

Social Awareness and Responsibility among University Students: A Field Study at King Faisal University

الوعي الاجتماعي والمسؤولية بين طلاب الجامعات: دراسة ميدانية في جامعة الملك فيصل

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Abstract:

Ambitious Nation and a Responsible Citizen". This study examines the relationship between social awareness and the promotion of a culture of social responsibility among students at King Faisal University. Adopting a descriptive research method, the study employs a social survey approach and a purposive sample of 261 male and female students from different colleges and academic levels. The sample comprises students actively involved volunteer clubs that implement voluntary initiatives and activities within the framework of community partnership, both on campus and beyond. The findings reveal strong, positive, and statistically significant correlations positive at the 0.01 level all dimensions of the study, with Correlation coefficients ranging from 0.527 to 0.853, indicating robust and interconnected relationships. Results further demonstrate that the dimensions of social responsibility function within an integrated system. Specifically, the study concludes the following:

Keywords: social awareness, social responsibility, volunteering, culture of social responsibility

ملخص:

"أمة طموحة ومواطن مسؤول". تتناول هذه الدراسة العلاقة بين الوعي الاجتماعي وتعزيز ثقافة المسؤولية الاجتماعية بين طلاب جامعة الملك فيصل. واتباع المنهج الوصفي، اعتمدت الدراسة على مسح اجتماعي وعينة مختارة بعناية مكونة من 261 طالبًا وطالبة من مختلف الكليات والمستويات الأكاديمية. وشملت العينة طلابًا منخرطين بفعالية في نوادي التطوع التي تُنفذ مبادرات وأنشطة تطوعية ضمن إطار الشراكة المجتمعية، داخل الحرم الجامعي وخارجه. وكشفت النتائج عن وجود ارتباطات قوية وإيجابية، بل

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وإيجابية بشكل دال إحصائيًا عند مستوى 0.01، بين جميع أبعاد الدراسة، حيث تراوحت معاملات الارتباط بين 0.527 و0.853، مما يدل على وجود علاقات متينة ومتراصة. كما أظهرت النتائج أن أبعاد المسؤولية الاجتماعية تعمل ضمن نظام متكامل.

الكلمات المفتاحية: الوعي الاجتماعي، المسؤولية الاجتماعية، العمل التطوعي، ثقافة المسؤولية الاجتماعية

1. INTRODUCTION

The relationship between social awareness and social responsibility is one of the most critical issues that has long occupied thinkers and sociologists, due to its profound influence on societal stability and development. Social awareness refers to a society's collective understanding of its problems and challenges, shaped by shared values, beliefs, and norms that guide individual behaviors and interactions. In contrast, social responsibility is the commitment of individuals and institutions to society, expressed through actions and practices that promote social cohesion and sustainable development. Thus, social responsibility can be seen as an advanced manifestation of social awareness, where greater awareness strengthens responsibility among individuals and communities.

Social awareness arises from the interaction between social structures and dominant culture, with key institutions—such as family, education, and media—playing a central role in forming individuals' views of their societal duties. The more this awareness matures, the better individuals can understand societal needs and contribute meaningfully to addressing them. It goes beyond simply recognizing issues to include a critical grasp of social conditions and the ability to take positive positions that support social justice and collective solidarity.

Social responsibility, on the other hand, is demonstrated through the actions individuals and groups take to tackle social challenges, whether via volunteering, complying with laws, supporting community projects, or embedding shared values and a sense of belonging. This is highlighted in sociological theories that stress socialization's role in fostering a sense of duty. For example, Durkheim argued that social solidarity is the bedrock of societal stability, while Max Weber emphasized how value-driven and ethical motives shape people's conduct toward their communities.

The relationship between social awareness and social responsibility is not mechanical but dynamic, influenced by economic, cultural, and political factors.

Societies exhibiting high levels of social awareness typically demonstrate advanced models of social responsibility at both individual and institutional levels. Inversely, diminished social awareness leads to the erosion of responsibility values, the proliferation of individualism, and indifference toward public concerns. Thus, strengthening this relationship necessitates educational and media policies that promote a culture of citizenship, encourage engagement in community work, balance rights and duties, and establish a more cohesive and equitable society.

2. Research Problem

Worldwide, there has been a marked surge in attention to institutional social responsibility as a core pillar and bedrock of sustainable development. Far from being limited to the economic contributions of corporations, the concept now extends to active societal involvement across a broad spectrum of social domains. The Kingdom of Saudi Arabia is fully aligned with this global trend, which underscores the inseparable linkage between social responsibility and ethical responsibility—mutually reinforcing constructs. Building responsible citizens requires social awareness and adherence to ethical values. This strengthens recognition of social responsibility as a behavioral norm that supports institutional sustainable development. It also boosts motivation for effective participation and collaborative teamwork with community members to advance societal progress at local and national levels.

In 2022, the Ministry of Human Resources and Social Development in the Kingdom of Saudi Arabia launched a national platform for social responsibility, aimed at promoting social responsibility and providing developmental opportunities across multiple domains, including healthcare, housing, education, and training. This platform represents a significant step toward realizing the Kingdom's Vision 2030 and fostering integration between the public and private sectors to achieve sustainable development. Saudi universities, including King Faisal University, contribute to disseminating a culture of social responsibility among students. This research paper seeks to explore the role of programs and activities under the Deanship of Student Affairs at King Faisal University in enhancing students' social awareness of the importance of social responsibility. The university also aims to foster the holistic development of students' personalities by equipping them with competencies, knowledge, skills, and values that reinforce awareness of social responsibility. These efforts encompass promoting volunteerism, cooperation, leadership, self-confidence, and a sense of national and communal belonging, while encouraging values of competitiveness, excellence, and entrepreneurship among students. The study is therefore framed

by this research question: How effectively does King Faisal University promote students' social awareness of social responsibility to develop their knowledge and skills, while cultivating volunteerism and social responsibility values throughout Saudi society and the Al-Ahsa community in particular?

- This study seeks to address the following questions:
- What is the level of social awareness regarding the culture of social responsibility among students?
- To what extent do students' participation in volunteer activities contribute to values that enhance social responsibility?
- What is the impact of student initiatives and activities on promoting a culture of social responsibility?
- What is the role of the curriculum and classroom activities in enhancing awareness of social responsibility?
- What is the level of students' commitment to the values of social responsibility?
- What factors can improve the quality of volunteer student initiatives and activities?

University activities and initiatives, conducted under the auspices of colleges and the Deanship of Student Affairs, contribute to developing students' knowledge of the concept of social responsibility. The university enables the practice of activities that enhance volunteer social responsibility skills. University activities and initiatives reinforce ethical values in the practice of social responsibility through cooperation and participation in certain volunteer activities.

3.Section One: Conceptual Definitions

3.1. Social Awareness

Terminologically, which signifies preserving, comprehending, and fully embracing something across its verbal, intentional, and purposeful aspects. It is described as "preservation, valuation, comprehension, and perceptual integrity," incorporating retention, understanding, acceptance, and cognition. The aware person is therefore the alert and discerning guardian (Al-Mu'jam al-Wasī, 1966, p. 208). Thus, awareness involves perceiving all these components and the social interconnections that arise from them.

Social awareness is defined as the collective perception of individuals toward social, economic, cultural, and political issues that affect their daily lives,

reflecting their level of understanding of social reality and their capacity to engage with it critically and consciously. This awareness arises through socialization processes involving institutions such as the family, school, and media, which instill social values and norms that shape individuals' conceptions of society and their place within it. Social awareness is further influenced by historical and cultural contexts, rendering it a dynamic concept that evolves with changing social conditions and societal transformations.

In essence, social consciousness, or awareness of society, is inseparable from self-consciousness, because we can hardly think of ourselves excepting with reference to a social group of some sort, nor of the group except with reference to ourselves. The two things go together, and what we are aware of is a more or less complex personal or social whole, of which now the particular, now the general aspect is emphasized. (Charles H. Cooley, 1907, p.676).

In this sense, social awareness is not merely an innate ability but an acquired skill and emotional disposition that enables individuals to comprehend life's problems and challenges, interacting with them effectively—whether public, personal, or stemming from social interactions. A socially aware individual is attuned to their environment, capable of intelligent engagement, and responsive to others' emotions and actions in a manner that demonstrates profound contextual understanding. Institutions exhibiting social awareness adhere to defined standards and values that foster a positive and secure work environment for all. Although social awareness may appear straightforward, it is a complex skill that develops over time through life experiences and ongoing interactions with others. Cultivating this awareness enhances the capacity to build strong relationships, achieve positive societal integration, and entrench a culture of cooperation and mutual understanding (Barinua, V, et al., 2022, p. 50).

Social awareness extends beyond mere knowledge of social phenomena to include the ability to analyze, interpret, and take positions on them—whether through community engagement or the adoption of critical perspectives that contribute to social change. From this standpoint, social awareness serves as a primary factor in shaping collective identity and strengthening social cohesion, fostering a shared sense of responsibility among individuals and motivating them to pursue collective solutions to social cohesion. Consequently, elevated levels of social awareness within any society lead to increased community participation and the reinforcement of values such as justice and solidarity, positively affecting its stability and development.

In the broader social context, social awareness is defined as the capacity to comprehend the immediate social environment surrounding the individual, encompassing the perception of others, their roles, emotions, interactions, and the social norms governing their behavior. This awareness manifests in the individual's response to social situations, their ability to adapt, and their effective interaction with others through the recognition of verbal and non-verbal cues, understanding of group dynamics, and appropriate decision-making (Idrus, Z. Abidin et al., 2010, p. 644). According to Per Cooley and Mead, social awareness refers to a living organism's capacity to grasp its place in the social web it inhabits, recognize its ties to others, and interact in accordance with established social standards. This goes beyond simply noting others' presence to include a deep grasp of one's role within that web and how to connect with others in ways that fit social settings and limits (D'Amore, D, 2008, p. 1). Within this framework, social awareness is regarded as foundational to the construction of individual self-identity, as Cooley and Mead argue that identity does not form in isolation from social interactions. Identity emerges from reciprocal interactions with others, enabling individuals to comprehend themselves through societal feedback and perceptions. This form of awareness is an evolutionary process shaped over time by social experiences, contributing to the formation and affirmation of self-identity within relational frameworks.

From a social psychology perspective, social awareness is defined as “a spectrum extending from immediate sensation of another's internal state, to understanding their feelings and thoughts, and ultimately to grasping complex social situations.” It includes primal empathy, such as feeling with others and sensing non-verbal emotional cues; attunement, involving attentive listening and responsive interaction; empathic accuracy, which enables comprehension of others' thoughts, feelings, intentions; and social cognition, pertaining to knowledge of how the social world operates and its interactions (Bera & Sundarban Ashutosh, 2023, p. 48).

It can be stated that the capacity to empathize with people from varied cultural backgrounds and to grasp social and ethical behavioral norms plays a key role in fostering a supportive educational setting. Such an environment promotes positive classroom conduct and is vital for cultivating social awareness in students. This awareness involves more than simply noticing events in social contexts; it includes the ability to detect others' emotions, understand their intentions, and respond appropriately. Furthermore, social awareness demands considering situations from multiple viewpoints—an individual might view others' actions through their own perspective while also envisioning how those actions

appear from the others' standpoint. It also enhances comprehension of intricate social dynamics and enables people to make decisions and display behaviors that conform to prevailing social standards. Across diverse settings—professional, personal, or academic—this form of awareness promotes mutual understanding, effective collaboration, and the resolution of tensions and conflicts, thereby helping to build a more cohesive social milieu (Wegner & Giuliano, 1982, p. 166).

In this context, it can be emphasized that the concept of social awareness emerged prominently in Émile Durkheim's thought, as he sought to delineate the relationship between social awareness and the elements of social structure. He demonstrated that economic factors alone do not dictate forms of social awareness; rather, social factors—such as similarity and unity among societal members—play a significant role. According to Durkheim, social awareness constitutes a central determinant of social reality, to which individuals submit, adhere, and adapt in accordance with the values and norms that form the collective structure of awareness. Thus, social life serves as the foundation from which the structure of collective consciousness emerges, with collective representations influencing individual ones (Hills, M. A., & Mahdi, N. A, 2010, p 143).

The concept of social awareness is similarly evident in Durkheim's efforts to define the interplay between social awareness and social structure. Durkheim asserted that social awareness is not solely a product of economic factors but also of social elements, including homogeneity and cohesion among community members. Consequently, individuals conform to the social reality in which they live and adapt to these values and norms, contributing to the formation of the collective structure of social awareness. Social life forms the basis for collective consciousness; wherein individual perceptions are shaped by prevailing collective representations in society. This implies that individuals derive their perspectives and behaviors from interactions with this collective consciousness, which exerts influence on individual perceptions.

Furthermore, social awareness is defined as the individual's capacity to think and behave distinctively across varied situations in time and space. Despite the diverse connotations of social awareness, it exhibits a cohesive unity of mental processes rooted in the surrounding social reality. These processes are acquired by the individual through presence in specific situations that necessitate particular behaviors to achieve effective performance or harmony with others, whether individuals, groups, or organizations. Thus, social awareness is regarded as a comprehensive mental process involving the adoption of positions toward objects,

phenomena, and their interrelations (Cherbal, M., & Belayour, T, 2018, p. 103). Through this awareness, the individual executes behaviors distinct from habitual ones, considering the social context encountered, their position within it, and the role they aspire to fulfill. This form of social awareness extends beyond innate intelligence in interacting with situations and making decisions; it also encompasses drawing on personal memory and prior experiences to address novel challenges with historical roots. Moreover, it assists individuals in adapting to present challenges and attaining future goals, rendering it a dynamic process that interacts with time and space to facilitate social adaptation.

Based on the foregoing, social awareness can be operationally defined as the capacity to understand and analyze social situations through a set of perceptions and interpretations grounded in prior social experiences and collective memory. This awareness encompasses the ability to recognize the social values and norms governing interactions among individuals and groups, as well as to comprehend the individual's role within various social contexts. It also encompasses individuals' capacity to adapt to their surrounding social environment and to utilize this understanding to guide their behaviors in an appropriate and effective manner. Social awareness is embodied in individuals' perception of their social reality and their comprehension of the roles and duties entailed in interacting with others across diverse contexts, whether individual or collective.

3.2. Social Responsibility

Social responsibility refers to the commitment of individuals, groups, and institutions toward society and the environment, requiring them to make decisions and exhibit behaviors that contribute to enhancing societal well-being and preserving natural resources. It encompasses the role of individuals in promoting social justice and contributing to the development of the community's economic, cultural, and healthy environments. Additionally, it involves upholding ethical values and cooperating with others to achieve the common good, including positive engagement with environmental and social issues.

In this context, the concept of consumer social responsibility reflects individuals' readiness to contribute to societal well-being and environmental protection through informed decisions in their daily behaviors, even in the absence of direct personal gains. This concept is linked to humanistic and ethical values such as solidarity and altruism, wherein individuals, through their choices, seek to improve social conditions and conserve environmental resources (Davis,

S. L, et al., 2017, p. 149). For instance, consumer social responsibility is manifested in sustainable decision-making that considers social and environmental impacts, reflecting individuals' commitment to responsibility toward society as a whole. This orientation is connected to the notion of solidarity, whether with proximate or distant others, and aims to advance social justice and environmental sustainability through consumption behaviors that embody ethical commitments.

Social responsibility is further defined as the manner in which an individual conducts himself in daily life as a member of society, not merely as a consumer, basing decisions on the desire to minimize negative impacts and maximize positive ones on social, economic, and environmental dimensions over the long term. This responsibility includes the effects of individuals' daily decisions on their social and environmental surroundings through efforts to improve relationships with those around them, such as family, friends, colleagues, and the broader community. Through these actions, individuals strive to balance personal interests with societal needs, adopting positions and decisions aimed at enhancing community well-being and environmental preservation (Tuzlukova, V, et al., 2020, p. 905).

In this sense, social responsibility serves as a fundamental component in developing individuals' values and directing their behaviors toward positive societal change. It encompasses a set of characteristics that individuals should possess, such as professionalism, perseverance, and effective communication skills, in addition to assuming accountability for their actions and decisions. From another perspective, social responsibility is viewed as an ongoing process of social interaction that contributes to improving social and environmental conditions. It is regarded as part of the individual development process on both personal and professional levels, thereby reinforcing commitment to community values and achieving a balance between rights and duties in society. Social responsibility also includes a set of shared characteristics that highlight the importance of genuine and individual commitment toward society. This encompasses a sense of belonging to the community and positive interaction with it, in addition to active participation in addressing its problems. It also necessitates concern for achieving the general well-being of individuals within society through the adoption of behaviors aimed at improving social, economic, and environmental conditions, thereby strengthening relationships between individuals and groups (Al-Ashhab & Fathi Boukhari, 2020, p. 65).

Accordingly, social responsibility is characterized by fundamental attributes that are also adopted at the institutional level. These include institutions'

commitment to voluntary principles of social responsibility, along with the integration of social, environmental, and economic policies into their administrative activities. Social responsibility constitutes a core component of institutions' strategic activities, aimed at enhancing participatory capacity among stakeholders. Consequently, the concept of social responsibility becomes an integral part of institutional processes across all sectors, whether private or public, irrespective of the nature of their operations.

In the early 1950s, academic literature began delineating concepts of corporate social responsibility, marking the inception of its modern definition. During this period, scholarly and theoretical research focused on the social level, imparting practical applications to social responsibility. Although large corporations at the time primarily emphasized philanthropic activities, a shift in attitudes toward corporate behavior emerged. Among the most prominent was Bowen (1953), who asserted that major corporations exert significant societal influence, necessitating that their decisions account for social impacts. Bowen proposed a set of principles for corporations to fulfill their social responsibilities, noting that business leaders' decisions directly affect stakeholders and customers, with broader implications for societal quality of life. In the 1960s, scholars began treating corporate social responsibility as a response to emerging social issues and desires. Davis (1960) emphasized the need for business leaders to reevaluate their social role amid economic and political changes, arguing that corporate social responsibility should align with societal power and warning that neglect would erode this power. Similarly, thinkers such as Frederick (1960) and McGuire (1963) stressed that corporations must transcend legal and economic obligations, recommending attention to societal welfare, education, and employee happiness (Latapí Agudelo et al., 2019, pp. 3–4).

Thus, corporate social responsibility entails corporations' commitment to advancing societal and environmental well-being through responsible business practices that consider social, economic, and environmental impacts. This concept extends beyond basic legal and economic obligations, encompassing positive influences on employees, consumers, and local communities. Social responsibility ensures strategic decisions that improve environmental and social conditions through transparency, community engagement, provision of fair and safe work environments, and support for initiatives promoting sustainable development. In essence, corporate the social responsibility is defined as corporate social responsibility in general as the commitment of companies to contribute to societal improvement by adopting policies and practices that promote sustainable development, respect human rights, and enhance quality of life. The idea was

pioneered by Howard Bowen, who emphasized that companies must make decisions aligned with societal values and goals. It was also viewed as an ethical obligation to operate according to humanitarian and voluntary principles, inspiring the evolution of new concepts regarding the necessity of corporate intervention in economic, legal, and social domains in subsequent periods (Hamidu, A et al., 2015, pp. 84–85). With the advancement of institutional thought, the focus shifted to recognizing that social responsibility is not merely charitable but an integrated strategy to enhance corporate reputation and economic efficiency. In the new millennium, it became imperative for companies to adhere to international laws, promote transparency and accountability, engage in sustainable development practices, and respect human rights. Corporate social responsibility thus came to be regarded as a tool for achieving sustainability and balancing the interests of various stakeholders in line with global trends in institutional responsibility.

It is noteworthy that corporate social responsibility is a complex concept with multiple interpretations and associations with numerous values. It is often perceived as philanthropic behavior toward society, whereby companies contribute to improving individuals' and communities' lives through social and environmental initiatives. This concept encompasses various definitions, such as Bowen's description of social responsibility as a corporate duty to adopt policies consistent with societal goals and values. Carroll similarly portrays social responsibility as a set of economic, legal, and ethical expectations that society imposes on companies. Additionally, the social conceptualization of social responsibility involves addressing social issues and mitigating negative impacts arising from business activities (Wirba, A. V, 2024, p. 7431). From a stakeholder perspective, companies bear responsibilities toward groups and individuals who can influence or be influenced by them. According to this view, companies must attend to employees' interests, create employment opportunities, improve community relations, preserve the environment, and generate financial returns. Numerous definitions, such as those provided by the European Commission, indicate that social responsibility requires companies to exceed minimum legal requirements and voluntarily contribute to meeting societal needs. From this standpoint, CSR serves as a means for companies to contribute to sustainable development by improving the quality of life for employees and local communities, thereby enhancing social and economic sustainability.

Based on the foregoing, social responsibility can be defined as the commitment of individuals and institutions to practices and policies aimed at achieving a balance among economic interests, social development, and environmental preservation, thereby contributing to the overall improvement of societal quality of life. Social responsibility constitutes an integrated approach

encompassing respect for laws, adherence to ethical values, and contribution to sustainable development through initiatives that promote social justice, support education and health, and reduce negative environmental impacts. At the corporate level, social responsibility entails commitment to ethical standards in business management, ensuring workers' rights, and working to improve relationships with society and stakeholders. It also includes adopting responsible policies in production and consumption, as well as developing projects aimed at achieving public benefit, such as contributing to poverty reduction and encouraging environmentally friendly practices, sustainable practices, and enhancing transparency in business operations. Thus, social responsibility transcends mere legal compliance to encompass the adoption of voluntary practices that reflect a profound awareness of corporations' role in building a more sustainable and equitable society.

4. Section Two: Interpreting the Relationship between Social Awareness and Social Responsibility

The relationship between social awareness and social responsibility is one of complementarity, wherein social awareness represents the collective perception of society toward issues and values affecting its members and environment. The higher the level of social awareness, the greater the capacity of individuals and institutions to comprehend the importance of social responsibility as a means to promote sustainable development and achieve social justice. Social awareness impels individuals to adopt positive behaviors that reflect their commitment to ethical values and active participation in societal improvement, such as respecting human rights, preserving the environment, and contributing to charitable and developmental initiatives.

Conversely, social responsibility relies on the level of social awareness, as institutions and companies with elevated social awareness recognize the necessity of balancing economic profit with community service. This awareness is manifested in their practices through the adoption of responsible policies, including investments in education and health, support for environmental causes, and the attainment of workplace equity. Consequently, a robust social awareness within society fosters the dissemination of a culture of social responsibility, leading to the construction of more sustainable and solidarity-based communities, where individuals and institutions are more cognizant of their role in achieving development and social welfare.

In the institutional context, corporate social responsibility has become a fundamental element in the business world and scientific research, owing to the growing global awareness of the importance of positive interaction between institutions and society. Modern organizations have realized that their success and continuity increasingly depend on their ability to meet societal needs and enhance their well-being, thereby granting them a competitive advantage in markets. The concept of social responsibility has evolved significantly in academic and applied spheres to encompass multiple dimensions related to the environment, sustainable development, and business ethics, reflecting heightened social awareness of the need to balance economic interests with societal obligations (Ingaldi, M. et al., 2021, pp. 71–72).

According to this understanding, the close interconnection between social awareness and social responsibility is evident through the role of individuals, whether as consumers or employees, in shaping corporate orientations and behaviors. Increased individual awareness of environmental and social issues contributes to heightened demands on institutions to adopt responsible practices, compelling companies to improve their policies and procedures in this domain. This relationship is particularly pronounced in the service sector, where customers interact directly with institutions, and the quality of provided services is influenced by their level of social awareness. When consumers are more attuned to the impact of their consumption choices on the environment and society, they tend to select products and services aligned with social responsibility values. Thus, enhancing social awareness through education and sensitization entrenches social responsibility practices at both individual and institutional levels, thereby advancing sustainable and balanced development. The relationship between social awareness and social responsibility appears intertwined and overlapping, with social responsibility playing a pivotal role in enhancing and entrenching social awareness across diverse groups. Social responsibility reflects the commitment of institutions and companies to support society and achieve a balance between economic objectives and social impact, thereby contributing to the reinforcement of collective awareness regarding societal and environmental issues.

Within this framework, the efficacy of social responsibility in shaping social awareness can be interpreted in several ways. It is logical that a successful social responsibility strategy leads to an elevated level of social awareness, as brands and companies that integrate unified and consistent messages across all communication channels enhance recognition and solidify their identity in the public mind. Social responsibility relies on the integration of various communication tools, such as advertising, public relations, social media, and content marketing, ensuring the clear and consistent dissemination of messages,

thereby bolstering social awareness of the issues endorsed by the institution (Li & Jong-Yoon Li, 2024, pp. 3–5). Furthermore, the social activities undertaken by companies contribute to improving their societal image, which heightens individuals' awareness of the critical role institutions play in sustainable development. Certain studies indicate that institutions implementing intensive social responsibility practices are better equipped to promote social awareness among various stakeholders.

In addition, heightened interaction between institutions and the public through social responsibility strategies correlates with the broader dissemination of social awareness, as these strategies foster community dialogue and the exchange of information on significant issues. Social responsibility can forge a strong emotional bond between individuals and institutions, encouraging individuals to adopt sustainable values and practices that benefit society at large.

From a sociological perspective, social awareness is a fundamental element in promoting social responsibility, facilitating the recognition by individuals and institutions of their role in balancing economic development with the preservation of the environment and society. Education and socialization play a central role in shaping this awareness, as universities emphasize the importance of social responsibility through academic curricula and applied activities that reinforce values of cooperation and sustainability. Grounded in social learning theories and moral development, individuals acquire behaviors through societal interaction and observation of exemplary models, thereby strengthening their commitment to ethical and sustainable practices (Blaique, L et al., 2023, pp. 3–4). Demographic factors—such as gender, age, educational level, academic specialization, and professional experience—also influence the level of awareness of social responsibility, resulting in variations in social behaviors among individuals. Governmental policies and institutional initiatives play a prominent role in enhancing this awareness, as exemplified in the Kingdom of Saudi Arabia, where national plans integrate sustainability into development strategies. For instance, Saudi Aramco has made substantial contributions to general education. Despite notable progress in this domain, challenges persist, including the need for additional resources, capacity building, and a deeper understanding of the concept of social responsibility to ensure broader participation from diverse societal segments. Overall, it can be asserted that the relationship between social awareness and social responsibility is an interactive one, closely linked to the concept of social solidarity within society. The higher the level of social awareness among individuals and groups regarding social and environmental issues, the greater the responsiveness to social responsibility, as individuals

become more prepared to contribute to addressing problems affecting society as a whole. Social awareness facilitates individuals' understanding of their role in society and how their actions impact issues concerning others' lives, thereby fostering a shared sense of responsibility and commitment to promoting social justice, general welfare, and social belonging. Consequently, social awareness serves as the primary driver impelling individuals to adopt social responsibility practices, which in turn contribute to enhancing societal stability and long-term development.

5. Methodological Procedures of the Study

The social survey method with sampling stands as one of the most rigorous and prevalent techniques in sociological inquiry, especially for descriptive research. It facilitates the collection of precise and in-depth data on the research topic, specifically to gather accurate and comprehensive information about the Social Responsibility Club's role in strengthening students' knowledge, skills, and values. This, in turn, promotes social awareness of social responsibility in attaining sustainable development and nurturing national belonging.

5.1.First: Study Population and Sample

The study population includes all students at King Faisal University who are active in student clubs overseen by the Deanship of Student Affairs. A purposive sample of 261 male and female students was drawn, covering diverse academic years and residential locations, from participants in the Deanship's programs and initiatives—both on-campus and off-campus—through community partnerships with local institutions. Selection occurs in coordination with university student activity clubs, notably the Hima Club for Leadership Preparation, the Volunteer Club, the Social Responsibility Club, the Food Security and Sustainability Club, the Consumer Protection Club, and the Integrity Club.

To obtain accurate data and information, the research will rely on a questionnaire to collect qualitative data suitable for quantitative analysis, measuring the relationship between social awareness and the promotion of a culture of social responsibility among students, as well as its cognitive, skill-based, and value-oriented impact on them. The questionnaire comprised six main axes:

1. Level of awareness of social responsibility initiatives.
2. Understanding and participation in volunteer activities.

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3. Impact of initiatives and activities on academic achievement.
4. Commitment to the values of social responsibility.
5. Factors influencing awareness and participation.
6. Improvement of volunteer initiatives and activities.

Third: Validity and Reliability of the Instrument (Table 1)

No	Axis	Cronbach's Alpha (α)	Reliability	Validity	No. of Items
1. 1	2. Level of Awareness of Social Responsibility Initiatives	3. 0.836	4. 0.914	5. 0.957	6.
7. 2	8. Understanding and Participation in Volunteer Activities	9. 0.847	10. 0.920	11. 0.959	12.
13. 3	14. Impact of Initiatives on Academic Achievement	15. 0.900	16. 0.949	17. 0.974	18.
19. 4	20. Commitment to the Values of Social Responsibility	21. 0.886	22. 0.941	23. 0.970	24.
25. 5	26. Factors Influencing Awareness and Participation	27. 0.916	28. 0.957	29. 0.978	30.
31. 6	32. Improvement of Volunteer Initiatives and Activities	33. 0.823	34. 0.907	35. 0.952	36.

From Table (1), it is evident that Cronbach's Alpha values range between (0.823 – 0.916), all of which exceed the scientifically acceptable threshold (0.70). This indicates a high level of internal reliability for the study instrument. Additionally, the elevated validity coefficients point to the soundness of the structural consistency across the axes, rendering the instrument reliable for measurement.

Fourth: Analysis and Presentation of Results

Axis One: Level of Awareness of Social Responsibility Initiatives (Table 2)

No.	Statement	Mean	Standard	Attitude
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			Deviation	
1	Are you aware of the existence of specialized student clubs?	4.01	1.19	Agree
2	Do you participate in the membership of one of the student clubs?	3.28	1.39	Neutral
3	Volunteer student activities achieve the goals of social responsibility	4.33	0.80	Strongly Agree
4	Have you previously participated in social responsibility activities?	3.38	1.44	Neutral
5	Extracurricular activities have contributed to enhancing awareness of responsibility	4.19	0.93	Agree
6	Administrative competencies seek to enhance awareness of responsibility	4.20	0.95	Strongly Agree

No.	Variable	t	Df	Sig	Mean Diff
1	Level of Awareness of Social Responsibility Initiatives	17.100	260	0.000	5.379

Table 2 shows that the means for the axes ranged from 3.28 to 4.33, all above the hypothetical mean of 3, reflecting a high level of awareness with strong internal consistency (standard deviations: 0.80–1.44). This dimension indicates that students exhibit strong awareness of social responsibility, though actual participation remains relatively limited. Extracurricular activities and university administration clearly play a significant role in enhancing institutional awareness, with a statistically significant probability value (Sig = 0.000). This confirms that student involvement in clubs—particularly the Social Responsibility Club and the Volunteer Club—significantly increases awareness and reinforces social responsibility values, thereby supporting the validity of the study’s research questions.

Axis Two: Understanding and Participation in Volunteer Activities (Table 3)

No.	Statement	Mean	Standard Deviation	Tendency
1	I participate regularly in volunteer activities	3.15	1.37	Neutral

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2	Volunteer activities are beneficial to me	3.91	1.06	Agree
3	Volunteer activities improve my skills	4.15	0.93	Agree
4	The activities are managed effectively	4.00	1.03	Agree

No.	Variable	T	df	Sig	Mean Diff
2	Understanding and Participation in Volunteer Activities	14.056	260	0.000	3.199

Table (3) reveals elevated means (>3.8), indicating a generally positive orientation toward volunteer activities, while neutrality in the first item reflects a lack of regularity. Additionally, the probability value (Sig = 0.000) in the table confirms strong statistical significance. Students clearly recognize the value of volunteer activities in developing skills, knowledge, and values, with clear academic and professional benefits. Nevertheless, they require greater motivation to ensure regular and sustained engagement in these initiatives.

Axis Three: Impact of Initiatives on Academic Achievement (Table 4)

No.	Statement	Mean	Standard Deviation	Tendency
1	Student activities have developed my academic knowledge	3.88	1.12	Agree
2	The courses include concepts of social responsibility	4.08	1.01	Agree
3	Participation has improved my skills and attitudes	3.94	1.06	Agree
4	The teaching faculty promotes the culture of responsibility	4.14	1.03	Agree
5	The initiatives have helped me face academic challenges	3.90	1.09	Agree

No.	Variable	T	df	Sig	Mean Diff
3	Impact of Initiatives on Academic Achievement	17.791	260	0.000	4.938

Table (4) indicates the presence of statistically significant differences ($\text{Sig} < 0.05$), confirming that the initiatives positively impact academic achievement. This suggests that participation in the activities of social responsibility clubs has contributed to developing students' concepts, knowledge, skills, and attitudes toward promoting a culture of social responsibility among students. In doing so, it supports the academic role in reinforcing the values of social responsibility, thereby facilitating the development of critical thinking skills, teamwork, and the ability to confront academic challenges.

Axis Four: Commitment to the Values of Social Responsibility (Table 5)

No.	Statement	Mean	Standard Deviation	Tendency
1	The club's activities have reinforced the values of volunteer work	4.00	1.03	Agree
2	Participation has made me more connected to the community	3.84	1.11	Agree
3	Partnership programs have increased my commitment to values	3.99	1.01	Agree
4	Commitment enhances cohesion within the institution	4.21	0.92	Strongly Agree

No	Variable	t	df	Sig	Mean Diff
4	Commitment to the Values of Social Responsibility	18.554	260	0.000	4.053

As shown in Table (5), the results reveal high means and strong statistical significance ($\text{Sig} = 0.000$), indicating stability in students' value orientations. Consequently, the findings confirm that the university has contributed to building a clear value-based awareness, thereby enhancing belonging and behavioral

commitment within the university community and disseminating a culture of social responsibility among students.

Axis Five: Factors Influencing Awareness and Participation (Table 6)

No.	Statement	Mean	Standard Deviation	Tendency
1	Educational programs reinforce the values of responsibility	4.20	0.96	Strongly Agree
2	Academic courses support volunteer awareness	4.01	1.04	Agree
3	Faculty members contribute to promoting responsibility	4.00	1.06	Agree
4	The university environment enhances the culture of volunteering	4.01	1.07	Agree
5	Incentives contribute to spreading awareness	3.77	1.18	Agree
6	Training activities are sufficient to spread awareness	3.85	1.12	Agree

No.	Variable	t	Df	Sig	Mean Diff
5	Factors Influencing Awareness and Participation	17.440	260	0.000	5.842

Through the results of Table (6), it is evident that the academic and environmental factors influencing awareness and participation receive high appreciation from the sample members, as all arithmetic means exceeded 3.5, reflecting a generally positive orientation toward the university's role in disseminating a culture of social responsibility. Furthermore, the results of the t-test indicate that the significance value (Sig = 0.000) is less than the significance level (0.05), demonstrating statistically significant differences between the actual means and the hypothetical mean (3). This implies that the academic climate at the university clearly serves as an influential factor in enhancing awareness, participation, and promoting a culture of social responsibility among students.

Axis Six: Improvement of Volunteer Initiatives and Activities (Table 7)

No.	Statement	Mean	Standard Deviation	Tendency
1	Current initiatives need improvement	4.15	0.93	Agree
2	New workshops spread the culture of responsibility	4.25	0.90	Strongly Agree
3	I prefer innovative activities within student programs	4.33	0.88	Strongly Agree
4	Involving students in designing initiatives improves their effectiveness	4.38	0.84	Strongly Agree

No.	Variable	t	Df	Sig	Mean Diff
6	Improvement of Volunteer Initiatives and Activities	28.740	260	0.000	5.107

As indicated by the results in Table (7), there is a very strong statistical significance (Sig = 0.000) and high means (exceeding 4.15), reflecting widespread agreement among sample members on the necessity of developing current initiatives and adopting more innovative and interactive activities. Students demonstrate a clear inclination toward participating in the innovation, improvement, and design of initiatives, reflecting a positive orientation toward sustainability and creativity in volunteer activities. This also reveals a growing awareness of the importance of involving students in the planning and implementation phases to ensure the effectiveness and continuity of volunteer programs.

Third: Correlations between the Study Axes Table (8)

Axis	Level of Awareness	Understanding & Participation	Impact of Initiatives	Commitment to Values	Awareness & Participation	Improving Initiatives
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Level of Awareness	1	.799**	.758**	.740**	.669**	.607**
Understanding and Participation	.799**	1	.817**	.800**	.752**	.527**
Impact of Initiatives	.758**	.817**	1	.853**	.812**	.625**
Commitment to Values	.740**	.800**	.853**	1	.842**	.635**
Awareness and Participation	.669**	.752**	.812**	.842**	1	.697**
Improving Initiatives	.607**	.527**	.625**	.635**	.697**	1

Significance level: 0.01 (2-tailed)

Significance level: 0.01 (2-tailed)

Sample size: 261 participants

The correlation coefficients presented in the table indicate that all values are positive and statistically significant at the 0.01 level, signifying the presence of strong, positive, and interconnected relationships among the study dimensions. The correlation coefficients range from 0.527 to 0.853, all of which represent relatively high values. The strongest relationship emerged between the impact of initiatives and commitment to values ($r = 0.853$), indicating that voluntary initiatives significantly contribute to embedding values and social responsibility among students. This was followed by the strength of the relationship between influencing factors and commitment to values ($r = 0.842$), confirming that the educational environment, curriculum, and faculty members play a pivotal role in reinforcing commitment. The relatively weakest relationship was between initiative improvement and understanding and participation ($r = 0.527$); nevertheless, it remains statistically significant, suggesting that the desire to develop initiatives is partially linked to current levels of participation.

The study findings demonstrate that all dimensions of social responsibility interact within an integrated system:

- The results affirm a high level of social awareness among students regarding the culture of social responsibility.

- A positive association exists between heightened awareness and active participation: as student involvement in club activities and classroom programs intensifies, levels of social responsibility awareness rise, value commitment strengthens, and the motivation to drive improvements increases accordingly.
- These high correlation coefficients indicate that social responsibility within the university environment is not an isolated activity but rather an integrated system of values and behaviors.
- Awareness contributes to shaping positive attitudes toward participation, which in turn leads to deeper value-based commitment.
- The university environment and extracurricular activities reinforce this interconnection, leading to the ongoing enhancement of voluntary initiatives. This suggests that students do not merely acquire a cognitive understanding of the concept but transform their awareness into actionable behavior and structured social engagement.
- The results also highlight the necessity of enhancing students' participation in innovating, designing, and improving the quality of voluntary student initiatives and activities, thereby transforming the university into an effective environment for cultivating responsible citizens who contribute to serving their society.

6.Conclusion

Social responsibility represents one of the fundamental concepts closely intertwined with the interactions of individuals and communities with their social and environmental issues. It refers to the commitment of individuals and groups to addressing problems that affect others' lives through practical actions that promote social justice and sustainable development. This commitment extends beyond individuals to encompass institutions and societies as a whole, reflecting the notion of social solidarity that transcends individual boundaries toward a collective interest aimed at improving living conditions and achieving social equilibrium.

Social awareness goes beyond mere knowledge of social and environmental issues. It involves recognizing how individual and collective actions affect society as a whole. This insight drives people and groups to embrace responsible behaviors that improve living conditions, reduce harmful practices influencing the environment or social rights, and ultimately strengthen their commitment to others.

Alternatively, social responsibility arises from the broader interplay linking individuals to society. It transcends personal ethical obligation, functioning as a shared endeavor that demands synergy between people, organizations, and

government bodies to foster social and economic equilibrium. Societies marked by elevated social awareness witness greater cross-group collaboration, which in turn bolsters social justice and sustainable progress. Thus, social awareness serves as the bedrock that helps individuals grasp their societal roles and motivate them to pursue actions benefiting the community at large.

Moreover, social awareness acts as a catalyst for tackling pressing societal issues—including poverty, inequality, and climate change. Reinforcing collective responsibility cultivates societies better equipped to withstand and adapt to such challenges. In essence, social awareness and social responsibility are tightly interwoven, mutually strengthening one another to forge a fairer and more sustainable world.

To sum up, social responsibility is not merely an individual attribute but a defining characteristic of society itself. Communities that effectively foster the values of social solidarity and collective action demonstrate a superior capacity to navigate social crises and disruptions. Moreover, social responsibility plays a significant role in constructing collective identity, whereby individuals become integrated into a social movement aimed at enhancing general living standards and achieving sustainable development.

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