

# National Affiliation and its Relation to Self-Realization among Students of Al-Isra University

Ahmed Hani Qatawneh<sup>1</sup> Abdelraouf Hameed Alyamani<sup>2</sup>

<sup>1</sup>Assistant Professor, History of International Relations, Isra University, Amman, Jordan

<sup>2</sup>Associate Professor, Educational psychology, Isra University, Amman, Jordan

## Abstract

This study aimed at investigating the relationship between national affiliation and self-realization on a sample of students from Isra university, the sample consisted of (84) males and (116) females. The statistical results of the study demonstrated that the initial hypothesis wasn't realized, so there is a relationship between national affiliation and the self-realization, and the high level of the national affiliation, there is no differences between males and females in national affiliation and self-realization.

**Key Words:** National affiliation, Unity, Participation, Altruism, Self-realization, Isra University

## Introduction

The importance of young people and the importance of promoting their national unity and national affiliation is due to the fact that they are the most willing to innovate and aspire to talk about ideas and experiences. Therefore, they represent an essential source of change in society. Young people strive to find a formula that enables them to prove their existence in the society as a whole, and here comes the impact of society and the key role of information institutions in the age of knowledge is to create a framework of ideas and principles that form an appropriate formula for young people to achieve their status, help young people discover their role in the environment and play this role on the best level of efficiency and effectiveness, and to provide thoughtful foundations that enable them to take appropriate and appropriate decisions during their daily lives (Amer, 2005).

Young people must grow up in a secure and stable environment, equipped with science and knowledge, social consciousness, national affiliation and global openness to an age that no longer recognizes weak entities scientifically, technologically, economically or socially.)

At present, young people are in urgent need of attention, care, self-respect and self-esteem. The State, which makes it a priority to promote a strategy to promote national affiliation and national unity of youth, sets a general framework for youth development through information institutions in the age of knowledge, by defining national goals, interests and priorities for national action from programs and policies established for a holistic view that reflects the needs and aspirations of young people. (Barah, 2006)

National affiliation is an intrinsic value that urges responsibility and drives the individual to achievement, one study examined the relationship between the need for affiliation and the need for achievement, and the need for social responsibility, and the results showed a positive correlation between both affiliation and social responsibility, as well as a link between achievement and social responsibility, The results were supported by another study by Al-khader (2000), which aimed to investigate the relationship between students' national affiliation and values and to reveal the negative values that harm the integrity of progress and social cohesion, which weaken the human and national affiliation. The results indicated that affiliation to the community is a priority in the ranking of the means of national affiliation and that political values always come in the back, in addition to the correlation between the grades on the scale of values and degrees on the scale of national affiliation in all of its domains.

The concept of self-realization depends on the factors that are related to the individual himself and his abilities and possibilities on the one hand, and depends on the environmental effects on the other hand, self-realization includes the integration of the personality of the individual in the light of these factors and influences all and therefore self-realization vary among individuals as much as individual differences in abilities exist, in so far as there are social differences as a result of social upbringing and environmental conditions that are exposed to them, and in so far as they differ in the way of responding to environmental stimuli (Reda, 2000).

## Hypotheses of the Study

1. University student at Isra University is characterized by a high level of national affiliation and its dimensions
2. University student at Isra University is characterized by a high level of self-realization.
3. There are differences in the degrees of national affiliation with its three degrees contributed to gender

4. There are differences in degrees of self-realization contributed to gender
5. There is a relationship between national affiliation and self-realization of the university student.

### **Procedural Definition of Terms**

**National Affiliation:** Affiliation is an acquired value that is the true affiliation of religion, the homeland and the family, and the sincere work for the common good. Its components and values are acquired through the interaction between the individual and the surrounding natural, human or social environment (Qusaia', 2000).

The researchers defined National Affiliation procedurally as: the sense of the citizen that he is part of his homeland, and loves, and concerns, and defends it, and sacrificed for it and for each atom of the soil of the country, and this is evident from his commitment to religion and values, and the public interest on his personal interest and integration into its events. It is expressed in the research on the degree to which the students at Isra University will get on the National Affiliation scale.

**Self-Realization:** Maslow (1954) believes that self-realization is an innate tendency for an individual to achieve his or her maximum potential as a human being and to develop and realize the individual's full positive and instinctive abilities. He believes that this tendency is influenced by environmental factors and by surrounding individuals such as parents, teachers and peers, and decides that self-realization is the goal of every human behavior.

**Procedural Definition:** Self-realization is the individual's need to express himself and to reach the potential and abilities that can be achieved in order to satisfy his needs and restore the state of balance that helps him to use those abilities and capabilities in the service of the individual and society and to play his roles and assume his responsibilities and perform his usual duties. Self-realization is the total degree achieved by the student through his answer to the tool that we set for this purpose.

### **Previous Studies**

Educational and psychological studies concerned the study of national affiliation among students with the aim of identifying it, in order to instill patriotism and belonging to it in the students so as to achieve the desired educational goals, because of the importance of these studies in this field, but considering such studies in Jordan we find it few especially studies relating national affiliation among students. The study is aimed at investigating the nature of national affiliation among the students of Al Israa University; the two researchers will discuss a series of studies that dealt with national affiliation.

Rabea (2017) in his study examines the relationship between the national affiliation and self-realization on a sample of students from the university of Mohamed lamine Dabbaguine – Sétif 2- in Sétif aged between 20 and 27 old and represents 42 males and 58 females. The statistical results of the study demonstrated that the initial hypothesis wasn't realized, so there is no relationship between the national affiliation and the self-realization, and the high level of the national affiliation, there is no differences between males and females in national affiliation and self-realization.

Mihoobi and Butbal (2014) conducted a study aimed at revealing the attitudes of university youth toward citizenship in terms of duties and rights for the purpose of preserving national identity and social stability. For that a scale was applied on a sample of (303 ) university students, and after data acquisition and processing, the study concluded a positive trend towards compliance with the obligations of the students and, by contrast, there are some negative trends towards compliance with the rights such as the right to work and, accommodation and, in equality. The study also showed a positive correlative relation between the trend towards the duties and the trend toward rights among the university students. Therefore, it is possible to emphasize the need to take care of the citizenship of university students in terms of ensuring citizenship rights in daily social life

Baza (2012) conducted a study entitled "The sense of national affiliation and Arab national identity and its relationship with the rigidity of personality among the students of the Faculty of Education, where the study aimed at detecting the relationship between the rigidity of the personality with its four dimensions: Flexibility, Strictness, Compliance, Challenge (all are positive dimensions and the sense of belonging to both national and Arab nationality). The study also aims to determine the level of feeling of national and Arab National affiliation with a level of rigidity personal. The scale was applied to (325) students in the fourth division of the two colleges of education at Kafr El Sheikh and Tanta.

The personal rigidity scale was developed by Amal Abdel Samie Baza (2011) and the sense of national and Arab affiliation scale prepared by Amal Abdel Samie Baza(2011) and the case study form for adolescents and young people prepared by Amal Abdel Samie Baza(2009). The first and second scales were applied to the students of the fourth year of the Faculty of Education in Tanta and Kafr El Sheikh.

Two cases of clinical study were conducted using the case study form and the personal interview of those who got the highest scorers in the sense of National and Arab affiliation.

The results of the study can be summarized as follows:

- The study showed a high level of national and Arab nationality among students and the average grade falls in the fourth level of the distribution of grades.
- The results showed statistically significant correlation coefficients between the scores on the scale of national affiliation and the scores on the personal rigidity scale in its four dimensions (Flexibility, Strictness, Compliance, and Challenge).

Hassan (2009) examined the role of educational institutions in the development of national affiliation in order to prepare the educational institutions to prepare students for active involvement in society. The study concluded that educational institutions are one of the most important ways to face changes and challenges by instilling values of loyalty and to establish the bases of national security and social peace in society. Therefore, these institutions should review the methods of raising the generations and directing them to the right destination so as not to fall easily to others and weaken its Loyalty and patriotism.

Al-Shaarawi (2008) studied the impact of the multimedia program on enhancing the values of national affiliation and environmental awareness among 9th graders at Ghazza. The study concluded that the awareness of the environment is integral part of the national affiliation, considering that the environmental environment, environment, environmental problems and risks, and how to overcome them and prevent them are an essential part of national affiliation, in addition to the fact that belonging in its broadest sense includes what surrounds man from the components of the environment.

Asfa (2003) conducted a study aimed at identifying the most important issues of Palestinian national affiliation and methods of establishing it. The researcher followed the descriptive analytical method. The study reached the following results:

-Regarding the availability of national values in the Arabic language book for the sixth grade it is shown that the book has all the national values included in the content analysis card, whether at the level of domains or the dimensions under each field. The patriotism domain was the highest at (73.37%) followed by the value of defense domain (48.35%). The field of building the homeland has got (6.14%). The value of preserving the country was (13.13%), which is balanced with the Palestinian reality. As for the level of balance, the dimensions were not balanced in their access to values. In each of the four areas, there was also an imbalance in the availability of values for the individual and for the units. This reflects the randomization of the values test. The results also showed that there are no lists of issues of national affiliation among the curriculum designers. They draw upon it when writing books. The results also showed that there were statistically significant differences between the average performance of students on the scale of national affiliation (pre and post) and the researcher attributed this to the curriculum and to some external influences such as family and media.

The study also found that there are no statistically significant differences between the averages of students' performance on the scale of national affiliation attributed to the gender (male - female). This is attributed to the fact that males and females are subjected to one aggression and live one reality.

The study found that there are statistically significant differences between the average performance of the students in the standards of affiliation attributed to the responsible authority (agency - government) for the agency because the students who study in UNRWA schools among the refugees who have been displaced from their land and suffer from difficult economic and financial situation, they live in camps that are not habitable, and they have strong convictions to resist the occupation and to defend the homeland, and thus they have a sense of national affiliation.

The study recommended enriching the Arabic language curriculum with national values that were not emphasized by the supervisors or curriculum development centers. The study also recommended setting national standards for redistribution based on the relative weight of each national value and commensurate with the needs of the Palestinian people. Arabic Examples of standards that measure the national affiliation of students to determine the extent to which they are influenced by the national values that are being tried during the school year. The study also recommended holding training courses for male and female teachers who are familiar with the national values that should be established in the students' minds. The study recommended increasing the effectiveness of social activity and encouraging students to participate in national events that help to develop their spirit of national affiliation.

## **Design and Methodology of the Study**

### **Study Methodology**

The study is based on the descriptive approach, as it is concerned with the level of National affiliation of the university student, as well as the level of self-realization, and examines the relationship between the two concepts in order to understand and analyze, since studying the data obtained through the quantitative and qualitative analysis tools helps us to monitor the physical or moral characteristics of the studied group.

### Sample of the study

The sample of the study consisted of (200) students, representing (116) females and (84) males at Isra University, they were selected purposefully.

### Tools of the Study

#### First: Scale of National affiliation

The scale was prepared by Muhammad al-Taubi Muhammad Ali (2010), and includes (24) items divided into three dimensions namely: unity / exclusion from the group (8) items, altruism / selfishness of the group (8) items, participation / aversion from the group (8) items.

The scale was placed in the form of questionable positions, with four responses ranging from (4, 3, 2, 1) and the scale items were distributed in circular order according to its three dimensions.

The validity and reliability of the scale were calculated in the current study as follows:

#### Validity

The validity for scale of national affiliation was calculated through the calculation of the discriminating validity (peripheral comparison), and the results were as follows:

**Table (1): t value of the difference between the lower and upper groups on the national affiliation scale**

Scale ends	Mean	Standard deviation	t- value	Sig
Lower third	102.24	3.06	20.07	0.001
upper third	121.76	4.26		

Table (1) shows that t- value is statistically significant at the level of significance (0.001), which reflects the discriminatory ability of the scale between the lower and upper groups, and therefore the scale is characterized by validity.

#### Reliability

The reliability coefficient was calculated using kronbach alpha and the result of the national affiliation scale was (0.88), while the reliability value of the three dimensions of the scale was distributed as follows: unity / exclusion (0.85), altruism/ selfishness (0.90), participation / aversion (0.89), all of which show that the scale is reliable.

#### Second: The scale of self-realization

It is prepared by Mahmudawi (1991), it consists of (71) items, and the response on the scale items, it includes three alternatives (agree, neutral, disagree) and the grades ranged from 1 to 3 degrees, where (3) for the alternative (agree), (1) for the alternative (disagree) and (2) for the alternative (neutral), and the validity and reliability of the scale have been calculated as follows:

#### Validity

The validity for scale of self-realization was calculated through the calculation of the discriminating validity (peripheral comparison), and the results were as follows:

**Table (2): t value of the difference between the lower and upper groups on the self-realization scale**

Scale ends	Mean	Standard deviation	t- value	Sig
Lower third	162.51	10.90	12.79	0.001
upper third	188.94	4.60		

Table (2) shows that t- value is statistically significant at the level of significance (0.001), which reflects the discriminatory ability of the scale between the lower and upper groups, and therefore the scale is characterized by validity.

#### Reliability

The reliability was extracted using the split- half and the correlation coefficient between the two scales was calculated and the result was (0.74), which indicates that the scale is reliable.

### Statistical treatment

- The arithmetic means to answer the first question to reveal the level of national affiliation, as well as the second question which concerns the level of self-realization.
- Pearson correlation coefficient to reveal the nature of the relationship between national affiliation and self-realization.
- Kronbach Alpha to detect the reliability of the tool using discriminatory validity. T-test to calculate the validity of the tool and the answer to the third and fourth questions related to differences in national affiliation and self-realization according to gender variable.

## Results of the Study

### Results of the first hypothesis:

This hypothesis states that: University student is characterized by a high level of national affiliation and its dimensions. To verify this hypothesis, arithmetic means were used to determine the total degree of national affiliation and the degree of its dimensions, Table (3) clarifies this:

**Table (3): the arithmetical averages, standard deviations, and the rank of the degree of national affiliation and its dimensions in the study sample**

Variable and its dimensions	Lowest value	Highest value	Means	Standard deviation	Ranking
unity / exclusion	13	23	18.34	2.13	2
altruism / selfishness	11	23	17.78	2.39	3
participation / aversion	15	26	19.87	2.22	1
Total degree of national affiliation	45	68	56.05	4.55	

It is noted from this table that the ranking of the degree of national affiliation in the sample was as follows: participation / aversion (19.87), unity / exclusion (18.34) and altruism / selfishness (17.78), which are high degrees in terms of dimensions of national affiliation. The total score was (56.05), which is also high score. This result consisted with Mihoobi and Butbal (2014) study which showed a positive correlative relation between the trend towards the duties and the trend toward rights among the university students

### Results of the second hypothesis:

This hypothesis states that: University student is characterized by a high level of self-realization. To verify this hypothesis, arithmetic means were used to determine the degree of self-realization. Table (4) illustrates this:

**Table (4): arithmetical means and the standard deviations of self-realization in the sample**

Variable	Lowest value	Highest value	Means	Standard deviation
Self-realization	126	199	176.35	12.86

It is noted from this table that students have high levels of self-realization. This result contradicts the results of Rabea (2017) study which showed that there is no relationship between the belongingness and the self-realization, and the high level of the belongingness.

### Results of the third hypothesis

This hypothesis states that: There are differences in the degrees of national affiliation with its three degrees contributed to gender. To verify the hypothesis, T-test was used for the differences between the means and table (5) illustrates this

**Table (5): gender differences in National affiliation with its three dimensions**

Dimensions of national affiliation	Males		Females		Calculated T	Scheduled T
	Means	SD	Means	SD		
unity / exclusion	18.76	1.91	18.28	2.15	0.63	1.98
altruism / selfishness	17.76	2.03	17.77	2.42	0.02	1.98
participation/ aversion	19.76	2.09	19.86	2.23	0.12	1.98
Total degree of national affiliation	56.32	3.26	56.01	4.66	0.18	1.98

The table shows the gender convergence in the average score on items with respect to the dimension of / unity / exclusion, where the average grade of females (18.29), and the average male degree (18.77), and therefore the difference between the two categories is not essential, we can say that the two sexes are not different in terms of unity / exclusion, while in terms of altruism / selfishness, the results also confirm the convergence of the sexes with an average female score (17.78), while the average male score (17.77), and the gender difference is not statistically significant, meaning that females are no different from males in terms of altruism / selfishness.

As for the third dimension, which is participation / aversion, the results also show that the average grade of females (19.87) is close to the average of males (19.77), and the difference between the sexes is not significant, thus we can say that females are not different from males in participation/aversion.

As for the result relating the total degree of national affiliation, the table shows the gender convergence, with the average grade of females (56.02), while the average grade of males (56.33), the gender difference is not statistically significant, meaning that females are not different from males in the sense of national affiliation, and that the value of calculated "t" was less than the scheduled values.

The results are consistent with the results of Asfa (2003) which found that there are no statistically significant differences between the averages of students' performance on the scale of national affiliation attributed to the gender (male - female). This is attributed to the fact that males and females are subjected to one aggression and live one reality.

#### Results of the fourth hypothesis:

The hypothesis states that: There are differences in degrees of self-realization contributed to gender. To study the hypothesis, the T-test was used for the differences between the averages and table (6) illustrates this.

Table (6): differences between two genders in self-realization

Dimensions of national affiliation	Males		Females		Calculated T	Scheduled T
	Mean	SD	Mean	SD		
Self-realization	171.88	15.20	176.79	12.62	1.09	1.99

The table shows the gender convergence in the average grade on items with an average female score (176.79) and average male score (171.88). The difference between the two categories is not significant. Thus, the two genders do not differ in terms of self-realization because the difference is not statistically significant because the value of calculated "t" is less than the value of tabulated "t". The result of this study consisted with the results of Rabea (2017) which states there are no differences between males and females in belongingness and self-realization.

#### Results of the fifth hypothesis:

This hypothesis states that: there is a relationship between national affiliation and self-realization of the university student.

To verify this hypothesis, Pearson correlation coefficient was used and table (7) illustrates this:

Table (7): correlation coefficients between national affiliation and its dimensions and self-realization of the university student

self-realization	Correlation coefficient	Sig
National affiliation		
unity / exclusion	0.083	0.387
altruism / selfishness	0.024	0.843
participation/ aversion	0.027	0.830
Total degree of national affiliation	0.076	0.471

We conclude from the results presented in this table that there is a statistically significant relationship between national affiliation and its three dimensions and self-realization. The results are consistent the results of Rabea (2017) study which showed no relationship between national affiliation and the self-realization, and the high level of national affiliation, there is no differences between males and females in national affiliation and self-realization.

#### Discussion of the Results

##### Interpretation and discussion of the results of the first hypothesis:

After the presentation of the results in table (3), it shows the level of national affiliation of the university student through the high levels of means, especially for participation / aversion dimension, which reached (62.09%), the highest percentage compared to other dimensions of the scale, even with total affiliation.



This result can be explained by the human nature of man as a social being who cannot live alone without others sharing their joys and sorrows.

As for the altruism versus selfishness which occupied the third dimension in terms of results by (55.56%) this result reflects the tendency of the university student to exercise altruistic behavior in his interactions with others in the sense of helping others without taking into account the benefit or self-interest that we have from behind this act, and altruism is one of the forms of social positive behavior that we urge our children from childhood, and we seek to instill in our students because of its importance in building the right personality and the impact of the consolidation of bonds of love among the members of society, on the other hand we end selfishness or altruistic because it makes the person outcast and rejected by others.

As for the total degree of national affiliation, as noted in table (3), it was also high and amounted to (58.38%), this indicates the motivation of the students to national affiliation, this feeling was considered by Maslow from the basic needs of the individual when he considered the need for love and affiliation as a driving force for behavior, which are related to human desire to establish intimate relations with others, belonging to a particular group, and the sense of the individual status in the family and universities, and failure to achieve these needs leads to non-adaptation and mental illness, which is the common basis for a large number of behavioral problems in society, Maslow (1970) has observed that the frustrations of love needs are a major cause of human incompatibility and the increasing number of children in adoption homes and many children victims of divorce often have feelings of incompatibility.

#### **Interpretation and discussion of the results of the second hypothesis:**

If we return to the results presented in table (4) we conclude that the level of self-realization of the university student is high and this is through the average score (176.35) by (82.79%), this result confirms Maslow's idea that self-realization instinctive tendency of the individual to achieve his potential. This is also supported by Rogers when he sees that every organism has a fundamental tendency to maintain and support itself. Despite the existence of organic and ecological needs, it can be seen as manifestations of this the underlying tendency is self-realization which the individual seeks in his maturity to achieve, we find him struggle and bear the hardships for that.

The university student with the capabilities and potentials he has without forgetting the role of environmental influences as variables of a social nature to help him in self-realization, the socialization of our society gives great importance to the educational process and is highly concerned with the educational achievement of the children by trying to provide all the necessary conditions and possibilities in addition to the encouragement and motivation process which continues with the child since entering the school and to end his career regardless of this period and whatever the age of children.

#### **Interpretation and discussion of the results of the third hypothesis:**

In our review of the results in table (5), which included differences in total affiliation and in the three dimensions of national affiliation (Unity, altruism, participation) between males and females, we found no significant differences between the sexes. This convergence of grades may be due to the content of the tool used in the measurement process. This content, as we have seen, is a set of principles and values that students receive during the process of socialization since childhood, in which both males and females participate in our society. Where the individual feels that he is part of a whole, if a member of a family is an integral part of this family and if an individual in a society is part of the structure of this society live and deal with it, and interact with its interactions, and embraces ideology and represents his culture and stick to it and his loyalty is to this society (Mousa Cherkaoui, 2005).

#### **Interpretation and discussion of the results of the fourth hypothesis:**

It showed that there were no statistically significant differences between females and males in the level of self-realization. This result was supported by the study of Malinowski (1981) which dealt with the relationship between psychological combustion and self-realization and demographic variables of teachers, among the results reached were the absence of significant differences in self-realization according to demographic variables.

If we are to interpret our findings we can refer to the nature of the society in which we live, specifically the prevailing cultural, moral and social norms, which impose on the individual to adhere to and adapt to the requirements of the etiquette of his society. These restrictions do not discriminate between males and females, thus the individual cannot insist on achieving his or her individuality or independence, disregarding the prevailing social norms because society does not believe in the individual's freedom and individuality, in the sense that every human being has the right or the freedom to act or express his opinion. This relative freedom is expressed by Rogers as a major factor for the individual to achieve self-realization but it must comply with the general laws and do not affect the rights and freedom of others.

### **Interpretation and discussion of the results of the fifth hypothesis:**

This hypothesis shows the lack of a relationship between the affiliation and self-realization of the university student, before talking about the relationship we can refer a little to the results related to the level of self-realization and the degree of total affiliation and sub-dimensions of affiliation as both affiliation and self-realization are of the basic needs referred to by (Maslow) , these results showed a difference in the satisfaction ratio between these needs on the one hand, and the absence of saturation rate of up to (100%) on the other hand for all needs, as explained by Maslow (1975) when he pointed to the erroneous impression that the need must be saturated by (100%) before the individual moves to the other need gradually.

If we return to the results obtained through this study, we find that the satisfaction rate of the need to achieve the total affiliation was (58%) while the need for self-realization by (82%), although the need to affiliation in the hierarchy of (Maslow) comes before the need for self-realization which is centered at the top of the pyramid which is the last needs that the individual seeks to satisfy in his life.

These findings may also explain Maslow's view that satisfying these pre-self-realization needs is not constant, because satisfying the need for self-realization requires exposure to other levels of threat, as well as abandoning a feeling of safety and satisfying physiological needs as much as he used to, therefore, self-realization requires great courage, continuous effort, self-control and patience to work and endure pain and suffering, so the individual renews that it is better for him to be satisfied with what he has achieved and to remain in his position rather than to seek the challenges intentionally and deliberately, self-realization associated with the achievement and self-expression and to do useful and valuable deeds to others.

### **Conclusion**

In conclusion, it can be said that affiliation is a prerequisite for the individual and the growth of his personality and the integration in the society by interacting and harmony with it and to engage with others, and the researchers indicate that the feelings of affiliation grow at the individual when entering the school through the formation of the group of friends and the interest in school activities and interaction with the group of comrades , and that the group contributes to the formation of many relationships such as friendship, leading to social growth and maturity of personality and reaching stability.

Thus, social development and education come at the forefront of the educational tools that generate, adopt and enhance the sense of belonging in children through the concepts, curricula, programs and programs aimed at cultivating the values of affiliation in the hearts of early emerging.

Based on the results of the study, self-realization is not related to the sense of national affiliation in the sense that the individual may reach the level of self-realization, without having a high degree of sense of affiliation, especially as the results of the study showed that the level of self-realization was higher than national affiliation.

### **References**

- Al- Khader L. (2000) "The Role of Education in Promoting Belonging, PhD Thesis, Egypt: A World of Books.
- Al-Shaarawi (2008) the impact of the multimedia program on enhancing the values of national affiliation and environmental awareness among 9th graders, Unpublished master thesis, Islamic University, Gaza
- Amer, Osman, S. (1992) the effect of the openness to the concept of citizenship in the Saudi youth "exploratory study" Digital Library site Ministry of Education Educational Resource Center, Saudi Arabia.
- Asfa, J. (2003) "The extent to which the Arabic language book deals with issues of national belonging and its impact on its consolidation among the sixth graders in Palestine", Master Thesis, Al-Aqsa University, Gaza.
- Baza, A. (2012) A scale of the sense of national affiliation and Arab nationalism among adolescents Youth, Cairo: The Anglo-Egyptian Library
- Charkaoui, M. (2005). Students' awareness of some of the values of citizenship, field study, Journal of Studies in University Education, No. 9, p. 113.
- Hassan, M. (2009) "The role of educational institutions in the development of national affiliation to the homeland", retrieved from [www.imamu.edu.sd/research](http://www.imamu.edu.sd/research)
- Malanowski, f, R, (1981) A study of the relationships among burnout (Stress) personal orientation and demographic Variables of teachers ,D, A, I, vol 42 , No 10.
- Mihoobi, F. & Butbal, S. (2014) Trends of university youth towards citizenship in Algeria, Journal of Humanities and Social Sciences, Vol. 14, No. 3
- Rabea,A. (2017) Affiliation and its relation to the self-realization of the university student - Field study at the University of Mohammed Lamin Dabbain Setif 2-, Journal of Humanities and Social Sciences, Vol. 30, No. 9