The Degree of Sovereignty Consumerism and Its Impact on the Level of Social Responsibility among Students of Qassim University, Faculty of Sciences and Arts in ArRass for the Academic Year (2015/2016)

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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 ArRass. 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.

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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; social responsibility; the university students.

1. Introduction

Universities, as centers 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. 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 [1,2] 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 [3] 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. A study entitled "Consumer Trends for Saudi families," [4] 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 [5] 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 [6] 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% [7] 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 [8].

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 ArRass , 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 ArRass ?

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

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 boundaries

The boundaries of study is determined by female students in Collage of Science & arts in Qusim University for the academic year 2015/2016.

1.5. Terminology of study

1.   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 [8] It is

defined also by Khalid Al-Jeraisy [9] as "the use or damaging goods, enjoying services, in order to satisfy needs or particular desires".

2 . Patterns Consumer: (P C)

Reference [10], 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." [10]. 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.

3. Social Responsibility: (S R)

Reference [11] 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) [11] While in [12] 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 [13] 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: (L I) 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 [14] 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 [15] 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 old between 50-40 years.
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.

Paper [16] 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 [17] 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 Oman 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 of 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 [18] 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 [19] 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 [20] 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 in 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 favour 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 [21] 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 favour of humanities disciplines, and there are no significant differences attributed to academic level.

Reference [22] purpose is to determine the degree of relationship between social responsibility, commitment

among both governmental and private Saudi college students and preventive social consciousness have depending on the initial variables (age, specialization, social status, the average monthly income of the family, the kind of education the study total (28356). As for the study sample (834) , The researcher has applied in this study two, measure of social responsibility) consists of (67praghraphs .Main outcomes are,a direct correlation between social responsibility and preventive awareness, higher social responsibility have increased preventive awareness of University students in public universities.

2. a direct correlation between personal responsibility and ethical responsibility and patriotism, The higher the moral responsibility of national and personal responsibility and increased individual responsibility and responsibility towards the environment and the system.

3. Research Methodology

3.1. Population of the study

The research was conducted on female students Qassim University / Faculty of Arts and Sciences in ArRass ,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 ArRass , 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: study sample

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

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 respondent make their choice on the three – dimensional on line, 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 [25,26] 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

First: 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.

3.6.1. 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 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)

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 analysing the results: form (1.00- 1.66) is considered weak, (1.67 - 2.33) is considered medium (2.34-3) is considered high.

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

A cross sectional data were collected through a structured questionnaire using the interview method and analysed 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

What is the degree of sovereignty consumption pattern among students in the Faculty of Arts and Sciences in ArRass?

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 ArRass,. The results were as described schedule (7):

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 behaviour 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 ([16] 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%, [6] 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 [5].

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 ArArass 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	2.02	.491	Medium

		phones.			
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

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 ArRass ? To answer this question was extracted averages, standard deviations, of SR among students in the Faculty of Arts and Sciences in ArRass, 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 ArRass 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 [18] while bucking the results of each of the [19, 18, 21, 22] .

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. devation	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." [23] and the study of each of the [15,16] 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 differs from the results of the study [15].

- 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

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
		Standard/D	.241	.261	.340	.286	.189
	Medium	Mean	1.92	2.12	2.18	2.28	2.13
		Standard/D	.236	.219	.275	.237	.155
	Medium	Mean	2.00	2.04	2.24	2.20	2.12
		Standard/D	.240	.307	.338	.287	.229
School year	First	Mean	1.87	2.13	2.31	2.29	2.16
		Standard/D	.214	.198	.308	.247	.171
	Fourth	Mean	2.05	2.01	2.13	2.17	2.09
		Standard/D	.233	.312	.295	.279	.208
Collage	Arts	Mean	1.96	2.08	2.22	2.23	2.13
		Standard/D	.237	.269	.315	.271	.189
	Science	Mean	1.96	2.07	2.22	2.23	2.13
		Standard/D	.245	.265	.315	.269	.198

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 ArRass by a variables school year, and college, the LI, and the table below illustrates this.

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 –ArRass by different variables school year categories (first, fourth), and collage (science ,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 ArRass

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 [20] and vary when compare with [21]. The lack of statistically significant differences α= 0.05) due to the impact of the college in all categories and are compatible with the study outcome [18] and contrary to the findings of the study [20,21].

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 - ArRass

Variance source	Total squares	Degree of freedom	Mean of square	Value of F	A .
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.) and 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 ($\alpha = 0.05$) 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 ($0.05 \geq \alpha$) between the consumption pattern and level of social responsibility among students of science & art collage in ArRass? 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 ArRass, 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 ArRass.

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 ($\alpha= 0.05$) 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. [3] 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.

5.6. 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 ArRass 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 ArRass, 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. Findings of the Study

The research data was collected from 200 respondent female students of Quasim University and the results revealed the following:

- The sovereignty of the consumerism of the female students at the University of Qassim with a general has a high-level.
- The social responsibility of the sample was generally medium, where the national responsibility came in the first rank While the field of self-responsibility is lacking.
- The study presence positive relationship between the consumerism and the rest of fields, summative responsibility , national responsibility and social responsibility as a whole
- Irrespective of self-responsibility religious and moral responsibility, the factors under study, i.e. LI, collage& school year has shown no a significant impact on social responsibility towards consumer pattern .
- Study presence a statistical significant difference due to the effect of the school year in all fields of social responsibility.
- correlation between the consumerism and level of social responsibility due to the impact of income and the school year and college is lacking.

6. 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

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Appendix

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) .

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