**The Degree of Sovereignty Consumerism and its Impact on the Level of Social Responsibility Among Students of Qassim University**

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Abstract:

The study aimed to detect the degree of consumerism sovereignty and its impact on the level of social responsibility among students of Qassim University College of Arts and Sciences in Al-Rass **for the Academic year 2016**

. The study sample consisted of 200 students, of scientific and literary sections who were selected randomly. In order to achieve the objectives of the study two measures were built: the consumption pattern which consists in its final version of (43) paragraph. While the second tool is the measure of social responsibility, its final version consists of (57) paragraph, split into four dimensions: self-responsibility, collective responsibility, moral and religious responsibility, and national responsibility. The validity and reliability of the two measures have been checked.
The study results showed the sovereignty of the consumerism of the female students at the University of Qassim with a general high-level, the average of consumerism as a whole (2.39).
The results showed that the average of social responsibility of the sample was generally medium, while the arithmetic average ranged between (1.96-2.23), where the national responsibility came in the first rank of the highest average reached (2.23), While the field of self-responsibility was in the last place where the arithmetic average was (1.96), and (2.13) for social responsibility as a whole. The results show as well the presence of a negative relationship statistically significant between the consumerism and the field of self-responsibility, religious and moral responsibility and the presence of statistically significant positive relationship between the consumerism and the rest of fields and social responsibility as a whole. And the lack of statistically significant differences in the strength of the correlation between the consumerism and level of social responsibility due to the effect of income and the school year and college.
The results showed a lack of statistically significant differences between the level of social responsibility among the students due to the effect of the level of income and college in all fields. And the presence of a statistical significant difference due to the effect of the school year in all fields, the differences were in favour of the fourth year in the field of self-responsibility, and for the first year in the other fields.

Finally, the results showed the lack of statistically significant differences in the strength of the correlation between the consumerism and level of social responsibility due to the impact of income and the school year and college.

Keywords
Consumerism, ,theuniversitystudents. socialresponsibility

**1- Introduction**:
Universities, as centres for research and training, bear the greatest burden in addressing society's issues. However, if they are to make a profound change in the minds of students and thus in the minds of members of the society and in general social structures, they should reconsider the nature of educational processes as a starting point, and education programs should be based on a clear vision of the quality of the society in which we wish to live in, and the quality of the individuals who deserve it. The duty of universities is to develop the potential and capabilities and skills of university students so they will have the values of fair competition and various scientific values, the urgent desire for knowledge and understanding, faith in scientific thinking, respect for logic, and the use of science as the method. To have conscious of the values associated with modern technology, which now opens wide horizons aims to generalize a model of behaviour and patterns, systems of values and ways of life and measure, carrying a culture with a new direction based on occupying the mind and thinking and make it work in accordance with the objectives of the cultural producer and his interests. (Adam: Alnaba magazine, No. 42.2000 m). In addition to transforming developing societies from which the Arab countries in general and especially the oil producers ones in consuming countries and not productive (Nada 2002.83-84), it's hard to keep any society away from the effects of global consumer culture any longer, in an unbalanced global climate. Consumer culture is based on consumer response to the events of advertising, marketing in terms of drawing attention and curiosity, learning and adopting the behaviour, influence the purchase tendencies and involvement in the modern market (Evans, et.al 2009,30-50). That is why we find the behaviour of humans -especially in the consumer countries-has turned into actions tend significantly towards conscience and automatic emotion in dealing with the goods offered or advertised, where the receiver (consumer) tends about the desire for ownership, and emotional association with the commodity without realizing or awareness of the extent of his need to that commodity. It changed work and production values ​and turned into consumer values ​​tend towards the desire to own property or what is known as the "consumerism" where it creates symbols and meanings raise​ thirst for consumption and hunger to have fun, and here owning the commodity becomes a goal in itself lends to the individual a social position that he makes for himself or expect from others within the group to which he belongs, the repercussions of economic globalization appeared on the political, social and cultural levels, and led to the standardization of the behavior of individuals and their culture and subjecting them to a central concepts and values ​​and behavioral patterns of consumer developed system. (Sawsan Dulaimi 0.2010, p. 3). A study entitled "Consumer Trends for Saudi families," prepared by the Research and Studies Center in the "Chamber of Commerce in Riyadh" showed the existence of a state of wasteful consumption within Saudi families caused by an existence and sovereignty of some consumer negative types, notably: imitating Western societies in the life and style of living, where everyone in the family seeks to create an independent living environment for family members.

In addition to the extravagance in many aspects of consumer spending to the Saudi family in housing, services by mobile phone, entertainment, transport, electricity, domestic labour hold and employment. The Saudi family also spends more than the monthly level of the income, the case of wasteful consumption increases whenever the monthly income of the household level decreases where it is noted that low-income family suffers a financial deficit of more than high-income families due to simulation and imitation. The consequences of this consumption pattern would have many negative social effects on the individual, the community, including leading to the disintegration of the family, and the consequent serious consequences. The continuation of these consumption patterns as they are may have a number of economic, social and political effects in the future. (Bishi, 2007), so this culture and consumer behaviours became assigned to the families of Saudi Arabia, expensive community issues that adversely affect the completion of development and modernization existing process. (Hala Sakr 0.1425, p. 10). Women are the first target for exploitation in the advertising business, consumer products - due to her psychological and social formation of the love of beautification, decorations, fashion, which are one of the largest fields of consumption at this time. This reason synergize with the other general reasons; such as high income, and the globalization factor, and openness to the world via satellite television and the Internet, in addition to the factor of commercials that entice to buying, buying ceaselessly, as well a field study for the professor participant in the Department of Communication and Information at King Faisal University in Al-Ahsa Dr. Hassan Niazi confirmed that women topped the category of most affected by announcements in the Saudi family by 64%, followed by children by 34%, then men by 2% (Alwatan 2016) <http://alwatan.com.sa/Nation/News_Detail.aspx?ArticleId>- The researcher decided that the study should target Qassim University students as an important element in the formation of a reliable new families, aware of the dangers of the rule of consumption pattern on the individual and society, through the survey of the phenomenon and try to investigate the impact of this phenomenon on the social responsibility of these students. The fact that social responsibility is one of the channels that support the public interest and human relations and uniformity with the community, which pushes the individual to make the effort to raise its status, despite the fact that social responsibility is a self-formation based on the growth of conscience - an internal watchdog - but in its growth it is a social product that is gained and learned, it is not as a nature in the person, and it is not achieved just to urge its presence. where there are elements that pose it, helping its availability, it needs individual attention to issues and problems of society and his understanding of them, and then he effectively participates and contribution in solving them out of that understanding and attention. Thus it performs his personal and social duty to the community. (Al-Shammari, 2014, p.5)

**1-1-The study problem**

In order of the above reasons, it was incumbent on universities to help their students in the formation of moral identity includes conscious changes in the individual choices and the behavioural rules and developing skills that empower them to direct their constructive energies towards the rehabilitation of their communities by directing their attention to the studied phenomenon and responsibility towards it. The fact that the researcher is a faculty member at the University of Qassim and as a recognition of the social responsibility of the University of Qassim represented by faculty members towards community issues represented by students, the researcher saw that try to survey the consumption pattern among students and retrace its impact -if any- on the level of their social responsibility. The researcher identified the study problem with the main question "what is the degree of sovereignty consumption pattern and its impact on social responsibility among students of Qassim University, Faculty of Arts and Sciences in Alrass, for the academic year 1436/1437. And the following sub-questions:
1. What is the degree of sovereignty consumption pattern among students in the Faculty of Arts and Sciences in Alress?

2. What is the level of social responsibility among students in the Faculty of Arts and Sciences in Alress?

3. Is there a statistically significant difference for the sovereignty of the consumption pattern attributed to the school year (the first, fourth) or to the faculty (scientific, literary) and the level of household income (average, high, low)?
4. Is there a statistically significant difference in the level of social responsibility attributed to the school year (the first, fourth) or to the faculty (scientific, literary) and the level of household income (average, high, low)?
5. What is the effect of the rule of consumption pattern on the level of social responsibility among students in the Faculty of Arts and Sciences in Aless?
6. Are there any significant differences for the sovereignty of the consumption pattern at the level of social responsibility attributed to the school year (the first, fourth) or to the faculty (scientific, literary) and the level of household income (average, high, low)?

**1-2 - The Importance of the Study**

This study derives its importance from:
1. The importance of detecting the consumption pattern among students as a realistic problem suffered by the community which has a negative impact on the individual, society and the destiny and future of generations, in order to take measures to reduce its negative effects.
2. The belief in the importance of the role of women (represented by University student) in order to contribute in building a rational culture in the contemporary circumstances.
3. The importance of finding the level of social responsibility among university students as one of the means to change the trends of individuals and protecting society from the dominance of the consumption pattern on the behaviour of the young.
4. The importance of this study lies in the scarcity of Arab studies that investigated the relationship between the consumption pattern and social responsibility for Undergraduate students as to the knowledge of the researcher.
5. The study helps staff of formulating plans and curriculum for developing the ability of generations for cultural and scientific production and avoiding passive consumption as well as developing an awareness of social responsibility.

6. Matching between income level and pattern of consumer, and raise the awareness of the impact of the consumption pattern of the worn out personal and national incomes.

 **1-3-The objectives of the study**

This study aims to

1. Survey the consumption pattern for the female students in the University of Qassim represented by the study sample.

2. Survey the level of social responsibility among female students of the University of Qassim represented by the study sample.

3. Trace the consumption pattern at the level of social responsibility among students

4. Recognize the differences in the level of social responsibility among the students according to the study variables (school level, college, and level of the income)

5. Recognize the differences in the consumption pattern among students depending on the variables of the study (educational level, college, and the level of income)

6. Trace the consumption pattern at the level of social responsibility among the sample students depending on the variables of the study (educational level, college, and the level of income).

1-4-Study limitations

The researcher believes that number of boundaries can limit the ability to generalize the results of the study, namely:
1. The results of this study are determined by the availability of the tools of semantics validity and reliability.
2. The results of the study are determined by the sample of students of Qassim University for the academic year 2015/2016 where their number is (200) students. Overall; the results of the current study will be valid for generalization on the statistical community of this study. And statistically similar communities.

**1-5- Terminology of study**:

Consumption:

Consumption is defined as "the use of goods and services in order to obtain the benefits, whether it is done with the demise or the existence of notables, the increase or the absence of its value, which causes the loss of real value of the consumed materials, leading to a change in the overall qualities for turning away from it." (Muwaffaq Abdo, 2002, p. 33).

It is defined by Khalid Al-Jeraisy (1427, p. 100) as "the use or damaging goods, enjoying services, in order to satisfy needs or particular desires".

PatternsConsumer:(PC)

Hazmi (2010) defined consumption pattern as: " ways and methods of spending the income by per capita in different faces to meet the social, cultural, biological needs in a given period of time, this pattern is influenced by values upheld by the family such as customs and traditions." (Al-Hazmi, 2010.159). It is procedurally defined by the researcher as the degree which is mainly obtained by the student on the consumption pattern measure which was prepared by the researcher.

Social Responsibility:(SR)

Mr. Osman (1986) defined it as: " the individual responsibility for the community, which is the responsibility of the individual to himself for the community to which he belongs." For Mr. Osman, the social responsibility consists of three elements: interest, understanding, and participation) Osman (1986.270).
While Zahran (1984.229) defines it as "the self-responsibility of the individual about the community in front of himself, the community, and the fun is the sense of social duty, and the ability to afford to do it."
As defined by Qasem (8: 2008) to be "the individual's responsibility for himself and his responsibility towards his family and friends, to his religion and homeland through his understanding of his role in the achievement of his objectives and interest to others through positive relations and participation in solving the problems of society as well as achieving the overall objectives" .

While it is procedurally defined by the researcher: the degree which is mainly obtained by the student on the social responsibility measure which was prepared by the researcher.

The level of income: ( LI)

The amount of monthly income to the family of the student. It was classified into three levels: low-income less than 5,000 riyals, moderate income: from 5000-10000 riyals, high income: 10,000 and above.

2- Literature Review

First: Consumption Pattern Studies:

Reference (1) - Sawalha's Study (2006)

It is titled: “The Impact of Globalization on Some Consumer Culture Patterns to University Youth” a field study conducted on a sample of Jordanian university students, aimed to investigate the impact of globalization on some consumer patterns to Jordanian youth (food, clothing, shopping habits, habits of leisure times), the questionnaire was applied to a sample of (500) students who were selected in a simple and random way from students of Jordanian university. The study found the following conclusions:
1. Consumption patterns, such as an eagerness to acquire mobile phones, and frequenting to American fast-food restaurants, shopping malls, the keen to have electronic devices to access the Internet emerged among Jordanian youth.
2. Despite the prosperity of consumer culture, the young keen to hold on to the traditions of Arabic culture, and reformulating the expatriate culture within the traditions.

Reference (2) - Al Shumimari and Abdel-Maksoud, and Abu Hamada study (2006):

The study aimed to identify the extent of recognizing both the Egyptian and Saudi end consumer to the concept of online shopping and the extent of their use of it, and the motives and obstacles to using it. The study is based on the descriptive approach. The necessary data were collected through a questionnaire addressed to a sample of 600 one, with the rate of 300 of each society. The most important results were:
1. - The largest percentage of the Egyptian consumer sample is in the age group of 50 years and above, while the percentage of the Saudi consumer from 50-40 years old.
2. (28%) Who has a university qualification of Egyptians consumers, while 25% of Saudi consumers are of postgraduates.
3. Low-income earners represent the largest percentage of the Egyptian consumer (23%), while the very high-income earners represent the largest proportion of the Saudi consumers (33%).
4. In terms of the social situation, we find that the largest proportion of the Egyptian and Saudi consumer sample is the married and householder category.
5. A large proportion of Egyptian consumers (71%) realize the right concept of the e-shopping, where this concept came first from the consumer's perspective.
6. - A large proportion of Egyptian consumers (65%) mixes between the concept of e-shopping, e-procurement and e-marketing and dealings between projects and e-government.
7. A large proportion of Saudi consumers (70%) do not realize the difference between the concept of e-shopping and e-procurement, where the concept of e-procurement was in the first place in the perspective of the Saudi consumer as a synonym for e-shopping.
8. (68%) of the Saudi consumers are aware of the right concept for e-shopping.

Reference (3) - Al Amer study (2010): entitled: "Trends of Internet Users in Saudi Arabia Towards e-shopping".

This study was based on a descriptive and analytical approach, with a sample of 300 individuals. The most important results:
1. (52.7%) of respondents practice e-shopping while 47.3% of respondents haven’t practiced it.
2. There is a positive direct relation between users' trends, the level of education and the level of monthly income, where the more the level of education and monthly income was, there was a positive trend toward concepts and uses of e-commerce.
3. There is a positive impact in the city of residence in the Kingdom towards concepts and trends of E-shopping in the major areas and cities in the Kingdom (such as Riyadh, Mecca, and Medina) and vice versa in minor regions and cities.
4. - The study showed that the kind of job and gender do not pose any influence on the concepts and uses of E-shopping where there is a positive or negative impact of any of them.
5. The results of the study proved that dealing with services (banks, hotel booking, airline tickets) and the purchase of computer programs formed the majority of the forms of E-commerce transactions in the Kingdom, where 38% is the rate of dealers with e-shopping and discoursing in services as well as 26% of computer software and electronic games, while dealing with concrete products was only 10% of respondents.
6. The results of the study revealed that the customs and the conservative traditions of society in Saudi Arabia, which limit the freedom of women to go alone to markets constitutes a positive role in supporting e-commerce through the Internet.

Reference (4) - Almuammrai and others' study (2014):

 A research team conducted - headed by Dr. Saif bin Nasser Almuammrai- from Sultan Qaboos University, with the participation of researchers from the Department of Education, a study entitled "The impact of the educational and social level of the mother on the consumption pattern of the family in the Sultanate of Oman."
The study aimed to detect the effect of the educational, social and economic level of the mother on the consumption pattern of the family in the Sultanate, it also aimed to test the significance of differences between the average degree of influence, according to the variables: cultural, social, economic, and learn about the relationship between cultural variables of social, economic study with consumption patterns.
The study was applied on 1280 mothers from all the administrative provinces in the Sultanate, who were chosen in a deliberate random manner, during the year 2014. The study results showed a presence of a positive correlation inverse relationship; Whenever the scientific level of the mother has increased, consumption pattern was increased. Whenever the family members were more, the consumption pattern has become acceptable. Whenever the family was more stable in the presence of the husband and the wife together, the consumption pattern increased. Whenever the mother was older, the consumption pattern increased and headed to the recreational style. Whenever the level of income rose the consumption pattern increased, which means that the level of family income affects the consumption pattern. Whenever he shopping system had spaced intervals, the consumption pattern decreased, on the contrary; whenever shopping was in continuous manner the consumption increased.
The results showed that the residency in urban areas affects the consumption pattern to be more moderate. The study concluded with several recommendations; including: submitting a report in the family, financial planning in higher education institutions and drafting a strategic process contribute to strengthening a moderate and rational consumer culture to the Omani family, and guide researchers and authors of books give special importance to the issues related to the consumption of the family in terms of their theory and field studies.
The study suggested that researchers should make several studies in the Sultanate in order to serve this side, especially the study of consumption patterns in a sample of mothers who are not Omani and comparing it with the results of this study, as well as the study of consumption patterns among married women who are not mothers yet and compare the results with the study, and study the affecting factors in the choice of shopping venues by Omani mothers.
<https://alroya.om/ar/alroya-newspaper/local-education/119423>

 **Second :Social Responsibility studies**

Reference (1) - Study Cedar Seider, (2008), titled: bad things can happen: How hamper the fear of social responsibility among students adolescents with privileges

 in this study, has been compared to the shifts in the old high school teenagers positions of the participants in a course on social justice issues. With a control group of teenagers are similar. At that session, the participants learn the teenagers for social justice, such as homelessness, poverty and famine in the world, and illegal immigration issues. An analysis of the survey data before and after the survey data revealed that the teenagers involved in the social justice during the semester dropped support for education Between rich countries and poor communities. Revealed interviews with these adolescents and analysis of student work revealed that the shifts in attitude are influenced by the fear of the possibility that they themselves become someday homeless or poor.

Reference (2) Harthy study: (2001)

Entitled "The Reality of Personal, Social Responsibility among Saudi Youth and Ways of its Development". Where Harthy designed a measure of social responsibility, to determine the level of social responsibility and its relation with some variables such as sex, age, educational level, occupation. The sample was of 522 males from all areas of the Kingdom, aged 17- 58 years, married and unmarried and from different educational levels, the researcher used measure of social responsibility he prepared by his own, and Snyder measure of self-control (Snyder translated and prepared by the researcher, the study confirmed the existence of a level of social responsibility among respondents.

Reference (3) Alshaib study (2002)

Entitled "Social Responsibility and its Relationship with Organizing Time,". This study included 500 students distributed equally to different colleges, where results showed a statistically significant relationship between social responsibility and time management based on the variables of the study, (sex and type of specialization), while there are significant differences in the social responsibility and time management in males, there were not any significant differences in social responsibility and time management variable depending on the specialty, nor between the first year and the last year.

Reference (4) Kurdi study (2003)

Entitled "Social Responsibility and its Relation with the Motivation of Achievement among Students of the Faculty of Education".
Where the study included ((200 students at the Faculty of Education in al-Taif, the branch of the University of Umm Al-Qura, aged between (19-24 years old), divided into two groups, the first with high social responsibility) (100 with low social responsibility (100), he used a measure of social responsibility prepared Syed Ahmed Osman), (1973) and the measure of motivation to accomplish prepared by the researcher. Results showed an existence of a significant relationship between social responsibility and motivation to accomplish in the Faculty of Education in al-Taif for 0.71.

Reference (5) Ruwaished study (2007)

The study aimed to examine the relationship between freedom and social responsibility among students of College of Basic Education in Kuwait. The researcher prepared a questionnaire to measure the direction towards freedom and social responsibility among Kuwaiti youth, and applied it to a sample of (200) students in the final stage. The study concluded that approximately (71.5%) of the respondents have a positive approach towards freedom and social responsibility. There are no significant differences attributable to specialize, and females are more oriented towards social responsibility than males.

Reference (6) -Musharraf study (2009)

This study aimed to detect the level of moral reasoning and social responsibility in students the Islamic University of Gaza, as well as to disclose their relationship, and the differences in each of them attributed to the variables (sex, college, academic level, level of parental education, level of family income, and family members.
The researcher used moral reasoning measure for adults prepared by Fawkeia Abdel Fattah (2001). Then the researcher prepares a questionnaire to measure social responsibility by applying the field study on a stratified random sample, with a total sample of 600 students divided into (369) (231): in order, where she adopted the descriptive correlative approach in the study, the results showed that the students of the Islamic University of Gaza have a high sense of social responsibility. It also indicated the presence of a positive correlation function between the level of moral reasoning and social responsibility at the Islamic University of Gaza students between male and female in favor of females. As well as having significant differences at the level of social responsibility among the literary and scientific colleagues in favour of literary colleagues. The results also showed that there were no significant differences in the level of social responsibility among students of the Islamic University attributed to the school-level variable.

Reference (7) -Awad and Hegazy study (2013)

This study aimed to find out the reality of social responsibility at Al-Quds Open University students, researchers chose a stratified random sample of (500) students. The researchers made up a questionnaire to measure social responsibility composed of (58) paragraph. The study found the results, including: total average of the degree of social responsibility among students reached (72.8%) which is considered substantially wider. The highest degree in the field of collective responsibility, national, religious, moral and the personal.It also reached the presence of statistically significant differences in the level of social responsibility depending on the variable and specialization in favor of humanities disciplines, and there are no significant differences attributed to academic level. (Awad and Hegazy; 2013.99-100).

**3- Research Methodology**

**3-1- Population of the study**

The research was conducted on female students Qassim University / Faculty of Arts and Sciences in Alrass,and The study population consisted of all their number is (5475) Student of the Year 2015/2016

3-2-The study sample

The study sample consisted of 200 female students from the Faculty of Arts and Sciences in Alrass, registered in the second and seventh level of the academic year 2015/2016. They were selected in a random systematic manner from the first and the fourth year of scientific and literary sections.
Table( 1)

|  |  |  |  |
| --- | --- | --- | --- |
| Total | Number of the sample students | College | G |
| Fourth Year | First Year |
| 100 | 50 | 50 | Scientific | 1 |
| 100 | 50 | 50 | Literary | 2 |
| 200 | 100 | 100 |  |

3-3- Preparing and building the research tools:

According to the nature of the research and the field of its application, and based on the type of the data to be obtained, and in order to test the hypotheses of the study and to achieve the goals of the field study, an appropriate measuring tool was designed for this purpose according to Likert scale, so that the sample by making their views on the three-dimensional online, by choosing one of the alternatives (Agree – Agree to an extent – Disagree) their responses are to be given the relative weights for the positive phrases (3-2-1) and for the negative phrases (1-2-3). The research tools a, the consumption pattern scale and the social responsibility scale, were prepared and built in a questionnaire style according to the following steps:

First: The consumption pattern:

3-4-Scale preparation steps

As the measurement is an important means of correction, and no correction could be without measurement, the researcher has prepared a questionnaire to measure the consumption pattern for undergraduate students using the following steps:

Viewing Arabic and foreign studies related to the study, which dealt with the consumption pattern. The researcher was not able to get a scale for consumption pattern that fits college students in Saudi Arabian environment, so she has prepared the scale of consumption pattern for students of undergraduate students.

The researcher formulated the phrases, prepared the questionnaire in its initial image and explored the students’ opinions through the exploratory questionnaire. 46 paragraphs were drafted as the initial image of the scale. The scale then was displayed to a number of arbitrators specialized in education, psychology and sociology to express their opinions on the paragraphs of the scale in terms of:

The clarity of drafting the paragraphs of the scale

Suitability of all the paragraphs to measure the consumption pattern for students.

Any proposed notes or amendment

Most of the arbitrators approved the validity of the paragraphs apart from three paragraphs because they may not fit the current study environment. The approval was granted upon a percentage for both clarity and suitability; only the paragraphs that exceeded 85% were approved. Some arbitrators agreed to make some amendments to the wording of some paragraphs. Then, the final version of the scale consisted of 43 paragraphs.

**3-5-Validity and persistence of the scale**

**First: consumption pattern**

**3-5-1--Apparent validity**

By displaying the scale to a group of arbitrators as mentioned before, three paragraphs were excluded and others were amended so the final version of the scale consisted of 43 paragraphs and the total quantitative ranged between 43 and 129.

Second: Social responsibility scale

The researcher checked several social responsibility scales which is, the social responsibility scale prepared by Sayed Ahmad Othman (1979) and Maysoon Mosharraf’s (2009) scale for undergraduate students’ social responsibility. She also benefited from the researchers’ Dr. Hosni Awad and Dr. Nazmia Hijazi (2013) and she established a questionnaire of (57) paragraphs divided into four dimensions: Self-responsibility, Collective responsibility, Moral and religious responsibility, and National responsibility. The student is required to answer by choosing (Agree – Agree to an extent – Disagree). The researcher has conducted a rationing on this scale in order to ensure its sincerity, persistence and the possibility of using it to best achieve what it is set for.

3-5-2-Apparent validity

The scale was displayed to a number of arbitrators specialised in education, psychology and sociology to express their opinions on the paragraphs of the scale in terms of:

The clarity of drafting the paragraphs of the scale

Suitability of all the paragraphs to measure the social responsibility for students.

Any proposed notes or amendment

Most of the arbitrators approved the validity of the paragraphs with some amendments to the wording. According to the percentage of approvals, the final version of the scale consisted of 57 paragraphs and the total quantitative ranged between 57 and 171. At first page was enclosed with the scale showing the student the target of the scale, as well as the instructions on how to answer the scale. The scale in its initial image is ready for application.

**3-6 Reliability and validity of scale structure**

:1- Social responsibility scale

In order to extract the indicators of the scale’s validity of structure correlation coefficients were created between the paragraphs of the scale and the overall grade in an exploratory sample of (20) students other than the study sample. The correlation here is a sign of validity for each paragraph as a correlation coefficient between each paragraph and the overall grade. The correlation coefficient ranged between (0.938 – 0 – 0.010), as shown in the following table:

Table (2)

 The Correlation coefficient between the paragraphs and the tool of measuring the social responsibility

| Paragraph no. | Correlation coefficient with the tool | Paragraph no. | Correlation coefficient with the tool | Paragraph no. | Correlation coefficient with the tool | Paragraph no. | Correlation coefficient with the tool |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | .911\*\* | 15 | .930\*\* | 29 | .721\*\* | 44 | .800\*\* |
| 2 | .933\*\* | 16 | .846\*\* | 30 | .861\*\* | 45 | .598\*\* |
| 3 | .844\*\* | 17 | .863\*\* | 31 | .805\*\* | 46 | -.010- |
| 4 | .598\*\* | 18 | .903\*\* | 32 | .657\*\* | 47 | .841\*\* |
| 5 | 859 | 19 | .905\*\* | 33 | .836\*\* | 48 | .866\*\* |
| 6 | .862\*\* | 20 | .850\*\* | 34 | .881\*\* | 49 | .571\*\* |
| 7 | .903\*\* | 21 | .934\*\* | 35 | .853\*\* | 50 | .898\*\* |
| 8 | .710\*\* | 22 | .883\*\* |  36 | .929\*\* | 51 | .905\*\* |
| 9 | .847\*\* | 23 | .763\*\* | 37 | .890\*\* | 52 | .818\*\* |
| 10 | .938\*\* | 24 | .929\*\* | 38 | .770\*\* | 53 | .891\*\* |
| 11 | .911\*\* | 25 | .929\*\* | 39 | .852\*\* | 54 | .884\*\* |
| 12 | .880\*\* | 26 | .936\*\* | 40 | .880\*\* | 55 | .763\*\* |
| 13 | .862\*\* | 27 | .918\*\* | 41 | .873\*\* | 56 | .903\*\* |
| 14 | .938\*\* | 28 | .866\*\* | 42 | .881\*\* | 57 | .763\*\* |
|   | 43 | .805\*\* |  |

\* statistically significant at the significance level (0.05)

\*\* statistically significant at the significance level (0.01)

It is worth mentioning that all correlation coefficients were of acceptable and statistically significant degrees, except for paragraph 46 and it was deleted.

Table (3)Dimensional interconnected between the total score correlation coefficients

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Dimensions of social responsibility | Self-responsibility | Religious and moral responsibility | Social responsibility | National Responsibility | Social responsibility as a whole |
| Self-responsibility | 1 | .986\*\* | .974\*\* | .985\*\* | .994\*\* |
| Religious and moral responsibility | .986\*\* | 1 | .977\*\* | .980\*\* | .994\*\* |
| Social responsibility | .974\*\* | .977\*\* | 1 | .979\*\* | .989\*\* |
| National Responsibility | .985\*\* | .980\*\* | .979\*\* | 1 | .993\*\* |
| Social responsibility as a whole | .994\*\* | .994\*\* | .989\*\* | .993\*\* | 1 |

\* statistically significant at the significance level (0.05)

\*\* statistically significant at the significance level (0.01)

**Stability study tool:**

 Reliability coefficient was calculated manner that the internal consistency of Cronbach's alpha formula, and Table 4 shows the internal consistency coefficient according to Cronbach's alpha formula and the tool as a whole and considers the appropriate values ​​for the purposes of this study.

Table (4)

 Internal consistency coefficient Cronbach's alpha firming return to the dimensions of the total score

|  |  |
| --- | --- |
| The dimension | Internal consistency |
| Self-responsibility | 0.971 |
| Religious and moral responsibility | 0.979 |
| Summative responsibility | 0.970 |
| National Responsibility | 0.946 |
| Social responsibility as a whole | o.992 |

**Second: Consumption pattern scale:**

Table (5)

 Correlation coefficients between the vertebrae and the total score and dimension that belong to the paragraph

| Paragraph no. | Correlation coefficient with the tool | Paragraph no. | Correlation coefficient with the tool | Paragraph no. | Correlation coefficient with the tool |
| --- | --- | --- | --- | --- | --- |
| 1 | .856\*\* | 15 | .883\*\* | 29 | .905\*\* |
| 2 | .717\*\* | 16 | .811\*\* | 30 | .853\*\* |
| 3 | .806\*\* | 17 | .917\*\* | 31 | .845\*\* |
| 4 | .873\*\* | 18 | .946\*\* | 32 | .839\*\* |
| 5 | .868\*\* | 19 | .850\*\* | 33 | .702\*\* |
| 6 | .942\*\* | 20 | .947\*\* | 34 | .947\*\* |
| 7 | .707\*\* | 21 | .858\*\* | 35 | .935\*\* |
| 8 | .920\*\* | 22 | .849\*\* | 36 | .903\*\* |
| 9 | .698\*\* | 23 | .836\*\* | 37 | .777\*\* |
| 10 | .930\*\* | 24 | .947\*\* | 38 | .891\*\* |
| 11 | .849\*\* | 25 | .948\*\* | 39 | .889\*\* |
| 12 | .858\*\* | 26 | .836\*\* | 40 | .825\*\* |
| 13 | .870\*\* | 27 | .851\*\* | 41 | .829\*\* |
| 14 | .924\*\* | 28 | .897\*\* | 42 | .928\*\* |
|  | 43 | .876\*\* |

It is worth mentioning that all correlation coefficients were of acceptable and statistically significant degree, so it doesn’t delete any of these paragraphs.

Table (6) Cronbach's alpha

|  |  |
| --- | --- |
| The total number of paragraphs | Internal consistency coefficient |
| 43 | 0.991 |

It was also reliability coefficient calculating manner the internal consistency by Cronbach's alpha formula, and hit (0. 991), and considers the appropriate values ​​for the purposes of this study.

**3-2- Statistical criterion:**

Likert triple scale Interval was adopted to compare means (agree, neutral, disagree) and represent digitally (3.2, 1), respectively, have been adopted following scale for the purposes of analyzing the results: form (1.00- 1.66) is considered weak, (1.67 - 2.33) is considered medium (2.34-3) is considered high.

3-7- The study sample:

 Table (6) Frequencies and percentages according to the study variables

|  |  |  |  |
| --- | --- | --- | --- |
|  | Categories | Frequency | Percentage |
| L I | Low | 38 | 19.0 |
|  | Medium | 82 | 41.0 |
|  | High | 80 | 40.0 |
| School year | First year | 100 | 50.0 |
|  | Fourth year | 100 | 50.0 |
| Collage | Arts | 100 | 50.0 |
|  | Science | 100 | 50.0 |
|  | Total | 200 | 100.0 |

**4- Result & Discussion**

 Introduction:

 A cross sectional data were collected through a structured questionnaire using the interview method and analyzed by factor analysis, correlation and regression analysis using Statistical Package for Social Sciences (SPSS) .

**4-1- Provides the first question of the current research is stated:**

1. What is the degree of sovereignty consumption pattern among students in the Faculty of Arts and Sciences in Alrass

 To answer this question was extracted averages, standard deviations, to the extent of degree of SP of consumption among students of Qassim University College of Arts and Sciences in Al-Rass,. The results were as described schedule (7 ) :

Table (7)

Averages, standard deviations, to the point where the rule of the consumption pattern among students in the Faculty of Arts and Sciences in Alrass in descending order according to averages

| Rank | No. | Paragraphs | Mean | St.devation | Degree |
| --- | --- | --- | --- | --- | --- |
| 1 | 21 | I share my stuff with my sisters. | 2.74 | .462 | High |
| 2 | 11 | I preferred possession of my devices | 2.71 | .554 | High |
| 3 | 14 | I preferred shopping while travelling | 2.69 | .543 | High |
| 4 | 1 | I follow high fashion | 2.68 | .489 | High |
| 5 | 15 | I preferred perfumes that carry international brands | 2.65 | .608 | High |
| 6 | 6 | I preferred possession of the most luxurious homes | 2.64 | .576 | High |
| 7 | 18 |  I make Shopping for fun | 2.64 | .593 | High |
| 8 | 7 | I am encouraged by the offers on shopping | 2.62 | .598 | High |
| 8 | 29 | Had bought the commodity did not plan to buy them. | 2.62 | .507 | High |
| 10 | 10 | .I Garnered part of the monthly remuneration will. | 2.61 | .616 | High |
| 11 | 9 | Monthly bonus met my necessary needs  | 2.59 | .651 | High |
| 12 | 2 | I attracted to the products bearing international brands | 2.58 | .621 | High |
| 13 | 13 | Social events a chance to buy all that is new | 2.56 | .655 | High |
| 13 | 28 | I bought cosmetics brands | 2.56 | .623 | High |
| 15 | 17 | Interrupt high-end products  | 2.55 | .591 | High |
| 15 | 20 | I prefer to have my own drivers | 2.55 | .655 | High |
| 17 | 23 | I preferred Western-style furniture in my house | 2.54 | .592 | High |
| 18 | 5 | I set a certain amount of spite shopping' shopping for all needed  | 2.53 | .701 | High |
| 19 | 3 | I went to Shopping for just what I needed | 2.52 | .642 | High |
| 19 | 12 | . Students boast purchased as’ is new. | 2.52 | .687 | High |
| 19 | 16 | I preferred electronic shopping | 2.52 | .642 | High |
| 19 | 26 | I Like Famous Women's clothes | 2.52 | .626 | High |
| 23 | 8 | I love owning my own group of us rare jewelers. | 2.51 | .702 | High |
| 24 | 19 |  I briefed my colleagues on the Buy whenever | 2.50 | .657 | High |
| 24 | 22 | I travel for tourism events annually | 2.50 | .626 | High |
| 24 | 25 | I loved experimenting with exotic meals | 2.50 | .657 | High |
| 24 | 35 | I can stop shopping for a month | 2.50 | .657 | High |
| 28 | 36 | I grab to visit new business centers  | 2.49 | .702 | High |
| 29 | 24 | Review the list of my purchases when I process marketing | 2.47 | .715 | High |
| 29 | 30 | I contented with one a gift when I go to an event. | 2.47 | .701 | High |
| 31 | 4 | the products of the best high priced d raws my attention to  | 2.45 | .742 | High |
| 32 | 31 | I performed air travel in the interior of my trips. | 2.42 | .739 | High |
| 33 | 27 | I borrowed money to enjoy trips to a tourist. | 2.35 | .819 | High |
| 34 | 32 |  I Enjoy a follow-up commercial in a vacuum | 2.33 | .846 | High |
| 35 | 34 | I wish to own the latest versions of the acquisition of mobile phones.. | 2.02 | .491 | Medium |
| 36 | 37 | The increase in prices prevents me from buying what I want. | 2.02 | .491 | Medium |
| 37 | 39 | The best shopping using the ATM card or credit card | 1.97 | .520 | Medium |
| 38 | 40 | I compare item price the effort to collect the price | 1.92 | .505 | Medium |
| 39 | 38 |  Better treatment at private hospitals.. | 1.91 | .513 | Medium |
| 40 | 33 | . I have my own a television in my room | 1.87 | .579 | Medium |
| 41 | 41 | My colleagues buy the same things which I paid | 1.74 | .523 | Medium |
| 42 | 43 | I renew all my clothes every season | 1.42 | .668 | Low |
| 43 | 42 | I preferred to invite my friends to a place outside than my home | 1.38 | .631 | Low |
|  |  | Consumption pattern | 2.39 | .374 | High |

The table (7) shows that the averages have ranged from (1.38-2.74), where paragraph, which states, "I share my stuff with my sisters" came in the first place and an arithmetic mean was (2.74), while the paragraph number (42) which reads "I preferred to invite my friends to a place outside than in my home," came in the last rank and an arithmetic mean was (1.38). The arithmetic average of the pattern of the consumer as a whole (2.39).

 the level of CP is a high in general because Saudi Arabia's per capita income has grown during the last period with oil revenues rising and improve the local economy, and confirms (1981, Woods) that if economic growth is occurring on the overall level starts with the consumer to organize itself in preparation for the anticipated conditions. Psychological studies have shown that there is a relationship between the individual and predicted his ambition;. As the person who expects an improvement in the level of the material and place it, and be aware of this expectation, the expectation is reflected on the perceived, and be a motivation and incentive for the individual to work in this direction which is expected to reach the desired level. There are non-economic factors explain a lot of consumer behavior of the individual, and which ones are social factors, such as: being a member of a group of reference Social class, social status, as well as cultural factors, such as lifestyle and demographic configuration in which the individual lives, as well as psychological factors, such as: Trends psychological and learning and attitudes. Also, the opening up of Saudi society to the global cultures and occupation of the global advanced in the use of social media and the ease of electronic shopping - Mattresses (Al Amer study (2010) Which showed that 52.7% of practicing electronic shopping - helped in the rule of consumer lifestyle, especially among young women category, as the empirical study of Associate Professor in the Department of Communication and Information at King Faisal University in Al-Ahsa, Dr. Hassan Niazi confirmed, that women topped the most affected by the announcement in Saudi Arabia, the family of 64%, (home 0.2016) and are consistent with the results of the current study, The study prepared by the Research and Studies Center at the Chamber of Commerce in Riyadh, where the study showed the existence of a state of wasteful consumption within Saudi families and the rule of some consumer negative stereotypes, which notably: the tradition of Western societies in life and living style, where everyone in the family seeks to create an environment independent living for the family. (Bishi, 2007).

**4-2- Results of the second question:**

 The second question stated that : "What is the level of social responsibility among students in the Faculty of Arts and Sciences in Alrass? To answer this question was extracted averages, standard deviations, of SR among students in the Faculty of Arts and Sciences in Alrass , the results were as described schedule (8):

 Table (8) Averages, standard deviations, to the level of social responsibility among students in the Faculty of Arts and Sciences in Alrass in descending order according to averages

| Rank | No. | The dimension | Mean | Standard deviations | Level |
| --- | --- | --- | --- | --- | --- |
| 1 | 4 | Self-responsibility | 2.23 | .270 | Medium |
| 2 | 3 | Religious and moral responsibility | 2.22 | .314 | Medium |
| 3 | 2 | Summative responsibility | 2.07 | .266 | Medium |
| 4 | 1 | National Responsibility | 1.96 | .241 | Medium |
|  |  | Social responsibility as a whole | 2.13 | .193 | Medium |

The table (8) shows that the averages have ranged from (1.96-2.23), where the area of ​​national responsibility came in the first rank of the highest arithmetic average (2.23), while the field of self-responsibility in last place and an arithmetic mean was reached (1.96), and the average the arithmetic of SR as a whole (2.13). This may be due to the influence of contemporary changes, which included intellectual, cultural and social changes have had an impact on the concept of social responsibility, and these changes are crystallized in the framework of one power in the world and promoting the concept of global citizenship. The results of the study agreed with the study (Cedar 0.2008), while bucking the results of each of the (Ruwaished, 2007), (Musharraf, 2009), (Awad Hegazy, 2013), (al-Shammari, 2014).

**4-3-The results of the third question:**

 The third question stated that : Is there a statistically significant difference for the sovereignty of the consumption pattern attributed to the school year (the first, fourth) and college (scientific, literary) and the level of household income (the average high-low).?

To answer this question was extracted arithmetic means and standard deviations for the sovereignty of the CP variables such as the school year (the first, fourth) and college (scientific, literary) and the LI (High- average - low), , the results were as described schedule (9):

 Table (9) Arithmetic means and standard deviations for the sovereignty of the consumption pattern according to the school year and for the Faculty of variables and the level of family income.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Variables | Level | Mean | St, devotion | No. |
| LI | Low | 2.48 | .357 | 38 |
|  | Medium | 2.43 | .353 | 82 |
|  | High | 2.31 | .393 | 80 |
| School year | First | 2.66 | .209 | 100 |
|  | Fourth | 2.12 | .301 | 100 |
| Collage | Art | 2.39 | .375 | 100 |
|  | Science | 2.39 | .375 | 100 |

(Table 9 shows) variation ostensibly in the averages and standard deviations for the sovereignty of the CP because of the different variety of classes for the school year (the first, fourth) and the Faculty of (scientific, literary) and the LI (high-medium low). To illustrate the significance of statistical differences between the averages calculations has been used contrast, four-table analysis (10).

Table (10) variation quadruple analysis of the impact attributable to the academic year and the college and the LI income on the sovereignty of the consumption pattern

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Source of variation | Sum of squares  | Degrees of freedom  | Squares average value  | Sum of of P statistical  | Statistical significance |
| LI | 0.130 | 2 | 0.065 | 0.960 | 0.385 |
| School year | 13.803 | 1 | 13.803 | 203.813 | 0.000 |
| Collage | 0.00007 | 1 | 0.00007 | 0.001 | 0.974 |
| Error | 13.206 | 195 | 0.068 |  |  |
| Total | 27.890 | 199 |  |  |  |

 - We can conclude from the table (10)

: - The lack of statistically significant differences α= 0.05) due to the impact of LI, as the value of P 0.960 and statistically significantly and amounted to 0.385. This result is contrary to what was confirmed by the theory (Keynes) "that individuals tend to increase their consumption to increase their incomes." (Jawartina and Astrup, 1988, p. 237) and the study of each of the (Al Amer, 2010) and (Maamari, et al., 2014) This may be due to the nature of the entire state and the services they provide for aid and donations, which reduces the gap between incomes.

-And no statistically significant differences (α = 0.05) due to the impact of the school year, as the value of (P 203.813 and Sig. 0.000,) and the differences towards the first year. This may be due to the effect of the experience gained by the passage of time on consumerism and the trend to rationalize consumption by students of the fourth year. The current result is differ from the results of the study (Maamari, et al., 2014).

Nonexistence of statistically significant differences (α = 0.05) due to the impact of the college, as the value of 0.001 in statistical terms amounted to 0.974.

**4-4-The results of the fourth question:**

 The fourth question states:. Is there a statistically significant difference in the level of social responsibility attributed to the school year (the first, fourth) or to the faculty (scientific, literary) and the level of household income (average, high, low)?

 To answer this question was extracted arithmetic means and standard deviations of the level of SR among students in the Faculty of Arts and Sciences in Alrass by a variables school year, and college, the LI, and the table below illustrates this.

Table (11) Arithmetic means, averages and standard deviations for the level of SR among students of the College of Arts and Sciences according to the variables of the academic year, the College, and the LI

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variables | Level |  | Self-responsibility | Religious and moral responsibility | Summative responsibility | National Responsibility | Social responsibility as a whole |
| LI | Low | Mean | 1.97 | 2.05 | 2.27 | 2.18 | 2.12 |
| StandardDeviation | .241 | .261 | .340 | .286 | .189 |
| Medium | Mean | 1.92 | 2.12 | 2.18 | 2.28 | 2.13 |
| StandardDeviation | .236 | .219 | .275 | .237 | .155 |
| Medium | Mean | 2.00 | 2.04 | 2.24 | 2.20 | 2.12 |
| StandardDeviation | .240 | .307 | .338 | .287 | .229 |
| School year | First | Mean | 1.87 | 2.13 | 2.31 | 2.29 | 2.16 |
|  | Standarddeviation | .214 | .198 | .308 | .247 | .171 |
| Fourth | mean | 2.05 | 2.01 | 2.13 | 2.17 | 2.09 |
| StandardDeviation | .233 | .312 | .295 | .279 | .208 |
| Collage | Arts | mean | 1.96 | 2.08 | 2.22 | 2.23 | 2.13 |
|  | Standarddeviation | .237 | .269 | .315 | .271 | .189 |
| Science | mean | 1.96 | 2.07 | 2.22 | 2.23 | 2.13 |
| Standarddeviation | .245 | .265 | .315 | .269 | .198 |

Table 11 shows the variation ostensibly in the averages and standard deviations of the level of SR among students in the Faculty of Arts and Sciences –Alrass by different variables school year categories (first, fourth), and collage (scientific ,arts), and the LI (high-medium low)..

 To illustrate the significance of statistical differences between the averages were used (MANOVA multi-contrast triple analysis on all categories, and analysis of variance triple to the tool as a whole

 Table (12). Analysis of multi-contrast triple the impact of the school year, and overall, the level of household income in the areas of social responsibility among students in the Faculty of Arts and Sciences in Alrass

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Vairance source | Source | Total squares | Degree of freedom | Mean of squares  | Variance values | Stastically significant |
| LI | Self-responsibility | .224 | 2 | .112 | 2.262 | .107 |
| Wilks' Lambda=0.878 | Religious and moral responsibility | .266 | 2 | .133 | 1.960 | .144 |
| α =0.001 | Summative responsibility | .264 | 2 | .132 | 1.451 | .237 |
|  | National Responsibility | .367 | 2 | .183 | 2.667 | .072 |
| School year | Self-responsibility | 1.555 | 1 | 1.555 | 31.369 | .000 |
| Hotelling=0.520 | Religious and moral responsibility | .606 | 1 | .606 | 8.936 | .003 |
| α =0.000 | Summative responsibility | 1.699 | 1 | 1.699 | 18.686 | .000 |
|  | Self-responsibility | .673 | 1 | .673 | 9.783 | .002 |
| College | Religious and moral responsibility | .003 | 1 | .003 | .066 | .798 |
| Hotelling= 0.001 | Summative responsibility | .005 | 1 | .005 | .069 | .792 |
| α =.994 | National Responsibility | .0002 | 1 | .0002 | .000 | .996 |
|  | Social responsibility as a whole | .0001 | 1 | .0001 | .000 | .999 |
| Error | Self-responsibility | 9.665 | 195 | .050 |  |  |
|  | Religious and moral responsibility | 13.225 | 195 | .068 |  |  |
|  | Summative responsibility | 17.735 | 195 | .091 |  |  |
|  | National Responsibility | 13.414 | 195 | .069 |  |  |
| Total | Social responsibility as a whole | 11.513 | 199 |  |  |  |
|  | Self-responsibility | 14.133 | 199 |  |  |  |
|  | Religious and moral responsibility | 19.667 | 199 |  |  |  |
|  | Summative responsibility | 14.456 | 199 |  |  |  |
|  | National Responsibility | 14.456 | 199 |  |  |  |

 We can notice from the data analysis (Table No. 12) revealed no significant result at the level of significant ( α= 0.05) due to the impact of the L I. in all categories.

 - There were statistically significant (α= 0.05) due to the impact of the school year in all categories, towards the fourth year in the field of self-responsibility, This result is due to the tendency of independence and responsibility for establishing a new dynasty at the end of undergraduate. And for the first year in the rest of other categories. Researcher refers this result to late adolescence properties where the student is characterized by social intelligence and the pursuit of social harmony and the tendency to participate in national duties to promote a sense of satisfaction. The results of the study are consistent with (Musharraf, 2007) and vary with (Awad Hegazy 0.2013).

 - The lack of statistically significant differences α= 0.05) due to the impact of the college in the college in all catogories and are compatible with the study outcome (Ruwaished 0.2007), and contrary to the findings of the study (Musharraf, 2009), (Awad Hegazy, 2013)

Table 13 Variance analysis of the impact of the school year, the Collage, and the level of family income on college class for social responsibility in science and Arts College - Alrass

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Variance source  | Total squares | Degree of freedom  | Mean of square | Value of F | Sig. |
| LI | 0.005 | 2 | 0.003 | 0.075 | 0.928 |
| School year | 0.235 | 1 | 0.235 | 6.379 | 0.012 |
| Collage | 0.00002 | 1 | 0.00002 | 0.001 | 0.981 |
| Error | 7.171 | 195 | 0.037 |  |  |
| Total | 7.408 | 199 |  |  |  |

We can notice from the data analysis (Table No. 13) there is no significant result at the level of significance ( α= 0.05) due to the impact of LI, (F= 0.075 and Sig.= 0.928.)

 - There were statistically significant differences (α = 0.05) due to the impact of the school year,

 F 6.379 and Sig.= 0.012), and the differences towards the first year.

 - Lack of statistically significant differences in level (α = 0.05) due to the impact of the college, (F = 0.001 and Sig = 0.981).

 **4-5- The results of the fifth question:**

The fifth question stated that:: Is there a correlation statistically significant at the level of (0.05≥α) between the consumption pattern and level of social responsibility among students of science & art collage in Alrass? To answer this question was extracted Pearson correlation coefficient between the CP and level of SR among students in the Faculty of Arts and Sciences in Alrass, and the table (14) shows that

Table (14)

 Pearson correlation coefficient for the relationship between the consumption pattern and level of social responsibility among students in the Faculty of Arts and Sciences in Alress.

|  |  |  |
| --- | --- | --- |
| Categories | Person Co relation |  Consumption pattern |
| Self-responsibility | Person Co relation | -.217(\*\*) |
| Sig. | .002 |
| Total No. | 200 |
| National Responsibility | Person Corelation | -.298(\*\*) |
| Sig. | .000 |
| Total No. | 200 |
| Summative responsibility | Person Co relation | .267(\*\*) |
| Sig. | .000 |
| Total No. | 200 |
| Religious and moral responsibility | Person Co relation | .306(\*\*) |
| Sig. | .000 |
| Total No. | 200 |
| Social responsibility as a whole | Person Co relation | .271(\*\*) |
| Sig. | .000 |
| Total No. | 200 |

\* Significant at level (0.05).

\*\* Significant at level (0.01).

We can notice from the data analysis (Table No. 14)there is no significant result at the level of significant ( α= 0.05) between the CP and the field of self-responsibility, religious and moral responsibility and the presence of statistically significant positive relationship between the CP and the rest of the areas of SR as a whole.

 The presence of significant correlation inverse between the CP and all of the self-responsibility, religious and moral responsibility considers the researcher a natural and logical result of either the existence of statistically significant positive correlation between the CP of collective, national and responsibility are the result surprising and illogical could go back to the concept of social responsibility philosophy of the community association. And in light of global climate unbalanced any society can no longer be kept away from the effects of global consumer culture. (Evans, et.al, 2009,30-50) prevailed. The Saudi society as "Chamber of Commerce in Riyadh," the study showed the existence of a state of wasteful consumption within Saudi families, in addition to extravagance in many aspects of consumer spending from the Saudi royal family - As mentioned earlier-and it was associated with the consumption pattern of social standing and the expectations of the group of individual higher the per capita consumption has risen in line with the sense of community, and overlooked the negative effects of the consumption of recreational resources of the group and the nation's resources.

**4-6-Results sixth question:**

 Question Six stated that:( Is the relationship between the consumption pattern and level of responsibility for a social with the students in the Faculty of Arts and Sciences in Alrass depending on the school year, and the college and, family income level?

To answer this question is to find the correlation between the CR and level of SR among students of the Faculty of Science and arts in Alrass according to the variables of the school year (the first, fourth), and collage (scientific, literary), and the level of family income (low, medium, high), and the value of “Z” to show the differences in calculating the strength of the correlation between the categories of these variables, as shown in the table below.

 Table (15) Correlation coefficients between the consumption pattern and level of social responsibility depending on the variables of income and the school year and college& test Zof the difference between correlation coefficients

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Variables | Person Correlation | No. | Z | Sig. |
| L I  | Low | .287 | 38 | 0.522 | 0.601 |
| Medium | .187 | 82 |  |  |
| Low | .287 | 38 | -0.211 | 0.832 |
| High | .326(\*\*) | 80 |  |  |
| Medium | .187 | 82 | -0.931 | 0.351 |
| High | .326(\*\*) | 80 |  |  |
| School year | First | .108 | 100 | -1.166 | 0.243 |
| Fourth | .269(\*\*) | 100 |  |  |
| Collage | Arts | .272(\*\*) | 100 | 0.015 | 0.98 |
| Science | .270(\*\*) | 100 |  |  |

We can notice from the data analysis (Table No. 15) there is no significant result at the level of significant ( α= 0.05) in the strength of the correlation between the CP and level of S R attributed to the impact of income and the school year and college.

5- Recommendations:

 In light of the outcome of the results of this study, the researcher would like to make a number of recommendations as follows

- • Activating the role of the university in community service through student participation in the provision of services to the community (collaborative work), which contributes to an increased understanding of student issues society, and supports active participation in home service.

 - Conduct similar studies on producing communities.

 - Conduct comparative studies between different communities

Table (16) averages, standard deviations, paragraphs social responsibility

| No. | Paragraphs | Mean | St. Devation |
| --- | --- | --- | --- |
| 1 | I advise my colleagues good use of the property of the university  | 2.29 | .727 |
| 2 |  I Buy only what is necessary | 2.10 | .642 |
| 3 |  I prefer to monitor my grades for each duty or activity doing at the University  | 1.61 | .849 |
| 4 | I care only about degree that I will earn in my studies | 1.40 | .618 |
| 5 | I revise my lessons & finished it in a dead time | 2.05 | .608 |
| 6 | I care to read books out of my speciality | 1.72 | .751 |
| 7 | I Devoted some time to visit the University Library | 1.50 | .673 |
| 8 | If I have a lot of money I will spend it to enjoy &get pleasure  | 1.91 | .666 |
| 9 | Believe in the proverb (me and after me the flood) | 2.29 | .684 |
| 10 | I participate in the learning within the lecture | 2.39 | .547 |
| 11 | Exploit full time whatever is useful | 2.12 | .536 |
| 12 | Be careful not to intervene if I see my colleagues cause harm to others | 2.15 | .640 |
| 13 | I donate blood to save the lives of anyone | 2.31 | .645 |
| 14 | As long as you must be faithful to God to be loyal to others | 2.63 | .644 |
| 15 | When all students come out from study hall I turned off its lights | 1.91 | .778 |
| 16 | I care to listen to religion study in the university chapel | 2.05 | .685 |
| 17 | I borrowed my books to my friends | 2.70 | .521 |
| 18 |  Ijusfied in order to gain the affection of my professor | 2.01 | .730 |
| 19 | When my observation of any fraud process I report it to officials | 1.85 | .781 |
| 20 | Graduates must be observed by teachers in grades | 1.36 | .576 |
| 21 | I find it difficult to borrow my books to my friends | 2.29 | .699 |
| 22 |  I Inset myself in the problems of others | 2.00 | .919 |
| 23 | Students will cheat if given the opportunity | 1.92 | .675 |
| 24 |  I Interrupt others when they speak what I do not like  | 1.78 | .745 |
| 25 | Students depends on workers to clean up the remnants of food and drink in the university cafeteria  | 1.86 | .764 |
| 26 | A make sure the mastering with learning and work | 2.32 | .801 |
| 27 | I help my family chores  | 2.64 | .688 |
| 28 | I participate in the cleanup campaigns in the university | 1.60 | .618 |
| 29 |  I sure to provide free working hours for adult literacy | 1.66 | .712 |
| 30 |  I give up some my service to satisfy my demands to my father | 2.66 | .553 |
| 31 |  I do not disturb my neighbors.  | 2.43 | .830 |
| 32 |  I care to form social relationships with my colleagues | 2.36 | .808 |
| 33 | I contribute neighbours and social rituals | 2.22 | .731 |
| 34 | I contribute a portion of my remuneration in the family expenses  | 1.99 | .833 |
| 35 | Teamwork protects me from errors | 2.38 | .598 |
| 36 |  I contribute to the volunteer work | 2.20 | .585 |
| 37 |  I Prevent anyone to broke public property | 2.36 | .610 |
| 38 |  I encourage my family to boycott the goods when the price rises | 2.06 | .692 |
| 39 |  I concerned with programs self-social nature  | 2.28 | .651 |
| 40 |  I made my decisions after consulting others | 2.16 | .645 |
| 41 |  I feel upset when he claimed to participate in social events | 2.29 | .684 |
| 42 | I feel proud of the achievements of a national cultural and civilization  | 2.57 | .767 |
| 43 | I see that it is the duty of the state to find jobs for all the graduates | 2.24 | .864 |
| 44 | I encourage everyone to buy locally produced goods. | 1.86 | .790 |
| 45 | A duty of the State to pay incentives for students to encourage them to learn. | 1.63 | .881 |
| 46 | I Participate in religious events, social and national | 2.32 | .616 |
| 47 | I make sure belonging to the student Advisory Council for the College. | 1.83 | .737 |
| 48 |  I trust the ability of young people to change negative habits in the community  | 2.44 | .768 |
| 49 |  I trust the news broadcasts on local stations | 2.11 | .707 |
| 50 | I preferred preoccupation with the study on participation in voluntary day  | 2.07 | .684 |
| 51 | I see that it is necessary to reduce our consumption of energy. | 2.39 | .583 |
| 52 | Icare to leave the entertainment place clean before leaving  | 2.44 | .831 |
| 53 | I feel that my role in a specific society does not offer nor delay  | 2.38 | .677 |
| 54 |  I believe that day will come in which we produce everything we need for our lives | 2.71 | .505 |

The table (16) shows that averages ranged between (1.36-2.71), where paragraph came No. 54, which states, "I believe that he would one day produce it everything we need for our lives" in the first place and an arithmetic mean was (2.71), while paragraph (20) stated that "must be considered graduates by professors in grading" the last rank and an arithmetic mean was (1.36). The arithmetic average of the field as a whole (2.23)..

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