University Students' Awareness of the Concept of National Belonging: A Study on its Scope and Depth

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Abstract

The research underscores the crucial role that Jordanian universities, particularly Yarmouk University, play in fostering national belonging among students. It aimed to assess students' awareness of national belonging and to inform decision-makers at Yarmouk University about the current state of this awareness and its various dimensions. The findings indicate a generally weak understanding among the study sample regarding the concept of national belonging and its associated priorities, elements, and connections to other concepts. More than three-quarters of respondents acknowledged the need for community institutions to actively promote national belonging. The study also identified several factors contributing to diminished national belonging, such as economic and social pressures, tribal fanaticism, and favoritism. Additionally, there was a notable lack of awareness regarding behaviors that embody national belonging. The results revealed statistically significant differences in awareness based on gender, favoring males, while no significant differences were observed concerning academic specialization, academic level, or social and economic status.

Keywords: *National Belonging, Student Awareness, Economic and Social Pressures, Jordanian Universities.*

Introduction

Since the dawn of humanity, individuals have been fundamentally linked to two key elements: place and time. Place represents a person's physical existence, while time defines the duration and scope of that existence. This connection to place is a natural and essential human need, rooted in a desire to belong and form relationships with others, as human beings are inherently social creatures. Belonging satisfies core societal needs, influenced by economic, social, cultural, and political factors that shape identity (Khader, 2000; Jassim & Abdullah, 2022; Hassan, 2023). In Islam, the concept of belonging extends beyond the individual and society to a higher spiritual power—God. This divine connection fosters confidence, security, and a sense of purpose (Mahmoud, 2023; Al-Zahrani, 2022; Al-Sayed, 2019). The Islamic faith further emphasizes strong social bonds, promoting unity among Muslims regardless of time or place, reinforcing a shared sense of belief (Abu Kreisha, 2021; Al-Zahrani, 2020). However, contemporary global changes, including the impact of globalization, have redefined the concept of belonging, challenging traditional values and necessitating greater awareness of its evolving dimensions (Al-Amer, 2004; Saleh, 2022; Taha, 2022).

Educational literature has extensively addressed the concept of national belonging due to the vital role educational institutions play, especially at the university level, where students are more mature and aware of such concepts. Researchers emphasize that education fosters a sense of belonging through various mechanisms, including instilling patriotism, encouraging obedience to rulers, promoting civic participation, and fostering positive social behaviors (Ibrahim, 2021; Hiba, 2020). Additionally, Saudi media highlights the role of education in developing national belonging among students across all stages (Al-Faraj, 2008; Samuel, 2020). Studies show that students recognize the importance of educational content in enhancing patriotism, although they view its current implementation as moderate. They call for increased emphasis on key roles, such as highlighting the religious legitimacy of patriotism, raising awareness of societal dangers like extremism, and fostering dialogue and civic responsibility. However, findings also indicate that student

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activities and teacher engagement in promoting belonging are perceived as insufficient, despite their recognized importance (Abdul Aal, 2021).

The findings of this study highlight a significant responsibility placed on university education, particularly in fostering a stronger sense of national belonging among students who may not have been exposed to adequate methods for developing this concept. The research underscores the pivotal role of Saudi universities, such as King Faisal University, in cultivating national belonging among students. It suggests that understanding students' perceptions of national belonging is essential for evaluating and improving university efforts in this area. Since students are the primary beneficiaries of the educational process, their insights are crucial in assessing whether the university is fulfilling its role in enhancing national belonging. Therefore, this study seeks to address the following core questions:

Main Question: To what extent are Yarmouk University students aware of the concept of national belonging?

Sub-Questions

To what extent are Yarmouk University students aware of the dimensions of national belonging identified in this study?

Does awareness of the concept of national belonging among Yarmouk University students vary based on:

- A. Gender (male vs. female),

- B. Specialization (scientific vs. literary),

- C. Year of study (early vs. final years),

- D. Socio-economic status?

What recommendations and suggestions can be made, based on the study's results, to enhance national belonging among university students?

Study Objectives

This study aims to achieve the following:

Examine the level of awareness among male and female students at Yarmouk University regarding the dimensions of national belonging.

Analyze the differences in awareness of national belonging between male and female students across its various dimensions.

Provide recommendations and proposals that would enhance the university's efforts in promoting national belonging among its students.

Importance of the Study

The significance of this study lies in its focus on a critical issue—the concept of national belonging among university students. The findings are expected to offer valuable insights for university officials and decision-makers at Yarmouk University, shedding light on the current level of students' understanding of national belonging and its dimensions, thereby supporting efforts to strengthen this awareness.

Previous Studies

First: Studies Conducted in Arab Contexts

Several studies have explored national and cultural belonging in Arab educational settings. Al-Qahtani (2002) examined the role of national education in Saudi Arabia's educational policy, analyzing curricula to identify challenges and suggest improvements, such as revising educational foundations, creating comprehensive strategies, and improving teacher training and resources. Watfa (2003) studied social loyalty patterns in Kuwait, focusing on priorities and differences in social affiliation based on gender and age. Al-Qabi and Majdi (2016) investigated the concept of citizenship among Bahraini high school students, highlighting issues that undermine national affiliation.

Al-Subaih (2006) assessed high school students' attitudes toward citizenship and its relation to family, school, and the mosque, revealing that while many students understood the rights and duties of citizenship, there were inconsistencies in their assessments. Al-Amer (2006) explored Saudi youth's awareness of citizenship, noting contradictions in awareness due to cultural openness and finding disparities favoring university education and higher incomes. Similarly, Nassar and Al-Ruwaished (2005) examined the political awareness and national belonging of Kuwaiti education students, identifying a lack of political engagement and awareness, and stressing the role of education in enhancing these aspects.

Al-Qutb (2006) found that universities contribute little to deepening values of national belonging and proposed methods to enhance their role in fostering political, cultural, economic, educational, and social belonging. In Gaza, Abu Fouda (2006) explored the role of educational media in enhancing national belonging, emphasizing the importance of student participation in media activities promoting national values.

Al-Shuraidah (2004) discussed nationalism and citizenship, advocating for a balance between globalism and localism and emphasizing the need for education to reinforce values and protect national identity. Raji'a (2007) revealed a positive correlation between national belonging and psychological, social, and academic variables, with minimal influence from gender, academic specialization, and language of instruction.

Al-Anani (2007) studied kindergarten teachers in Jordan, examining family, national, and professional belonging, and found significant differences based on gender, social status, and age. Meanwhile, Al-Faraj (2008) analyzed the role of public education in fostering national belonging in kindergarten, noting weaknesses in both curriculum content and teachers' roles in promoting national identity.

Al-Salmi's (2011) study focused on enhancing national belonging among female students in Hafar Al-Batin, using a descriptive analytical approach. It recommended increasing patriotism and loyalty through educational programs in collaboration with various national entities. Al-Harbi's (2010) research aimed to assess the role of the national education curriculum in fostering national belonging among third-year secondary students, examining factors like school type, specialization, parents' education, and income, using a national belonging scale. Al-Mutlaq (2011) highlighted the family's role in promoting national belonging and combating extremism by nurturing social emotions and patriotism, while Al-Mutairi (2011) explored how families protect children from extremism by instilling positive values like courage and group loyalty.

Al-Shaqri's (2020) study analyzed the impact of student activities on promoting active citizenship among students at Sharurah College, finding a strong role for these activities in fostering loyalty and belonging, though no significant differences emerged based on gender or specialization. Abunab (2019) examined the relationship between openness to experience and national belonging among gifted female students in

Jeddah, concluding that while openness was high, national belonging varied across dimensions, with no direct correlation between the two. These studies collectively underscore the critical role of education and family in strengthening national belonging and countering extremism among youth.

Studies Conducted in Foreign Environments

Several foreign studies have explored the concept of belonging, providing valuable insights for developing tools in the current study. Bernholt's (2000) study examined how societal conditions and the availability of information influence the balance between personality and belonging, revealing that both factors significantly shape individuals' sense of identity and social belonging. Similarly, Milton's (2001) research found that university students' sense of belonging directly impacts their cultural awareness and social affiliation.

Tots's (2003) study highlighted the role of educational institutions in fostering citizenship, showing that values education can strengthen national belonging. Carroll's (2003) work on American students' views on democracy revealed their support for specific freedoms and desire for social participation, linking democratic engagement to national knowledge. Brent's (2007) study on Australian civics education pointed to young people's disengagement from democratic practices due to ambivalence and lack of confidence, reducing their civic participation.

Toots's (2003) research on globalization and national identity among Indian youth found generational differences in attitudes toward premarital relationships, with younger participants more accepting, though both age groups expressed pride in their national identity. The younger group also expressed a desire to migrate, highlighting globalization's complex impact on national identity and social perceptions. These studies demonstrate the pivotal role educational institutions play in nurturing belonging, while also emphasizing the influence of societal conditions, information access, and global forces on individuals' sense of national and social identity.

Theoretical Framework

Belonging is a fundamental issue in contemporary political thought, gaining significance amid the rapid spread of cultural globalization, which threatens the national and ethnic identities of modern societies. This globalization undermines loyalty within societal structures, including family, national, and human connections. Understanding the concept of belonging and its relation to other concepts is crucial for shaping individual identity and examining the effects of internal and external influences.

Concept of Belonging and Related Terms

Belongingness: Defined as the individual's sense of being an integral part of a group, with a strong connection to it. The term originates from the Arabic verb meaning "to grow" and reflects the individual's affiliation with a specific community, where they feel responsible (Watfa, 2003; Caroline, 2001). Belonging begins with faith in a higher belief, extends to family, homeland, and humanity, and is central to individual and social identity formation.

Loyalty: Loyalty is defined as love and support for a community, driving individuals to adhere to its values and defend it. Loyalty encompasses both emotional attachment and a willingness to sacrifice for the community, representing a higher level of belonging (Ibn Manzur, 1988; Khader, 2000; Sullivan, 1999).

Identity: Identity refers to the unique qualities that define an individual or group. It stems from belonging, with belonging reinforcing identity and vice versa (Al-Tuwaijri, 1997). This dynamic interaction shapes both personal and collective identities.

Alienation: Alienation is the negative outcome of weak belonging, where individuals feel disconnected from society, leading to isolation and social fragmentation. Weak belonging results in social division and conflict (Ta'ima, 1999).

Functions of Belonging

Belonging serves as both a religious and social value, conferring status and significance upon individuals within their communities. It is an intrinsic characteristic that enhances one's connection to an entity where they play a role or hold a position. In this context, belonging fulfills several key functions for both the individual and society (Daabas, 2008):

- *Self-Actualization*: Belonging enables individuals to realize their potential through their actions, commitments, and plans aimed at achieving personal goals. This self-actualization is facilitated by unity with a group that shares common objectives and interests.

- *Happiness and Normativity*: It fosters genuine happiness by regulating conflicting desires and instincts, as societal norms delineate acceptable behaviors and actions.

- *Rights and Entitlements*: Belonging grants individuals acquired rights linked to their affiliation with a group, creating a framework for collective rights that enhance individual orientation.

- *Conflict Mitigation*: It helps eliminate contradictory actions and ideas, preventing individuals from engaging in hostilities or disputes with fellow community members.

- *Encouragement of Values*: Belonging cultivates values such as seriousness, perseverance, and mastery, while fostering creativity and innovation through teamwork, ultimately achieving common goals.

Circles of Belonging and Their Impact

Belonging manifests in several interrelated circles, collectively forming a system that shapes individual, familial, and societal affiliations. These circles influence one another in a dynamic and continuous manner (Saad, 2006; Ali, 2001; Abu Daf, 2004):

Belonging to Self: This involves an individual's pride and self-satisfaction, deepened through education and self-awareness.

Belonging to Family: Family instills core values and inclinations in the individual, strengthened by affection and cooperation.

Belonging to Community: Formed by individuals united by shared religion, language, and interests, this circle is dependent on justice, freedom, and equality.

Belonging to Arabism (Nationalism): Grounded in shared language and history, this sense of belonging is enhanced through economic and cultural unity.

Islamic Belonging: Representing the highest level of belonging, it promotes human dignity and Islamic values such as justice and freedom.

Belonging in Light of Local and Global Variables

Belonging in Arab society is significantly influenced by various local and global factors that serve as common denominators among its people, impacting their sense of belonging both positively and negatively.

Local Factors and Variables

Family, Familial, and Tribal Factors: Muslim families navigate a rapidly changing environment characterized by materialistic and self-serving values, exacerbated by the rise of modern technologies. This shift has contributed to family disintegration, increased divorce rates, and heightened feelings of isolation and introversion. Such disintegration weakens familial and societal bonds, prompting individuals to seek alternative affiliations, which may be detrimental (Dabbas, 2008; Al-Tarrah, 2002; Al-Amer, 2003).

Unemployment and Leisure Issues: Two forms of unemployment affect the sense of belonging: disguised unemployment, where individuals are employed but unproductive, and actual unemployment, resulting from a lack of job opportunities. These issues foster resentment toward society and diminish national belonging. Additionally, the absence of meaningful activities for youth makes them susceptible to deviant behaviors (Rushdi Taaima, 1999; Ibrahim Abdel Razek, 2002).

Absence of Educational Institutions' Role: Educational institutions are crucial for instilling values of belonging and loyalty. Their failure to shape students' identities and enhance their connection to the community adversely affects societal cohesion and stability (Ali Al-Jamal, 2002).

Global Factors and Variables

Globalization and Its Effects: Globalization presents a significant challenge to national belonging, as it seeks to erase local identities in favor of a globalized culture. While globalization aims to integrate diverse cultures and reduce differences, it is often criticized for undermining national affiliations and raising concerns about cultural identity loss and local value erosion (Wassim Al-Dallal, 2004; Ali Watfa, and Saleh Al-Rashed, 2004). To combat these challenges, it is essential to strengthen loyalty and belonging through religious and cultural education, reinforce national and religious identity, and bolster community institutions to mitigate the adverse effects of globalization.

Factors Affecting the Strength of Belonging to the Homeland

National belonging can experience decline or weakness due to several factors:

- *Family Influence*: When families fail to instill values of belonging in their children throughout various life stages.

- *Educational Institutions*: Schools, institutes, and universities that do not promote national belonging and fail to enhance its values in diverse forms and manifestations.

- *Socioeconomic Conditions*: Increased unemployment, inadequate infrastructure, poverty, and inflation can contribute to weakened national affiliation.

- *Lack of Community Support*: A decline in the number of clubs, youth centers, and cultural gatherings that promote national belonging and harness youth energies.

- *Absence of Dialogic Values*: The lack of dialogue, interaction, tolerance, and respect for differing opinions among societal groups.

- *Ideological Conflicts*: Conflicting ideas and ideologies within the same homeland can undermine national unity.

Means of Consolidating National Belonging (Al-Anzi, 2017)

To strengthen national belonging and translate it into active behaviors, the following actions are essential:

- *Encouraging Expression and Creativity*: Creating an environment that allows freedom of expression and stimulates competition for national advancement.

- *Promoting Societal Unity*: Ensuring the continuity and unity of society.

- *Resisting Westernization*: Standing against forces of Westernization and cultural invasions that contradict local heritage and values.

- *Fostering Collaboration*: Emphasizing partnership and cooperation to defend the homeland, preserve its achievements, and enhance its standing among nations, while building bridges of peaceful coexistence with other peoples.

The Role of the University in Promoting National Belonging

The university plays a crucial role in deepening the spirit of national belonging, transforming it from mere verbal acknowledgment to a conscious understanding of its components. This understanding is translated into social behaviors grounded in justice, equality, consultation, tolerance, and adherence to rights and duties within a framework of enlightened belonging. The university acknowledges that genuine belonging is the foundation of societal unity, strength, and resilience against both internal and external challenges to the homeland's Arab-Islamic identity (Shalabi, 2015).

Additionally, universities are tasked with producing knowledge and equipping students with the skills and values necessary for responsible engagement in religious, social, political, cultural, and economic spheres. This includes contributing to sustainable development projects and fostering critical and creative thinking to navigate the challenges of technological advancement and evolving lifestyles. By instilling a sense of responsibility toward faith, society, and country, universities prepare students to actively participate in the development process and master their societal roles based on principles of rights and duties (Al-Shahrani, 2019).

The Role of the University in Preparing Competent Graduates

The university is dedicated to preparing competent graduates who understand their country's priorities and possess the necessary skills to engage in public life. This includes knowledge of national status, international relations, and the foundations of both internal and external policies. Additionally, graduates are equipped with critical and creative thinking abilities to advance the country, address challenges posed by globalization to cultural identities, and anticipate future developments arising from rapid technological progress and changes in production systems, professions, and lifestyles (Hussein, 2017).

In its pioneering role in serving society, producing knowledge, and promoting a constructive culture, the university contributes to the development of graduates committed to their responsibilities towards their faith, society, and country. This is achieved through various initiatives (Al-Hawal, 2018):

- *Curriculum Development*: Planning and developing programs and courses aligned with the heritage, culture, and future aspirations of society.

- *Encouraging Expression*: Providing opportunities for students to voice their opinions on public issues relevant to the country.

- *Cultural Engagement*: Facilitating cultural seminars to foster awareness and dialogue.

- *Skill Development*: Organizing scouting and camping activities to enhance social life skills.

- *Diverse Student Activities*: Implementing a range of student activities, including social, cultural, religious, and sports programs.

- *Community Involvement*: Participating in local community development and environmental conservation projects.

- *Volunteer Opportunities*: Increasing avenues for student involvement in service projects and volunteer work within the local community.

- *National Celebrations*: Celebrating National Day and recognizing community symbols and leaders in various fields, including religion, culture, science, politics, and sports.

- *Research Encouragement*: Promoting student research on social and environmental issues.

Methodology and Procedures

Population and Sample

The research population in this study refers to the entire group to which the research findings can be generalized. Specifically, the population consists of male and female students enrolled at Yarmouk University during the 2023/2024 academic year, from both literary and scientific departments, and includes students in their first and final years of study. The research sample was selected using a stratified random sampling method, appropriate for situations where the population is divided into distinct groups or categories. In this case, the sample includes students from both literary and scientific departments at Yarmouk University, with representation from both male and female students. A detailed breakdown of the study sample is provided in Table 1.

Table 1: Description of the Study Sample

No.	Variables	Male		Female		Total Sample	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	Gender	303	55.6	242	44.4	545	100.0
2	Scientific Colleges	226	69.5	99	30.5	325	59.6
	Literary Colleges	77	35.0	143	65.0	220	40.4
3	Initial Levels	172	58.5	122	41.5	294	53.9
	Final Levels	131	52.2	120	47.8	251	46.1
4	Income level less than 300JD	211	66.7	120	36.7	331	60.7
	Income level from 300-500JD	45	41.7	63	58.3	108	19.8
	Income level from 500-800JD	20	37.7	33	62.3	53	9.7
	Income level more than 800JD	27	50.9	26	49.1	53	9.7

Table 1 provides a detailed breakdown of the study sample in terms of frequencies and percentages of male and female students, along with key study variables. These variables include: Gender (male and female students), College affiliation (scientific and literary), Educational level (first-year students and final-year students), and Family income level for both male and female students. Based on the data presented in Table 1, the following observations can be made:

- The sample of male students consisted of 303 students, representing 55.6% of the total study sample, while the female students numbered 242, comprising 44.4% of the total sample.

- In scientific colleges, the sample included 226 male students, accounting for 69.5% of the total sample from scientific colleges, and 99 female students, representing 30.5% of the total sample from scientific colleges.

- In literary colleges, the sample comprised 77 male students, representing 35.0% of the total sample from literary colleges, and 143 female students, constituting 65.0% of the total sample from literary colleges.

- Regarding educational levels, 172 male students were in the first academic level, representing 58.5% of the total sample at this level, while 122 female students, or 41.5%, were in the first academic level.

- Family income levels were distributed as follows:

  - For an income level below 300 Jordanian dinars: 211 male students (66.7%) and 120 female students (36.7%).

  - For an income level between 300 and 500 Jordanian dinars: 45 male students (41.7%) and 63 female students (58.3%).

  - For an income level between 500 and 800 Jordanian dinars: 20 male students (37.7%) and 33 female students (62.3%).

  - For an income level above 800 Jordanian dinars: 27 male students (50.9%) and 26 female students (49.1%).

The Instrument

To assess the level of awareness of the dimensions of the concept of belonging among Yarmouk University students, a Instrument was developed that includes both direct and indirect statements. This is essential because individuals in any society exhibit behaviors that may express, or fail to express, a sense of belonging, whether consciously or unconsciously. The role of scientific research is crucial in uncovering these behaviors, allowing for recommendations and proposals aimed at enhancing awareness of national belonging and its associated dimensions (Saleh & AlAli, 2024). Consequently, the research team designed a scale to evaluate the awareness of Yarmouk University students regarding the concept of national belonging and its dimensions, following these steps:

Goal of the Instrument

The primary objective of the awareness scale is to determine the extent of Yarmouk University students' awareness of the concept of belonging and to investigate the impact of various variables on their perception of national belonging across its different dimensions.

Sources for Preparing the Instrument

The research team conducted a comprehensive review of studies and literature related to the concept of belonging, including religious and educational sources that addressed its dimensions and the behavioral contexts that express it. Based on this review, the initial version of the Instrument was created, comprising seven axes, each representing a dimension of national belonging, with a total of 90 statements. The response options for each axis were tailored to reflect the unique nature of each dimension.

Verifying the Validity of the Instrument Content

The validity of the scale was established through several methods:

Face Validity: This aspect assesses whether the scale measures what it is intended to measure within a specific context, relying on evaluations from qualified experts regarding the Instrument items and purpose (AlAli & Al-Barakat, 2022). To ensure apparent validity, the Instrument was reviewed by specialists in education and psychology, who provided observations that informed the preparation of the final version. This revised scale comprised six axes instead of the original seven and included eighty statements, with distribution based on the nature of each dimension.

Exploratory Experiment: The research team conducted an exploratory application of the Instrument on a separate sample of male and female students at Yarmouk University, distinct from the primary research sample. This application aimed to assess the clarity of the Instrument items and to estimate the time required for its administration.

The internal consistency validity of the instrument dimensions and items is presented in Table 2.

Table 2: Content Validity of the Dimensions of the Affiliation Instrument

No.	Dimensions	Dimensions		Total Instrument average		Correlation coefficient	Sig.
		Mean	St. Div.	Mean	St. Div.		
1	Average of the first dimension	2.175	0.302	14.925	1.168	**0.180**	**0.049**
2	Average of the second dimension	4.692	0.762			**0.442**	**0.000**
3	Average of the third dimension	2.386	0.414			**0.378**	**0.000**
4	Average of the fourth dimension	2.611	0.542			**0.368**	**0.000**
5	Average of the fifth dimension	2.352	0.197			**0.733**	**0.016**
6	Average of the sixth dimension	1.824	0.496			**0.701**	**0.005**
7	Average of the seventh dimension	1.801	0.463			**0.658**	**0.004**

Table 2 presents the correlation coefficients and significance levels for the dimensions of the Instrument. The correlation coefficients for the seventh dimensions ranged from 0.180 to 0.733, with statistical significance levels between 0.01 and 0.05. These results indicate the validity of the Instrument across its seven dimensions.

Instrument Reliability

To assess the reliability of the scale, a half-split method was employed. The following table details the reliability of both odd and even items for the dimensions of the National Awareness and Belonging Instrument among male and female university students, as well as the overall Instrument.

Table 3: Half-Split Method for Calculating Reliability of Odd and Even Items for The National Awareness and Belonging Instrument

No.	Dimensions	Odd Items	Even Items		Sig.

		Mean	St. Div.	Mean	St. Dev.	Correlation coefficient	
1	Average of the first dimension	2.456	0.373	1.811	0.485	0.708	0.000
2	Average of the second dimension	4.325	0.669	4.633	0.721	0.921	0.000
3	Average of the third dimension	2.357	0.597	2.454	0.723	0.728	0.000
4	Average of the fourth dimension	2.539	0.297	2.747	1.413	0.354	0.005
5	Average of the fifth dimension	2.330	0.231	2.278	0.185	0.307	0.017
6	Average of the sixth dimension	1.683	0.466	1.748	0.445	0.689	0.000
7	Average of the seventh dimension	1.632	0.368	1.713	0.419	0.658	0.003
	Average overall dimensions	15.690	1.1553	15.670	1.948	0.955	0.000

Table 3 presents a statistically significant correlation (at the 0.01–0.05 level) between the odd and even statements within the instrument's dimensions, demonstrating the reliability of the instrument across its dimensions and items. This indicates that the instrument is stable and suitable for application to the study sample.

Following the confirmation of the validity and reliability of the scale measuring awareness of belonging among male and female students at Yarmouk University, the research team proceeded to administer the scale to the designated sample of students, as previously described.

Statistical Analysis Methods

To achieve the objectives of the research, the data obtained from the field application of the awareness of belonging scale were analyzed using the SPSS statistical software package. The analysis employed frequencies, arithmetic means, standard deviations, Pearson correlation coefficients, and Cronbach's alpha coefficient to assess both the content validity and the reliability of the scale. These statistical procedures allowed the research team to derive the final data, which will be discussed in the results section of the next chapter.

Results and Interpretation

This chapter presents the findings of the study by addressing the research questions outlined in the first chapter. The results are organized according to the tables in which the data was compiled, following the sequence of the study questions. The research team will analyze and interpret these results, providing detailed insights as follows:

First Question: What is the level of awareness among Yarmouk University students regarding the concept of belonging? The following tables provide an answer to this question:

The level of awareness related to the ability to define one's personality and prioritize its aspects:

Table 4: Observed And Expected Frequencies, Along with The Chi-Square (Chi²) Value, For Defining the Personality Within the Study Sample.

Personality Definition	Jordanian - Arab - Muslim	Arab - Jordanian - Muslim	Muslim - Arab - Jordanian	Jordanian - Muslim - Arab	Arab - Muslim - Jordanian	Muslim - Jordanian - Arab	Total	Chi² Value	Sig.
Observed Frequency	53	13	290	33	18	138	545	638.9	0.000
Percentage (%)	9.7	2.4	53.2	6.1	3.3	25.3	100.0		
Expected Frequency	90.8	90.8	90.8	90.8	90.8	90.8	545		

Table 4 demonstrates a statistically significant Chi-square (Chi²) value, indicating differences among the study sample in how they define their identity. The most frequent identity choice was "Muslim - Arab - Jordanian," with 53.2% of respondents selecting this option. However, this result falls short of the expected value of 90.8%, as outlined in the previous table. This disparity may suggest a lack of strong awareness among the study sample regarding the concept of belonging and its priorities. It is generally expected that Muslims take pride in their religious identity, with other affiliations aligning under the banner of religion. In no case should societal affiliation overshadow religious identity.

Following this, the identity choice "Muslim - Jordanian - Arab" ranked second, with 25.3% of the respondents. Both of these definitions begin with "Muslim" and differ in the second term—whether "Arab" or "Jordanian." Combined, these two identity definitions account for 78.5% of the responses, underscoring that nearly three-quarters of the sample chose Islam as the primary element of their identity. This suggests that this group of students takes pride in their Islamic identity.

The remaining identity definitions ranked in the following order: "Jordanian - Arab - Muslim," "Jordanian - Muslim - Arab," "Arab - Muslim - Jordanian," and finally, "Arab - Jordanian - Muslim." These results indicate not only a lack of strong awareness regarding the concept of belonging but also a weakness in articulating opinions on these identity choices.

The Extent of Awareness of Social Affiliation Priorities

Table 5: Observed and Expected Frequencies, and Chi-Square Values for The Study Sample Regarding Social Affiliation Priorities

Social Affiliations	Family	Tribe	Region	Nation	Sect	Religion	Arab Identity	Humanity	Total	Chi-square Value	Sig.
Observed Frequency	64	55	51	90	63	170	79	68	545	701.2	0.00
Percentage%	10.0	8.6	7.9	14.1	9.8	26.5	12.5	10.6	100.0		
Expected Frequency	68.1	68.1	68.1	68.1	68.1	68.1	68.1	68.1	545		

Table 5 reveals a statistically significant Chi-square (Chi²) value, indicating differences in the viewpoints of the study sample regarding the prioritization of their social affiliations. The highest priority was assigned to religious affiliation, with 26.5% of respondents selecting this option. This finding suggests a limited awareness of the concept of belonging, as well as a lack of understanding of the proper prioritization of affiliations, with loyalty to religion expected to be at the forefront.

Following religious affiliation, national affiliation ranked second, with 14.1%, and Arab affiliation placed third, with 12.5%. Humanitarian affiliation followed at 10.6%, followed by affiliation to the family, sect, and tribe. Lastly, regional affiliation ranked lowest, with 7.9%.

This variation in responses suggests a weak understanding of the concept of belonging and the various levels of affiliation. These affiliations form a series of interconnected circles, and an individual's degree of attachment to each circle can vary in strength. This underscores the need for institutions such as the family, schools, universities, and broader societal organizations to raise awareness about these affiliations. Overemphasizing one form of belonging can influence an individual's behavior and actions, either positively or negatively.

Awareness of the Importance of the Role Community Institutions Play in Fostering National Belonging

Table 6 Descriptive Data and Chi-Square (Chi²) Value for The Study Sample's Awareness of The Concept of Belonging and The Factors Influencing It.

No.	Dimensions	Mean	St. Div.	Percentage %	Chi²	Sig
1	**Awareness of the Concept of Belonging**	2.217	0.333	73.90	172.9	0.00
2	**Effectiveness of Institutions in Instilling Feelings and Values of National Belonging**	2,325	0,394	77,50	163.7	0.00
3	**Factors Contributing to Weak Feelings of Belonging**	2,484	0,366	82,80	230.1	0.00
4	**Indicators of National Belonging Among Community Members**	2,360	0,204	78,70	140.9	0.00
5	**Behavioral Practices Reflecting National Belonging**	1,857	0,445	61,90	146.0	0.00

For the dimension of **awareness of the concept of belonging**, the previous table reveals a statistically significant Chi-square (Chi²) value, indicating variability in the study sample's responses regarding their

understanding of the concept of belonging. The overall mean for this dimension was 2.217, with a standard deviation of 0.333, and a percentage of 73.90%, which suggests a generally weak awareness among the study sample of the concept of belonging, its elements, and its relation to other concepts.

For the dimension assessing the **effectiveness of the role of institutions in fostering national belonging**, the table also shows a statistically significant Chi-square value, pointing to differences in the sample's views on the role of institutions in cultivating feelings and values of national belonging. The overall mean for this dimension was 2.325, with a standard deviation of 0.394 and a percentage of 77.50%. This suggests that more than three-quarters of the sample believe that these institutions should play an active role in strengthening national belonging among community members.

Regarding the dimension examining the **reasons for the weakening of the sense of belonging**, the table reveals a statistically significant Chi-square value, indicating differences in the sample's views on the causes of this decline in some members of society. The overall mean for this dimension was 2.484, with a standard deviation of 0.366 and a percentage of 82.80%. The wide variation in responses suggests that students do not share a unified opinion regarding the causes of weakened belonging. These factors, such as sectarian fanaticism, intellectual extremism, and tribalism, can significantly affect social cohesion and underscore the critical role universities and other institutions must play in reinforcing national belonging, especially among youth.

For the dimension concerning **factors that contribute to a sense of national belonging**, the previous table shows a statistically significant Chi-square value, again reflecting variability in the sample's views. The overall mean for this dimension was 2.360, with a standard deviation of 0.204 and a percentage of 78.70%. This result highlights a weakness in the study sample's awareness of the importance of these factors in fostering national belonging within society.

In the dimension of **behavioral practices that express national belonging**, the table again demonstrates statistical significance in the Chi-square value, indicating differences in the sample's engagement in behaviors reflecting national belonging. The overall mean for this dimension was 1.857, with a standard deviation of 0.445 and a percentage of 61.90%. This result, with responses ranging from 69.3% to 53.6% across the twelve items, indicates a weak awareness among the study sample of the behaviors that embody national belonging.

The overall findings of this research reveal that Yarmouk University students display a weak understanding of the concept of belonging, its priorities, its various circles, and its relationship with other concepts. Additionally, there are several contributing factors to the weakening of the sense of belonging. These results align with previous studies, including those by Al-Maamari and Toson (2001), Al-Sulaiman (1998), Al-Tahtawi (1995), Al-Amer (1426 AH), Nassar and Al-Ruwaished (2005), Al-Qutb (2006), Al-Faraj (1429 AH), Pornholt (2000), and Print (2007).

Awareness of the Role of Community Institutions in Fostering National Belonging

Table 7 Descriptive Data and Chi-square (Chi²) Value for Study Sample Opinions on the Effectiveness of Community Institutions in Fostering National Belonging

No.	Statements		Degree of Effectiveness (N=545)			Mean	St. dev.	percentage	Rank	Chi²	Sig.
			Effective	Somewhat Effective	Ineffective						
1	Family	N	440	93	12	2.785	0.462	92.8	1	569.1	0.00
		%	80.7	17.1	2.2						
2	School	N	329	172	44	2.523	0.642	84.1	3	224.3	0.00
		%	60.4	31.6	8.1						
3	University	N	247	198	100	2.270	0.752	75.7	6	61.7	0.00

No.	Statements		Yes	Unsure	No.	Mean	St. dev.	Percentage	Rank	Chi²	Sig.
		%	45.3	63.3	18.3						
4	Literary Clubs	N	145	252	148	1.995	0.734	66.5	8	40.9	0.00
		%	26.6	46.2	27.2						
5	Civil Society	N	123	251	171	1.912	0.730	63.7	9	46.0	0.00
		%	22.6	46.1	31.4						
6	Media	N	316	161	68	2.455	0.706	81.8	4	172.8	0.00
		%	58.0	29.5	12.5						
7	Religious Institutions	N	341	163	41	2.551	0.631	85.0	2	250.6	0.00
		%	62.6	29.9	7.5						
8	National Dialogue Center	N	268	198	79	2.347	0.719	78.2	5	100.5	0.00
		%	49.2	36.3	14.5						
9	Sports Clubs	N	202	191	152	2.092	0.801	69.7	7	7.6	0.02
		%	37.1	35.0	27.9						
Overall Dimension Mean			**2.325**								
Standard Deviation			**0.394**								
Percentage			**77.50 %**								

Table 7 reveals a statistically significant Chi-square (Chi²) value, indicating differences among the study sample regarding the effectiveness of various institutions in fostering feelings and values of national belonging. The results from the descriptive data, along with the ranking of the items in this dimension, are as follows:

The highest-ranked item was statement 1, which asserts that the family, after religion, plays a critical role in raising awareness of the concept of belonging and instilling its values in children. This statement had an arithmetic mean of 2.865, a standard deviation of 0.462, and a percentage of 92.80%. These results highlight the participants' strong awareness of the Muslim family's role in educating children about belonging, fostering this sentiment, and instilling its values.

Conversely, the lowest-ranked item was statement 5, which posits that civil society organizations contribute to enhancing the sense of belonging among members of society. This item had an arithmetic mean of 1.912, a standard deviation of 0.730, and a percentage of 63.70%. These results suggest a perceived weakness in the role of civil society organizations in fostering a sense of belonging and instilling its values among community members.

The overall mean for this dimension was 2.325, with a standard deviation of 0.394 and a percentage of 77.50%. This indicates that more than three-quarters of the study sample believe that these institutions should play a significant role in strengthening the sense of national belonging among members of society.

Reasons Contributing to the Weakness of the Sense of Belonging

Table 8 Descriptive Data and The Chi-Square (Chi²) Value for The Study Sample's Opinions on The Factors Contributing to The Weakening of The Sense of Belonging.

No.	Statements		Agreement Level (N=545)			Mean	St. dev.	percentage	Rank	Chi²	Sig.
			Yes	Unsure	No.						
1	Unemployment	N	389	110	46	2.629	0.635	78.6	9	366.2	0.00
		%	71.4	20.2	8.4						
2	Tribal Fanaticism	N	364	107	74	2.532	0.722	84.4	2	277.5	0.00
		%	66.8	19.6	13.6						
3	Education in Foreign Schools	N	234	156	155	2.145	0.833	71.5	10	22.6	0.00
		%	42.9	28.6	28.4						
4	Administrative Corruption	N	331	141	73	2.473	0.720	82.4	7	196.9	0.00
		%	60.7	25.9	13.4						

5	Sectarian Fanaticism	N	351	118	76	2.505	0.728	83.5	6	241.6	0.00
		%	64.4	21.7	13.9						
6	Nepotism and Favoritism	N	342	143	60	2.517	0.686	83.9	4	231.2	0.00
		%	62.8	26.2	11.0						
7	Economic and Social Pressures	N	368	118	59	2.567	0.680	85.6	1	296.3	0.00
		%	67.5	21.7	10.8						
8	Intellectual Extremism	N	343	149	53	2.532	0.667	84.4	2	240.3	0.00
		%	62.9	27.3	9.7						
9	Family Disintegration	N	327	123	95	2.426	0.771	80.9	8	176.6	0.00
		%	60.0	22.6	17.4						
10	Weak Planning to Invest Youth Energy in Community Development	N	355	114	76	2.512	0.728	83.7	5	252.0	0.00
		%	65.1	20.9	13.9						
Overall Dimension Mean			**2.484**								
Standard Deviation			**0.366**								
Percentage			**82.80%**								

Table 8 demonstrates a statistically significant Chi² value, highlighting differences in the study sample's views on the factors contributing to a weakened sense of belonging among certain members of society. The descriptive data and the ranking of statements in this dimension are as follows:

The top-ranked statement is phrase 1, which attributes the weakening of national belonging to economic and social pressures, with an arithmetic mean of 2.567, a standard deviation of 0.860, and a percentage of 85.60%. This finding suggests that members of society expect the state to be primarily responsible for providing employment opportunities. This expectation creates indirect pressure on the government, which must address these demands, especially as living costs rise. To alleviate these pressures, some governments implement unemployment benefits and living cost assistance programs, aimed at enhancing public trust in governmental leadership. Reflecting this approach, the Custodian of the Two Holy Mosques issued a series of decisions to address unemployment and high living costs, fulfilling the aspirations of the population.

In contrast, the lowest-ranked statement is phrase 3, which suggests that education in foreign schools may influence the sense of national belonging among students attending these institutions. This is supported by an arithmetic mean of 2.145, a standard deviation of 0.833, and a percentage of 71.50%. The data indicates that this portion of the study sample recognizes the impact that foreign schools' cultural content and languages have on national identity.

The overall mean for this dimension is 2.484, with a standard deviation of 0.366, and a percentage of 82.80%. The variation in responses reflects a lack of consensus among the study participants regarding the underlying causes of weakened national belonging. These factors, when combined, may exert either a positive or negative influence on national cohesion and societal strength. Issues such as sectarian fanaticism, intellectual extremism, and tribalism pose particular risks to social cohesion. Consequently, universities and other institutions must redouble their efforts to strengthen national belonging, particularly among young people.

The Second Research Question: This question investigates whether there are differences in the awareness of the concept of belonging among male and female students at Yarmouk University based on the variables of gender, specialization, years of study, and social and economic level. The following tables present the findings related to this inquiry:

Table 9: Significance Of the Differences in the T-Test Between Male and Female Students of Yarmouk University Regarding the Concept of Belonging According to Gender, Specialization, Years of Study.

No.	Dimensions of the Concept of National Belonging	Males N=300	Females N=245	t-value	Sig.

No.		Mean	St. dev.	Mean	St. dev.		
1	Overall Average Definition of Identity	3.809	1.596	3.92	1.506	2.361	0.019
2	Overall Average Concept of Belonging	2.277	0.362	2.144	0.276	4.731	0.000
3	Overall Average Priorities of Social Belongings	4.534	0.364	4.535	0.449	0.028	0.978
4	Overall Average Role of Institutions in Instilling National Belonging	2.324	0.424	2.327	0.355	0.061	0.951
5	Overall Average Reasons Contributing to Weak Sense of Belonging	2.480	0.396	2.489	0.326	0.272	0.786
6	Overall Average National Belonging	2.395	0.228	2.318	0.161	4.457	0.000
7	Overall Average Practice of National Belonging Behavior	1.930	0.463	1.768	0.405	4.293	0.000
	Overall Average of the Questionnaire	2.510	0.196	2.440	0.148	4.633	0.000

No.	Dimensions of the Concept of National Belonging	Science (n=325)		Humanities (n=220)		t-value	Sig.
		Mean	St. dev.	Mean	St. dev.		
1	Overall Average Definition of Identity	3.760	1.541	3.532	1.589	1.675	0.095
2	Overall Average Concept of Belonging	2.232	0.359	2.196	0.290	1.225	0.221
3	Overall Average Priorities of Social Belongings	4.562	0.506	4.493	0.077	1.997	0.046
4	Overall Average Role of Institutions in Instilling National Belonging	2.309	0.417	2.250	0.357	1.200	0.231
5	Overall Average Reasons Contributing to Weak Sense of Belonging	2.506	0.357	2.451	0.379	1.732	0.084
6	Overall Average National Belonging	2.373	0.219	2.341	0.180	1.801	0.072
7	Overall Average Practice of National Belonging Behavior	1.839	0.460	1.883	0.421	1.124	0.262
	Overall Average of the Questionnaire	2.485	0.194	2.468	0.154	1.100	0.272

No.	Dimensions of the Concept of National Belonging	First Years (n=294)		Final Years (n=251)		t-value	Sig.
		Mean	St. dev.	Mean	St. dev.		
1	Overall Average Definition of Identity	3.588	1.549	3.761	1.577	1.285	0.199
2	Overall Average Concept of Belonging	2.235	0.344	2.197	0.319	1.355	0.176
3	Overall Average Priorities of Social Belongings	4.512	0.241	4.561	0.52	1.452	0.147
4	Overall Average Role of Institutions in Instilling National Belonging	2.340	0.397	2.309	0.390	0.921	0.357
5	Overall Average Reasons Contributing to Weak Sense of Belonging	2.448	0.389	2.526	0.333	2.466	0.014

6	Overall Average National Belonging	2.349	0.232	2.373	0.165	1.316	0.189
7	Overall Average Practice of National Belonging Behavior	1.868	0.443	1.844	0.447	0.639	0.523
	Overall Average of the Questionnaire	2.472	0.190	2.485	0.165	0.865	0.387

The table 9 indicates statistically significant differences between male and female students regarding the concept of belonging. These differences favor males in several dimensions: defining personality, understanding the concept of belonging, manifestations of national belonging, and practicing national belonging behaviors. However, no statistically significant differences were found in the remaining dimensions. The researchers attribute the significant differences favoring males to the greater freedom of movement enjoyed by males in the Gulf States and the Hashemite Kingdom of Jordan. Males have more opportunities to attend seminars, forums, cultural exhibitions, and visit Islamic landmarks across the Kingdom. They also participate more freely in National Day celebrations, providing them with greater opportunities for social interaction, opinion exchange, and a deeper understanding of citizenship and belonging compared to females.

Table 9 reveals statistically significant differences between the study sample based on specialization (scientific vs. literary) in the priorities of social affiliations, with the differences favoring students in scientific colleges. However, no significant differences were found in the other dimensions or in the overall average of the questionnaire. The researchers attribute the absence of statistically significant differences in the awareness of the concept of belonging between students in scientific and literary specializations to the similar content offered in both fields of study. This equivalency is reflected in the courses provided across Jordanian universities, and particularly at Yarmouk University, where the curricula in scientific and literary programs are aligned in terms of promoting concepts related to national belonging.

Table 9 indicates the presence of statistically significant differences among the study sample concerning the variable of years of study (first years vs. final years) in relation to the reasons contributing to a weakened sense of belonging, with the differences favoring students in their final years. However, no significant differences were found in the remaining dimensions or the overall average of the questionnaire. The researchers attribute the lack of statistically significant differences in students' awareness of the concept of belonging between the first and final years to the nature of the curricula, courses, and educational activities at Yarmouk University. These materials include concepts and terms related to national belonging that are relatively limited and do not exhibit the appropriate cognitive progression to enhance students' understanding of national belonging as they advance through their academic levels from the first years to the final years of study.

Table 10: Variance Analysis of Yarmouk University Students' Awareness of The Concept of National Belonging Based on Socioeconomic Status

No.	Dimensions	variance source	df	Sum of Squares	Mean Square	F	Sig.
1	first dimension	Between Groups	3	2.119	0.706	0.288	0.834
		Within Groups	541	1326.769	2.452		
		Total	544	1328.888			
2	Second dimension	Between Groups	3	0.339	0.133	1.020	0.384
		Within Groups	541	59.923	0.111		
		Total	544	60.262			
3	Third dimension	Between Groups	3	0.118	0.039	0.251	0.860
		Within Groups	541	84.886	0.157		
		Total	544	85.004			
4	Fourth dimension	Between Groups	3	0.538	0.179	1.156	0.326
		Within Groups	541	83.925	0.155		

		Total	544	84.496			
5	**Fifth dimension**	Between Groups	3	0.444	0.148	1.105	0.347
		Within Groups	541	72.434	0.134		
		Total	544	72.878			
6	**Sixth dimension**	Between Groups	3	0.290	0.097	2.326	0.074
		Within Groups	541	22.453	0.042		
		Total	544	22.742			
7	**Seventh dimension**	Between Groups	3	0.672	0.224	1.132	0.336
		Within Groups	541	107.015	0.198		
		Total	544	107.687			
	Average overall dimensions	Between Groups	3	0.195	0.065	2.033	0.108
		Within Groups	541	17.256	0.032		
		Total	544	17.450			

Table 10 shows no statistically significant differences in the concept of national belonging among the study sample based on socio-economic level. The researchers attribute this lack of significant differences to the socio-economic policies enacted by the Custodian of the Two Holy Mosques. These policies include a series of sovereign decisions aimed at improving the social and economic conditions of the Jordanian population. Key measures such as setting a minimum wage, expanding the number of social security beneficiaries, and combating inflation through targeted support have helped low-income individuals meet their basic needs. Additionally, these policies have provided access to education and training opportunities, enabling individuals to advance to higher socio-economic levels.

Research Recommendations

The study proposes several recommendations aimed at fostering citizenship and national belonging among Yarmouk University students through targeted educational and cultural initiatives. The key recommendations include:

- *Promoting National Awareness***:** The study advocates for the introduction of educational programs that inform students about their rights and responsibilities, while raising social awareness of national issues.

- *Incorporating National Curricula***:** It is recommended to integrate political and social education into academic curricula to enhance students' understanding of their societal roles.

- *Strengthening National Belonging***:** The university should organize activities and initiatives that cultivate a deeper sense of belonging to the homeland and its Arab-Islamic cultural heritage.

- *Hosting Seminars and Events***:** The study suggests organizing political and cultural seminars led by experts to develop national consciousness and civic responsibility.

- *Enhancing Student Engagement***:** Intellectual competitions, cultural activities, and educational visits should be organized to deepen students' knowledge of national history and reinforce the values of citizenship.

- *Establishing Scientific and Literary Clubs***:** Encouraging creativity and innovation in scientific, literary, and artistic fields, while designing activities that promote pride in the homeland.

- *Highlighting Social Values***:** Emphasizing the development of aesthetic appreciation, social values, and community service through activities such as civil defense.

- *Fostering Social Responsibility***:** The study calls for promoting concepts of social responsibility and community engagement through scouting and volunteer work.

- *Promoting Awareness of National History***:** The establishment of a national museum at the university is recommended to enhance students' understanding of Saudi heritage and national history.

In conclusion, the study emphasizes that Yarmouk University should actively work to strengthen national, ethnic, and religious affiliations among students through education and diverse activities, while also addressing issues like favoritism and corruption.

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