedience, loyalty, organizational involvement, and interpersonal assistance.

The proposal presented by Park & Yoon (2009) was widely accepted and used by researchers, as he divided it into four dimensions, which are: (1) The philosophical and value dimension: It represents the philosophical reference related to the concepts of freedom, justice, truth, goodness, destiny, co-existence, equality, tolerance, consultation, and democracy. (2) The affiliative dimension: It represents the national dimension, and is intended to instill individuals' belonging to their cultures and their homeland. (3) The political dimension, in which citizenship represents a set of organizational and behavioral rules and standards within society, and the enjoyment of full citizenship rights, such as the right to participate, manage, make decisions, assume responsibilities, carry out the duties of citizenship, the right to expression, the right to equality and equal opportunities. (4) The social and cultural dimension, in which citizenship becomes a reference, a social value, a culture, and a societal regulator through behaviors, relationships, and social values.

Regarding the levels of citizenship, Lyamu & Jude (2005) classified them into four main levels that are overlapping and interconnected: (1) Positive citizenship, in which the individual plays a positive role towards his homeland due to the strength of his national affiliation, (2) Negative citizenship, in which the individual plays a negative role towards his homeland through unconstructive criticism, (3) Absolute citizenship, in which the individual combines a negative and positive role and (4) False citizenship, in which the individual carries empty slogans, while inside he expresses a lack of belonging to the homeland.

Al Marimi (2016) emphasized the importance of the university in promoting citizenship values and consolidating values. This is due to the fact that universities have an abundance of capabilities that help them achieve their assigned goals, as well as the availability of many curricular and extracurricular activities that contribute directly and indirectly to enhancing citizenship values.

2. Research Problem:

Young people in our Arab world in general and, in Kingdom of Saudi Arabia in particular, they face many global challenges. There are many negative phenomena now widespread in Saudi society, such as fanaticism, violence, non-acceptance of others, negativity, indifference, a weak sense of loyalty and national belonging and being carried away by different points of view without using reason. All of the above reveals the extent to which students need organized work that provides them with citizenship values that arm them with full awareness of the country's conditions and the dangers that surround it, and its role in confronting maneuvers and conspiracies aimed at harming youth by influencing them, spreading a spirit of negativity and dependence and creating deviant values that they receive from the inside and outside.

This is consistent with the two researchers' observations during their teaching and supervision of students at the university, that there are quite a few students who have anti-social behaviors, represented in: violating instructions, aggressive behavior towards themselves or their colleagues, chaotic behavior, rioting inside the classroom, lying, and running away, cheating, uttering immoral statements and vandalizing public property. This reflects their poor sense of social responsibility and low citizenship values.

Several educators (Abdel-Samad, 2000; Taha & Abdel-Hakim, 2013) stress that citizenship values among students are one of the most important ways to confront the challenges and developments of the present and future by imparting to them the values that are the basic foundation for positive and effective participation in social, political and economic

development. They are also considered a means of solving the many problems that societies in general suffer from and our Arab and Islamic society in particular.

Abu Shanab (2015) concluded that university climate quality and satisfaction with it is a predictor of national belonging among a sample of university students, as a number of previous literature indicated that the university climate plays an important role in raising the level of happiness among people (Al Khawaldeh (2012), enhances the level of ambition (Abu Samra and Al Taiti, 2008, Jabr, 2012), and develops achievement motivation (Abu Samra and Al Taiti, 2008, Gharib and Al Adayla, 2010).

Based on the above, the research problem can be formulated in the following main question: What is the relative contribution degree of the perceived university climate quality in predicting citizenship values among King Khalid University students? This question is divided into the following two sub-questions:

- 2.1. What is the nature of the correlation between the perceived university climate quality and citizenship values among university students?
- 2.2. What is the relative degree of contribution of the perceived university climate quality in predicting citizenship values among university students?

3. Research Importance:

The importance of the current study lies in the following aspects:

- 3.1. The importance of the academic stage, which is the university stage. Considering university students as the primary source in the process of planning and future development of society. The university stage is also a stage for making decisions related to lifestyle, setting goals, moving 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 fragmentation of identity among university youth, and the resulting frustration and despair.
- 3.2. The importance of the research topic, given the availability of a good university climate that helps enhance the sense of belonging, national loyalty, and citizenship values in order to create good citizens who contribute to the nation's renaissance.
- 3.3. Drawing the attention of university officials in general and King Khalid University in particular, educators, the media, workers in the field of guidance, and many civil society institutions in the Kingdom to the need to pay attention to appropriate methods and methods to improve the quality of university life for students, and its great importance in improving citizenship values, and its positive impact towards the nation in general.
- 3.4. This research gains tangible importance at the theoretical level, through its contribution to increasing the theoretical balance of studies dealing with the culture of citizenship and university climate quality. Which enriches the Arab library in this field of research.

4. Research Objectives:

The research aims to achieve the following objectives:

- 4.1. Knowing the nature of the correlation between the quality of the perceived university climate and citizenship values.
- 4.2. Verifying the relative contribution degree of the perceived university climate quality in predicting citizenship values among King Khalid University students.

5. Terminology:

5.1. The perceived university climate quality

The perceived university climate quality is procedurally defined in the current research as: The set of perceptions formed by students at the College of Education at King Khalid University about the level of educational, organizational, and social services provided by the university or college, and is determined by the score that students obtain on the scale of the perceived university climate quality used in the research.

5.2. Citizenship Values

Citizenship values are defined procedurally in the current research as: those deep and established feelings that guide the behaviors or actions of King Khalid University students towards peaceful coexistence, love and belonging to the homeland, and adherence to and pride in national identity, are determined by the score that students obtain on the citizenship values scale used in the research.

6. Research Hypotheses:

In light of reviewing previous literature and studies, and the research questions and objectives, the current research seeks to test the validity of the following two hypotheses:

- 1- There is a positive statistically significant correlation between the perceived university climate quality and citizenship values among the research sample.
- 2- The perceived university climate quality contributes to predicting citizenship values among the research sample.

7. Procedures

7.1. Methodology:

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

7.2. participants:

The basic research sample consisted of (134) male and female students at King Khalid University in Kingdom of Saudi Arabia, (67 males and 67 females). Their ages ranged from 18 to 45 years, and they were enrolled in the university's various levels of study (23 PhD students, 29 Master's students, 82 Bachelor's students) from scientific and literary majors (63 from scientific majors, 71 from literary majors).

7.3. Instrument:

The research tools are:

7.3.1. A scale of the perceived university climate quality among university students (prepared by the researchers).

This scale aimed to measure the perceived academic climate quality among King Khalid University students. The initial form of the test included (30) items distributed along three main dimensions, which are: The academic dimension (10 items, arranged on a scale of 1:10), the organizational dimension (10 items, arranged on a scale of 11:20) and the social dimension (10 items, arranged on a scale of 21:30). All items were written in the form of a self-report, in a positive manner, 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 scores (1, 2, 3, 4 and 5) respectively.

The psychometric properties of the scale were verified as follows: Through the honesty of the arbitrators; It was presented to (7) arbitrators specialized in psychology; To verify its

suitability to the research objective and sample. Internal consistency was also calculated on research sample, which consisted of (134) students at King Khalid University, it was calculated by calculating the values of the correlation coefficients between the scale's items and its total score, which ranged between (.254-.815).

The Person correlation coefficients for the three sub-dimensions with the total score of the scale reached (.925, .951, .947), respectively, and they are all statistically significant values at level of (.01). The values of the reliability coefficients for the sub-dimensions of the scale using the Cronbach's alpha coefficient reached (.893, .877, .916), respectively, and for the scale as a whole was (.959). The reliability coefficient values for the sub-dimensions by using the split-half method were (.850, .865, .881), respectively, and for the scale as a whole was (.926), which are high values, which demonstrate the validity of the scale for application.

7.3.2. A scale of citizenship values among students at King Khalid University (prepared by researchers).

This scale aimed to measure citizenship values among students at King Khalid University. The final version of the scale included (28) items distributed over three main values of citizenship, which are: coexistence (10 items ordered 1:10), belonging (10 items ordered 11:20), and identity (8 items ordered 21:28). All items were written in the form of a self-report, in a positive manner, 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 (1, 2, 3, 4 and 5), respectively.

The psychometric properties of the scale were verified as follows: by presenting the scale to (7) specialists in mental health and educational psychology. The arbitrators indicated the suitability of all items of the scale for university students on the one hand, and for its dimension on the other hand. The arbitrators confirmed that the scale, in its terms and dimensions, actually measures citizenship values among university students. Internal consistency was also calculated on a sample other than the research sample, which consisted of (134) students at King Khalid University, it was calculated by calculating the values of the correlation coefficients between the items and the total score of the scale, which ranged between (.421-.837). The values of the Person correlation coefficients between the sub-dimensions and the total score of the scale reached (.792, .927, .866), respectively, all of which are statistically significant values. Reliability coefficient values for the sub-dimensions of the scale using Cronbach's alpha coefficient reached (.748, .866, .834), respectively, and for the scale as a whole (.915). Reliability coefficient values for the sub-dimensions by using the split-half method were (.746, .906, .831), respectively, and for the scale as a whole (.8), which are high values that demonstrate the validity of the scale for application.

8. Results

8.1. Results of Validating the First Hypothesis:

This hypothesis states: "There is a positive, statistically significant correlation between the perceived university climate quality and citizenship values among the research sample". To verify the validity of this hypothesis, the Pearson correlation coefficient was calculated between the perceived university climate quality and citizenship values among the research sample of King Khalid University students. The value of the correlation coefficient was (.728), which is a statistically significant value at the level of (.01).

8.2. Results of Validating the Second Hypothesis:

This hypothesis states: “The perceived university climate quality contributes to predicting citizenship values among the research sample”. To verify the validity of this hypothesis, the researchers followed the next two steps:

8.2.1. Predicting citizenship values from the overall score of perceived university climate quality. To verify this, a simple linear regression analysis (with Enter method) was used to determine the degree to which the overall score of perceived university climate quality contributes to predicting citizenship values among King Khalid University students. The results were as shown in the following table:

Table (1): Results of simple linear regression analysis to determine the degree to which the overall score perceived university climate quality contributes to predicting citizenship values among the research sample.

Independent variable	Dependent variable	Constant	F	R	R²	B	T value and Sig.
perceived university climate quality	citizenship values	88.561	148.668	.728	.530	.390	**12.193

** significance at level of (.01).

Table (1) shows that there is statistical significance at the level of (.01) for the regression coefficient of "overall score of perceived university climate quality" on the values of citizenship, and the value of beta (.390), and the value of (.530 (R²=.530), and this means that the overall score of quality of the perceived university climate explains (53%) of the variation in citizenship values, and the predictive equation can be written as follows:

$$\text{Citizenship values} = 88.561 + .390 \text{ Perceived university climate quality}$$

8.2.2. Predicting citizenship values from the sub-dimensions of perceived university climate quality; in order to find out which dimensions of perceived university climate quality are more predictive of citizenship values. Multiple Regression analysis (with Stepwise method) was used. Table (2) shows the results.

Table (2): Multiple regression analysis to predict citizenship values from the perceived university climate quality dimensions.

Independent variable	Dependent variable	Constant	F	R	R²	B	T value and Sig.
Social dimension	citizenship values	88.352	75.670	.732	.536	.706	**4.783
Academic dimension						.453	**2.984

** significance at level of (.01).

Table (2) shows that there are statistical significance for a regression coefficients for the social and academic dimensions only to predict the values of citizenship, and the dimension of the "social dimension" came in first place, and then the "academic dimension" in predicting the values of citizenship, where the value of beta were (.706, .453) respectively, and the value of (R²=.536), and this means that the social and academic dimensions together explain (53.6%) of the variation in the values of citizenship, and the predictive equation can be written as follows:

$$\text{Citizenship values} = 88.352 + .706 \times \text{social dimension} + .453 \times \text{academic dimension}$$

9. Discussion:

The findings of validating the first hypothesis revealed that there is a positive, statistically significant correlation between the perceived quality of the university curriculum and citizenship values among the research sample of King Khalid University students. The findings of validating the second hypothesis (the perceived university climate quality contributes to predicting citizenship values among the research sample) strengthened the findings of validating the first hypothesis.

In general, the findings of the current research agreed with what Ali (2016) stated that university climate quality is linked to high achievement and high morale among individuals within the university. The high quality of the university climate among King Khalid University students can be attributed to the freedom provided by the university, as well as the high quality of the classroom environment. This reflects positively on their increased affiliation with the university, which leads to the strengthening of positive citizenship values among students as a result of the students' feeling that the state is sparing no effort in meeting the students' curricular and extracurricular needs. This result is consistent with the findings of Watfa and Al Sharia's (2018) study, which concluded the impact of university climate - university professors on the one hand, and university curricula on the other hand - in promoting citizenship values among university students.

The findings of the current research are consistent with what Al Qutb (2012) indicated that a good university climate contributes to enhancing citizenship values, given the role that the university plays in forming the national identity of students by providing them with values and information that awaken their spirit of patriotism; This is confirmed by Jabr (2012), who believes that the university works to encourage social and psychological values that work to enhance socially acceptable behavioral patterns. Abu Shanab (2016) believes that social relations within the university contribute effectively to improving university climate quality, which in turn leads to improving citizenship values among their students. Whenever faculty staff members are keen to develop creativity among students, this makes them feel proud of their homeland, and confirms to them that they live in a country that abides by the laws and encourages creativity and innovation.

The researcher attributes the previous findings to the fact that universities in the present era have made it a priority to ensure the promotion of positive citizenship values among their students, and the development of values that work for the cohesion and progress of society. This is achieved by developing commitment to laws and regulations, preserving public property, and bearing responsibility. They also reinforce among their students the value of sincerity in work and mastery of it, encourage fair competition in studies, and urge them to adhere to lecture times, which is an important positive citizenship value.

The findings of the study are consistent with Ahmed (2022), who emphasized the importance of the university climate in achieving citizenship values among students by establishing the correct thinking in them, and preparing future leaders among them by adhering to university regulations, preserving public property, and encouraging fair competition. This is consistent with what Amara (2010) stated that the university is at the top of the official educational institutions, and that its responsibility becomes extremely important for two reasons: The first is that it supports and complements the efforts of public education institutions that preceded it in consolidating citizenship values and awareness of them. The second is that the university, with its different climate and capabilities that may not be available in institutions below it, can play an effective role in this field.

The university community is considered an appropriate environment and an active incubator for the development of citizenship values through what it provides students with a

conscious and correct culture around the concepts of democracy, justice and modernization and learn about the experiences of nations that have come a long way in social and economic progress. There is a group of factors and variables that work to push students to become interested in national work, such as the presence of many students for a long period of time with similar interests is a strong incentive for organizational activity, student unions and other student organizations that often provide meeting places for students interested in discussions and debates (Ammara, 2010). In this context, Al Sayegh (2005) points out that the university years represent an important period of psychosocial development, as the university is one of the most important environments for social interaction, where students train for their future social roles. Their personalities are formed and socially acceptable behavioral patterns are strengthened, in addition to the acquisition of academic knowledge and skills.

There is no doubt that providing a university climate that is characterized by quality, meets students' psychological and social needs, encourages them to participate in various activities and contributes significantly to shaping their identity and instilling citizenship values in them. On the other hand, Pierce & Hallgarten (2000) state that through integration and cooperation between a number of the following mechanisms through which the university environment can contribute to the education of young people, which leads to activating the university's role in promoting positive citizenship values. These mechanisms include: the curricula, especially the curricula most closely linked to citizenship values, and student activities that develop participation skills, nurture the values of belonging, cooperation, and self-confidence, and the faculty member, as it is the basis of the educational process, with its knowledge and values, its methods of teaching and dealing with students, and the university climate that develops the spirit of a democratic team while developing freedom of expression.

In conclusion, it can be said that a good university climate can contribute effectively to translating the concept of national belonging and citizenship values into behavior and a way of life with which the student can coexist, instead of it being a set of knowledge that is imparted to students, regardless of whether it is translated into practical behavior or not.

10. Recommendations:

In light of the results reached, the researchers recommend the following:

- 10.1. Urging university leaders and faculty staff members to provide a positive and interactive educational climate, dominated by good relations and positive participation by students.
- 10.2. Encouraging students to benefit from the services available at the university, and to participate in university activities, especially sports and recreational activities, while preserving authentic Islamic customs and traditions.
- 10.3. Improving quality of study programs and educational services at King Khalid University to attract students, enhance their various academic paths and specializations, and work to solve problems that hinder their involvement in university activities.
- 10.4. Creating a supportive environment for male and female students to enhance their awareness of university climate quality.
- 10.5. Working to satisfy the psychological and social needs of students within the university, meeting the demands of their growth in the moment they live, and opening them up to real opportunities and positive experiences that enhance their citizenship values.
- 10.6. Holding a number of courses and workshops for university students on how to invest their various energies and manage time well in a way that benefits them and their society, and this leads to enriching their values of citizenship.
- 10.7. 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 citizenship values.

11. Suggested Research:

Researchers can benefit from current research in conducting the following proposed research:

- 11.1. Research and study the factors affecting improving university climate quality among King Khalid University students.
- 11.2. Preparing awareness programs to enhance the participation of university students in university and community activities at King Khalid University.
- 11.3. Preparing research on the psychological and social needs of King Khalid University students and their relationship to their level of perception of university climate quality.
- 11.4. A proposed vision for developing the perceived university climate quality among King Khalid University students.
- 11.5. Research and study the psychological and social needs of King Khalid University students to enrich their values of citizenship.
- 11.6. Preparing guidance programs based on participation in university activities to enrich citizenship values among university students.

12. Research Limitations:

The current research is determined by its topic, which is “the relative contribution of the perceived university climate quality in predicting citizenship values among students at King Khalid University”, its sample from among the university students, place in the College of Education at King Khalid University in Kingdom of Saudi Arabia, its time in the second semester of the academic year 2021/2022 AD, and its tools represented in: a scale of the perceived university climate quality, and a scale of citizenship values among students at King Khalid University.

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