Future insight to enhance the role of the university in reinforcing patriotism among impaired students from their view point

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Abstract: The current study aimed to reach a theoretical framework of knowledge that enables decision-makers, specialists and experts to define the planning, coordination and innovative roles that the university can play to enhance the national belonging of people with disabilities. The sample of the study consisted of (150) university students with disabilities (visual, auditory, and kinesthetic), who were taken through a comprehensive social survey, which is a descriptive analytical study using the comprehensive social survey approach, and the Statistical Package for Social Sciences program was used. (SPSS) version (18) in the statistical analysis of the study tool, and scientific and practical results were reached by answering questions, and based on the theoretical framework and those results, a number of recommendations were proposed.

Keywords: the future vision - the university - strengthening national belonging.

رؤية مستقبلية لتعزيز دور الجامعة في تعزيز الروح الوطنية لدى الطلاب المعاقين من وجهة نظرهم

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المستخلص: هدفت الدراسة الحالية للتوصل إلى إطار معرفي نظري يمكّن متخذي القرار والمتخصصين والخبراء من تحديد الأدوار التخطيطية والتنسيقية والابتكارية التي يمكن أن تقوم بها الجامعات السعودية لتعزيز الانتماء الوطني لدى ذوي الإعاقة. وتكونت عينة الدراسة من (150) طالباً جامعياً من ذوي الإعاقات (البصرية، والسمعية، والحركية) تم أخذهم عن طريق المسح الاجتماعي الشامل من جامعة تبوك، وهي دراسة وصفية تحليلية من خلال استخدام منهج المسح الاجتماعي الشامل، وقد تم استخدام برنامج الحزم الإحصائية Statistical Package for Social Sciences (SPSS) في التحليل الإحصائي لأداة الدراسة، وتم التوصل إلى نتائج علمية وعملية من خلال الإجابة عن التساؤلات، وبناءً على الإطار النظري وتلك النتائج تم اقتراح عدداً من التوصيات.

الكلمات المفتاحية: الرؤية المستقبلية، الجامعة، الانتماء الوطني.

1. Introduction.

The university is considered as the most prominent tool of the governmental institutions which can be used to optimize efforts towards human resources development.

Whereas our recent age incorporates contradicted trends due to a bundle of continuous variables in the social, political, economic as well as environmental arenas a matter that imposes diverse functions upon the shoulders of the university so that it can achieve sustainable development.

These functions are represented by a set of chains and strategic dimensions for the formation of university students, as well as conducting scientific and experimental research, and conducting indirect and direct scientific meetings, to contribute seriously and effectively to the formations of elites who can take part in solving the current and also future vital problems with predictive and anticipatory dimensions and the most recent job is to consolidate its ties with the surrounding environment seeking to serve and develop this environment.(Ibrahimi, 2015, p. 260).

The university belongs to its community as it represents a source of cultural center whereas it operates in preparing cultural programs aim at handling social and cultural issues within the society.

It also plays a prominent role in fulfilling the needs of the society as well as in merging the diverse sectors of the society through its educational role (Amer, 2012)

The existence of impaired individuals in modern societies is wildly spread due to the complicated nature of social life.

With the increase of the number of impaired individuals in the society and their diverse disabilities the level of the society concern also increases with the purpose of merging them in the society and preparing appropriate circumstances for their participation and interaction in their educational and social environments a matter that limits the negative attitude towards impaired people (Abdulraoof, 2008)

The issues and rights of impaired individuals are considered most important as they dominate the thinking of concerned entities due to the negative health, economic and social impacts on the impaired individuals and their families as well as their societies.

The impaired individuals received a remarkable concern at the international level and the most prominent achievement of the world to upgrade the status of impaired persons and achieving equality for them and lifting discrimination against them. The drafting and approval of the International Agreement on the Rights of Persons with Disabilities in (2006), as it was specified in the (Agreement on the Rights of Persons with Disabilities, 2006) issued by the United Nations, which it aims mainly at enhancing the dignity and protection of the rights of people with disabilities. It also aims at ensuring their enjoyment of all human rights and fundamental freedoms.

Although this agreement did not set a specific definition of disability, the first article indicated that the individuals with disabilities as "individuals who suffer from physical, mental, sensory, mental or multiple deficiencies, a matter that constitutes a barrier or an obstacle which prevents them from fully and effectively participating in society on an equal basis with others.

The new philosophy stipulated in this agreement is based on various principles as follows: -

- Respecting the dignity and the rights of impaired persons as well as their self-independence including their liberty in decision making and choices beside avoiding any kind of discrimination between them and ordinary individuals.

- Sponsoring the involvement of impaired persons in the society entirely and respecting the individual differences as well as accepting the impaired individual as integral part of human and natural diversity. In addition, offering accessibility and equal opportunities.

- Maintaining equality between men and women and respecting the developed competences of impaired children and respecting their rights and preserving their identity. (Al-Miqdad and Al-Qatawneh, 2018, p. 2-3).

Whereas patriotism is the most prominent principle that must be enhanced by the university among all students particularly the impaired ones and the national belonging is considered as a basic value which inspires the individual to work hard and to shoulder the responsibilities that rest upon him a matter that resembles a credit to his patriot personality

Nowadays the Arab, regional and local arenas witness events and behavior patterns that contradict the values of patriotism as well as Sharia laws and the teachings of other religions

These behaviors are demonstrated by few sectors of the youth who lack religious, patriot and moral values as a result of their retreat from the right path of Allah, and the destructive cultural invasion by the enemies of the Arab and Islamic nation in the East and West (Al-Surabi, 2013, p.225).

Therefore, the current study seeks to provide future insight to activate the planning, coordinative and innovative efforts exerted by universities to enhance the national belonging values among impaired students.

The question of the study:

The problem of the study lies in the different social conditions and settings that prompt the disability and create unjustified obstacles and restrictions that are not based on scientific insights in the way the disabled person's participation in the activities of social life.

many studies indicate that the living and adaptation problems of the disabled are not due to the existence of the disability itself, but It is mainly due to the way society recognizes them, and this has resulted in the exclusion of persons with disabilities from the normal life path and isolating them in their own places, a matter that leads to their lack of belonging to this community, which they feel is ignoring them and isolating them with their similar groups.

Whereas the impaired students are one of the categories of university students, the university must have something to offer to these individuals to increase their support and encourage them to feel that they are part of this large entity based on what they decide and consider appropriate for their disability.

According to the aforementioned the question of the study could be as follows:

What is the future insight to activate the role of university in enhancing national belonging among impaired students?

This main question can be broke down into the following sub-questions: -

1. What is the basis of enhancing patriotism?

2. What is the role of enhancing patriotism? This question leads to the following questions:

A. What are the planning roles that the university can play in designing projects and initiatives targeting impaired students to enhance patriotism?

B. What are the coordinating roles that the university can play in implementing projects and initiatives targeting impaired targeting impaired students to enhance patriotism?

C. What innovative roles can the university play in implementing projects and initiatives targeting impaired students to enhance patriotism?

3. What is the forecasting vision of the university's role in promoting the national belonging of students with disabilities?

The objectives of the study: -

1. Scientific objective: represented in reviewing and analyzing the planning, coordinative and innovative roles played by the university in enhancing the patriotism among the impaired individuals. Similarly, in revealing the ambiguity surrounding the concept of patriotism, as many sciences have dealt with it, such as political science, sociology, psychology, philosophy and education. Perhaps it seems appropriate to explore the truth of this concept and authenticate it in accordance with our culture as a way to enhance the role of education in the development of this concept.

2. Scientific objective: aims at creating cognitive framework that enables the decision makers, concerned officials and experts to determine planning coordinative and innovative roles which can be played by the university to enhance patriotism among impaired students

The importance of the study.

- Theoretical importance: - it emerges from sensitivity of the issue of wide category of the society represented in the impaired individuals whereas it contributes

- It also contributes to providing a theoretical and cognitive framework about their patriotism, and identifying the roles that the university may play to enhance it.

- Practical importance: It is expected that the researchers will benefit in conducting new research by reviewing the results and recommendations of this study, it may reach, and the possibility of applying similar studies to other samples.

The concepts and literature review.

The concepts can be indicated as follows:

Firstly- the future insight:

The future insight point to the positive and desirable scenario. sometimes it is interpreted more precisely as the desirable future to mean the desired future which can also be perceived as a possible future. It is also a set of broad and comprehensive intentions; all are concentrated about the future. (Khoja, 2010, p.33)

This term was linked with predictive science whereas the future insight was defined as future foresight, and this is a scientific endeavor that aims to formulate a set of conditional predictions, which includes the basic treatment of certain aspects of a particular society during a period of time not exceeding twenty years, and depends on understanding the past and present and on the experiences and goals of human beings (Al-Ghamdi and Abdul-Jawad, 2015, p. 566).

Sharqawi (2016, p.69) defines the future vision as: a view point that has its scientific, field and societal views, and is based on a cognitive, skill and value framework in light of a research heritage of social service mechanisms and sustainable development goals, and is committed to the steps of the scientific approach in inductive thinking, starting from defining Collecting data, analyzing causes, and linking them to results; And through proposing alternatives, selecting the best of them and implementing them, following them up and then evaluating them to find out areas of strength and weakness

The researcher defines the future insight as organized scientific steps aim at predicting some solutions related a problem.

Future studies have many approaches some of them are as follows: -

1. The approach which views the future as image of the present whereas the present is the desired image of the future.

2. The approach which views the future as natural extension to the past. The advocators of this concept prefer the slow development which depend on the normal rates of change,

3. The approach in which the researchers view the future as the sole variable. According to this approach, the focus of the researcher's interest becomes defining a desirable future image, which he tries to reach by making changes that bring this desired image closer to the potential future reality.

4. The approach of the comprehensive future in which the image of the future comprise all aspects and activities in the society, Therefore, the researcher - according to this approach - takes into account the formation of an integrated picture of social, cultural and economic aspects. Therefore, the researcher - according to this approach - takes into account the formation of an integrated picture of social, cultural and economic aspects.

5. Technological future approach .. According to this approach, the researcher plays a prominent role, with the means provided by science to develop different aspects of life.

Secondly-the university:

The university is a social institution that aims at performing general tasks of training, research, and implanting a set of national and political values.

It also operates in providing academic service by offering the appropriate atmosphere for students to promote the idea of belonging to the community, through the educational and rehabilitation services delivered by the university, in addition to correcting various negative behaviors, maximizing positive behaviors that contribute to promoting of future awareness to the coming generations.

It also aims at activating a set of concepts related to citizenship by fostering the national identity, describing the rights and duties, and sharpening public skills (Ahmed, 2012, p. 225).

1. The concept of the university:

There is no separate personal and global definition of the concept of the university, and we can attribute the difficulty of giving a unified definition to the university to the diversity of angles through which this institution can be viewed. For educational scholars it is an educational institution that displays higher education service, and in the view of sociologists it is a social institution with activities directed to meet the social demand for higher education and to contribute to the social development of society. Whereas for researchers in the field of economics, it is an institution aims at preparing the human capital necessary to lead the economic development in a country at the lowest possible costs (Ibrahimi, 2015, p. 263).

The university is also known as a "scientific community interested in searching for the truth, and its basic functions are in education, scientific research and serving the community that surrounds it through the outcomes of the investment in human capital" (Abu Mulhem, 1999, p. 21). In this definition, there is an emphasis on the most important roles and functions that the university performs towards the society which are university training, scientific research, human capital development and community service and development. Economically, it can be defined as a productive institution that aims to prepare the human capital necessary for leadership in a country at the lowest possible costs. Therefore, the university is not just a social administrative system, but rather an integrated system that achieves balance with society because it is its starting point and end and also sustainable development is its aim (Ibrahimi, 2015, p. 263).

The university is a formative institution that does not set its goals in isolation from the social and economic environment that emanates from it. On the contrary, it draws inspiration from the society that is the base of its structures and framework and from the society; it chooses its value and goals. Therefore, the society is the one that gives it its birth, meaning, purpose and means. Therefore, the role of the university's status and goals varies between societies and historical eras. (Zarqan, 2012, p. 17).

Ammar (1997, 96) defines it as: a social institution at the top of the educational system that works to produce knowledge, develop thought and prepare the workforces that are qualified for the various needs of the society. It is an institution that brings together and connects and a platform for meeting and full interaction.

Manso defines it as: an institution or a group of people who are united by a special system and coordination that uses different means and coordinates between different tasks to reach higher knowledge. (Manso, 1978).

2. **University goals:**

The university goals can be concluded in general in the following points:

- Focusing on general cognitive ability.

- The acquisition of special knowledge.

- Ability to solve problems.

- Developing the necessary competencies, especially in the era of informatics.

- Following the development of the knowledge map.

- The university's goals also extend to:

- Research and the promotion of the cultural level of society.

- Promotion of national culture.

- The pursuit of scientific research and thought.

- Participation in the general dissemination of knowledge, its preparation and development.

- Providing students with scientific research methods.

- Forming the necessary frameworks for national development in line with the objectives set by national planning.

- Ensuring the publication of studies and research results. (Youssef, 2008, pp. 35-36)

Ta'ima and Al-Bandari (2004, p. 455) also emphasize the necessity of preserving, strengthening and expanding the basic tasks and values of higher education and expanding their scope, especially the important contribution to the development and sustainable development of society in general.

Education goals can be listed as follows:

- Preparing highly experienced graduates and responsible citizens who are able to meet the requirements of all sectors of human activities by enabling the imposition of obtaining appropriate qualifications, including the areas of vocational training, combining knowledge and high-level skills through courses and study contents to meet the current and future needs of the community.

- Providing an open field for learning at a high level, and for lifelong learning, providing learners with the greatest number of options, with flexibility to enter and exit the system, and also provides

opportunities for self-development and social activity within the framework of a comprehensive global vision, and for building self-capabilities and consolidating bases of human rights, sustainable development, democracy, peace and justice.

- Developing, using and disseminating knowledge through research - as part of its mission in community service - to provide expertise to assist societies in cultural, economic and social development processes, and also to encourage and develop international and technological research.

- Helping to protect and reinforce societal values, by presenting and indoctrinating young people the basic values on which democratic citizenship promotes, and by opening up areas of thinking and independent criticism that helps discuss strategic options and promote trends with a human tendency.

- The contribution to the development and improvement of education at all levels.

3. University functions:

The university performs several functions -that qualify it to be a source for the manufacture and development of human capital- as follows:

University formation: The university's educational function aims to develop the students' personalities in all its aspects, and to prepare them for future work through the acquisition and preservation of knowledge and the formation of good trends through dialogue, interaction and generating knowledge and working on its progress. A definition of university formation can be given as "the training of high-level manpower in order to conduct rationalization, scientific research, production of knowledge and its direct scientific applications, and to regulate the political, economic and social management of the society and the country" (Mathkour, 2000, p. 47).

Scientific research: Scientific research is one of the functions that universities perform because of its great importance in the field of development, which has prompted many countries to pay attention to scientific research.

Community service: The university service function for the community is defined as an activity undertaken by the university to solve community problems or to achieve comprehensive development in various fields (Abdel Halim and Azab, 1998, p. 66). The university's service to the community means that the university disseminates and disseminates scientific thought related to the faculties environment, informs the public opinion of what is going on in the field of education -thought or practice- and it should also evaluate community institutions and present proposals to solve its issues and problems, make perceptions and alternatives and also raise and spread educational thought within the society. (Ammar, 1996).

Sustainable development: The university has an indispensable role in identifying the ways in which future generations learn how to address the complexity of sustainable development. The university

prepares highly qualified graduates and responsible citizens who can satisfy the needs of all areas of human activity. It also provides opportunities for higher education and lifelong learning, and contributes to the advancement, enrichment and dissemination of knowledge through research. It also provides societies with the specialized experiment needed to help them in the field of cultural, social and economic development. (Ibrahimi, 2015, pp. 264-265).

4. National Affiliation:

Affiliation is firstly belonging to the family, tribe, civil, religion and homeland, and then it is growth in it and adherence to it to become belonging in thought, feeling and inner feeling embodied by the soul, and belonging is many and varied, but in any case it should not exceed the borders of the homeland, meaning that the sub-affiliation must not skip whatever it is Whether for the family, the tribe, the region, the party or the sect, belongs to the homeland and is not in any way superior to it, because that means division, separation and perversion from the national base that embodies the love of the homeland. Therefore, belonging is formed from multiple and overlapping circles, perhaps the strongest and highest elements of which are national belonging because belonging is an innate matter that is born a person, so we find the child first adheres to his mother, then his family, then reaches the school and the neighborhood and then grows, so this concept is linked to that precious land called "home".

National belonging is not a word that we repeat, a smile that we make, or a heartbreak that we give, but a feeling and a daily practice that we do, consecrate and devote to faith and conviction in the interest of the nation, each of its position and according to its capabilities and energies. We have to feel the existence of the homeland within us, in order to feel its pain and sorrows and strive to relieve them, feel its dreams and hopes, and work with a desire to achieve them, because national belonging means love for the nation and the willingness to sacrifice for it and the preservation of its social being by adhering to the religious and humanitarian values prevailing in society. (Al-Surabi, 2013, p. 226).

Belonging is defined as: the individuals' feeling of being united in the group that gives them a place within it and makes them feel safe. (English & English, 1986, p. 42).

Suleiman (2013, pp. 129-130) defines it as the individual's sense that is part of the whole, and if he/she is a member of a family then he/she is an integral part of this family, and if he/she is a member of a society then he/she is part of the structure of that society in which he/she lives and coexists with it, interacts with its interactions, embraces its ideology, represents its culture and clings to it, and his/her loyalty is first and foremost to this community.

Rabea (2017, pp. 26-27) defines it as: a positive trend that the individual feels through which he/she is affiliated with a group. This group may be a group, class, ideological or sectarian school of thought, a city, a region or a homeland, in which the individual feels united and safe with it as an accepted and effective member in it and has the honor to belong to it, he/she is proud of its identity and its unity. In

it, he/she feels proud and loyal, and he/she is preoccupied with its problems and issues, and preserves its interests in the form of collective and interactive performance with everyone, while adhering to it in times of crisis before the time of prosperity, all this is expressed in the following three dimensions:

Unity/disparity with the group, participation /reluctance with the group, altruism/egotism towards the group

1. Components and dimensions of affiliation:

Since the concept of affiliation is a complex concept that includes many dimensions, some scholars have mentioned the most important dimensions of it as follows:

Identity:

Affiliation seeks to consolidate identity, which -in turn- is evidence of its existence, and then individuals' behaviors emerge as indicators of the expression of identity and therefore affiliation.

Collectivism:

Affiliate ties confirm the tendency towards collectivism, and it is expressed through the unity of individuals with the general goal of the group to which they belong. The group emphasizes cooperation, complementarity, cohesion and emotional desire for warm feelings of unity. Collectivism reinforces both the tendency to love, interaction and sociality, all of which contribute to the strengthening of the affiliation through intimate interaction to ensure mutual interaction.

Loyalty:

Loyalty is the essence of commitment. It supports self-identity, strengthens the group, focuses on coexistence, calls for individual support for the group, indicates the extent to which it has been completed and is the strong foundation that supports the identity, but at the same moment the group is responsible for taking care of all the needs of its members from the mutual obligations of loyalty in order to protect the whole Obligation:

Obligation is the adherence to social systems and norms. Collectivism emphasizes harmony and consensus. Therefore, it generates effective pressure towards adherence to group standards and the possibility of acceptance and compliance as a mechanism to achieve consensus and avoid conflict.

Affection:

It means the need to join or affiliate, which is one of the most important basic human motives in the formation of relationships, bonds and friendships. It indicates the extent of emotional sympathy among group members and the tendency to love, giving, altruism and compassion in order to unite with the group and develop in the individual's self-esteem and awareness of his/her capabilities, as well as the status of his/her group among other groups.

Democracy:

It means a style of life practice in which the individual finds self-esteem, abilities and potentials, enjoys understanding and cooperation with others and feels mutual respect for opinion and the other opinion through dialogue, discussion and positive criticism. (Suleiman, 2013, pp. 123-124).

Mazloum and Abdel-Aal (2012) argue that the components of national affiliation are:

Unity: which is the individual's feeling of integration with the members of his group.

Safety: it is the individual's feeling of security, tranquility, stability and confidence; as a result of his/her attachment and connection with others.

Participation and a sense of responsibility: it is the individual's contribution to the various actions and activities that serve the group, taking care of its affairs, working for it and defending its interests.

Social esteem: it is the individual's feeling of being valued, respected and important by those around him/her. He/she feels their love and closeness to him/her.

2. **Pillars and pillars of national affiliation:**
- Equality.
- Justice.
- Freedom.
- Equal opportunity.
- Diversity (Hamdan, 2008).
- Social affiliation (Suleiman, 2013).

3. **Indicators of belonging to the homeland:**

Indicators of belonging to the homeland vary from one researcher to another according to the nature of his/her research, and this does not mean that these indicators are completely separate from each other, but rather they complement each other. Examples of these indicators include:
- Calling for the strengthening of his/her homeland by highlighting the historical figures who contributed to its advancement.
- Calling for the participation in public service. (Khidr, 1993, p. 41).

2. Methodological procedures for the study.

I. type of study:

This study is an analytical descriptive, it is based on the determination of specific characteristics of a particular phenomenon or a more specific situation.

II. Study Methodology:

This study is based on comprehensive faculties survey method for undergraduate students with the following disabilities (visual, auditory, kinesthetic) at Tabuk University.

III. Population and sample of study:

Human boundaries: The current study population is made up of 150 students from Tabuk University who were taken through a comprehensive survey of colleges in which students with disabilities are studying.

Table (1) study sample

Percentage	Number	Disability
20%	30	Optical (blind and visually impaired)
35.3%	53	Hearing (deaf and hearing impaired)
44.7%	67	Kinetic (in all its forms)
100%	150	Total

2. Spatial boundaries: The study was applied at Tabuk University.

Time limits: The period of data collection, analysis and interpretation of the results took approximately one semester.

IV. Study tools:

The researcher in the collection of current study data relied on the (questionnaire tool) on the role of the university in promoting national belonging, which was applied to university students with disabilities (visual, auditory, kinesthetic). The investigator calculated the internal consistency of the scale and the following table showing the parameters of the connection between the degree of the expression and the overall grade of the axis to which it belongs.

Table (2) Correlation coefficients between phrases and axes for the questionnaire (n = 150)

The forward-looking vision		Innovative roles to promote belonging		Coordinating roles to promote belonging		Planning roles to reinforce belonging		Components of national belonging		Pillars and foundations of national belonging		Components of national belonging	
Correlation coefficient	No. Statement	Correlation coefficient	No. Statement	Correlation coefficient	No. Statement	Correlation coefficient	No. Statement	Correlation coefficient	No. Statement	Correlation coefficient	No. Statement	Correlation coefficient	No. Statement
0.484**	52	0.296**	44	0.603**	33	0551**	26	0.524**	15	0.433**	8	0.461**	1
0.425**	53	0.695**	45	0.423**	34	0.657**	27	0.615**	16	0.742**	9	0.532**	2
0.560**	54	0.660**	46	0.528**	35	0.653*	28	0.575*	17	0.600**	10	0.461**	3
0.286**	55	0.859**	47	0.509**	36	0.594**	29	0.433**	18	0.652**	11	0536**	4
0.558**	56	0.648**	48	34	37	0.651**	30	0.483**	19	0.663**	12	0233**	5
0.408**	57	0.659**	49	35	38	0.327**	31	0.521**	20	0.662**	13	0602**	6
0.263**	58	0.792**	50	36	39	0.504**	32	0.529**	21	0.590**	14	0194*	7
		0.584**	51	0.514**	40			0.558**	22				
				0.570**	41			0.402**	23				
				0.629**	42			0.284**	24				
				0.693**	43			0.242**	25				

(**) D at (α ≤0.01),   (*) D at (α ≤0.05)

From the previous table, the values of the correlation coefficients statistically function at an indication level (0.01), which confirms the internal coherence of the measure.

The researcher calculated the stability of the scale using the alpha-crobach coefficient and this is shown in the following table:

Table (3) Evaluate the stability parameters Alpha- Crownbach method (N = 150)

The coefficient of Crownbach method	Axles
0.626	Components of national belonging
0.733	Pillars and foundations of national belonging
0.634	The components of national belonging
0.623	Planning roles to reinforce belonging
0.767	Coordinating roles to promote belonging
0.794	Innovative roles to promote belonging
0.675	Forward-looking planning vision
0.876	Overall grade

From the previous table, all alpha transaction values are high, as are the stability parameters values of the half segmentation method, which makes us trust in the stability of the study tool.

From the above, it is evident that this tool can be used to collect data during the field application of the study, analyze that data and draw conclusions.

V. Statistical treatment methods:

The researcher used the Statistical Package for Social Sciences (SPSS) program, where the researcher used the correlation coefficient and the alpha-carnbach coefficient to verify the stability of the study tool. and the frequencies, arithmetic mean, percentages, and weights were also extracted as simple iterative tables of sample vocabulary responses for the current study variables previously identified in the study questions.

3. Study results and interpretation.

As for the first question: What are the foundations and pillars of promoting national belonging?

The following questions arise from this question:

What are the components of national belonging?

Table (4) arithmetic averages, standard deviations, and percentages of components National affiliation n= 150

T	P	Q/	Disagree	To some extent	OK	K, %	Statements	M
3	401.	2.86	3	15	132	K	Autism	1
			2	10	88	%		
7	450.	2.77	2	30	118	K	Citizenship	2
			2	30	78.7	%		
5	448.	2.80	3	24	123	K	Self-identification	3

T	P	Q/	Disagree	To some extent	OK	K, %	Statements	M
			2	16	82	%		
6	457.	2.78	3	26	121	K	Rights and duties	4
			2	17.3	80.7	%		
2	280.	2.96	3	00	150	K	Sharing and responsibility	5
			2	00	98	%		
4	434.	2.84	4	16	130	K	Social recognition	6
			2.7	1.7	86.7	%		
1	140.	2.98	00	3	147	K	Security	7
			00	2	98	%		

2. Place of the Study: This study was implemented at Tabuk University

3. Time Duration: the processes of data collection, data analysis and results interpretation took about one semester.

4. Tools of The Study:

In collecting data for the current study, the researcher relied on (questionnaire) to collect data about the role of the university in promoting national belonging. The study was applied to university students with disabilities (visual, auditory, and kinetic). The researcher calculated the internal consistency of the scale. The table below shows the correlation coefficients between the degree of the phrase and the total degree of the axis to which it belongs.

Table (5) Correlation coefficient between phrases and axes for the questionnaire (n = 150)

Orientalist vision		Creative roles to promote affiliation		Coordination roles to promote affiliation		planning roles to promote belonging		Constituents of national belongings		Pillars of national belongings		Components of national belonging	
correlation coefficient	Phrase number	correlation coefficient	Phrase number	correlation coefficient	Phrase number	correlation coefficient	Phrase number	correlation coefficient	Phrase number	correlation coefficient	Phrase number	correlation coefficient	Phrase number
0.484**	52	0.292	44	0.603	33	0.551	26	0.542	15	0.433	8	0.461**	1
0.425**	53	0.695	45	0.423	34	0.657	27	0.615	16	0.742	9	0.532**	2
0.560**	54	0.660	46	0.528	35	0.653	28	0.575	17	0.600	10	0.461**	3
0.286**	55	0.859	47	0.509	36	0.594	29	0.433	18	0.652	11	0536**	4
0.558**	56	0.648	48	34	37	0.651	30	0.483	19	0.663	12	0233**	5
0.408**	57	0.659	49	35	38	0.327	31	0.521	20	0.662	13	0602**	6
0.263**	792	0.792	50	36	39	0.504	32	0.529	21	0.590	14	0194*	7
	5	0.584	51	0.514	40			0.558	22				
				0.570	41			0.402	23				
				0.629	42			0.284	24				
				0.693	43			0.242	25				

(**) D at ($\alpha \leq 0.01$),   (*) D at ($\alpha \leq 0.05$)

It is apparent from the previous table that the values of the correlation coefficients are statistically significant at the level of significance (0, 01), which confirms the internal coherence of the scale.

The researcher calculated the reliability of the scale using the Cronbach alpha coefficient, and this is shown in the following table:

Table (6) Values of stability coefficients by the alpha - Cronbach method (n = 150)

The axes	Cronbach alpha coefficient
The components of national belonging	0.626
Pillars of national belonging	0.733
The elements of national belonging	0.634
Planning roles to promote belonging	0.623
Coordinating roles to promote belonging	0.767
creative roles to promote belonging	0.794
Forward-looking planning vision	0.675
Total marks	0.0.876

It is evident from the previous table that all alpha coefficients values are high, as well as the stability coefficients values by half segmentation method, which makes us confident in the stability of the study tool.

It is also clear what was mentioned before that this tool can be used to collect data during the field application of the study, analyze that data and draw conclusions.

5: statistical treatment methods

The researcher used the Statistical Package for Social Sciences (SPSS) program, also he used the correlation coefficient, and the Cronbach alpha factor to verify the stability of the study tool, and the frequencies, arithmetic mean, percentages, and weighted weights were extracted as simple frequency tables for the responses of the sample terminologies for variables of the current study that was previously identified in the study questions.

The results of the study and their interpretation:

Concerning the first question: What are the foundations and pillars of strengthening national belonging?

The following questions emerge from this question

1. What are the components of national belonging?

Table (7) the arithmetic averages, standard deviations, and percentages of the components of national belonging. N = 150

R	A	S	Disagree	To some extent	Agree	K% .	Terminologies	
3	401	2.86	3	15	132	K	Unification	1
			2	10	88	%		
7	450	2.77	2	30	118	K	Citizenship	2
			2	30	78.7	%		

R	A	S	Disagree	To some extent	Agree	K% .	Terminologies	
5	448	2.80	3	24	123	K	Self-identity	3
			2	16	82	%		
6	457	2.78	3	26	121	K	Rights and duties	4
			2	17.3	80.7	%		
2	280	2.96	3	00	150	K	Participation and a sense of responsibility	5
			2	00	98	%		
4	434	2.84	4	16	130	K	Social appreciation	6
			2.7	1.7	86.7	%		
1	140	2.98	00	3	147	K	Safety	7
			00	2	98	%		

It is evident from the results shown in Table (7) that there is a discrepancy in the responses of the study individuals regarding the dimension of the components of national belonging as follows: Statement No. (7) came in the first order, followed by phrase No. (5) in the second order, then phrase No. (1) Phrase No. (6) comes in the third order, then phrase No. (3) comes in the fifth order, and phrase No. (4) comes in the sixth order, and phrase No. (2) comes in the seventh order. These results are consistent with the findings of previous studies, such as: the study by (Amer, 2017), which indicated that a feeling of security and safety is one of the most important psychological and personal needs, and one of the most important conditions for mental health, and the first source of confidence for disabled people.

Qatanani (2012) also affirms the rights of the disabled, especially regarding social participation, that they are accepted by society, and be treated like others.

Joslin, Pope & Lim, (2007), which reached a set of results, including: Students' practice of various activities within the university, their participation in dialogues and discussions with teachers, their participation in community issues and problems, understanding social and political issues inside and outside the university, and preparing them to deal with the challenges they face in life and teaching them the democratic way that contributed to inculcating and

strengthening their citizenship values.

2. What are the pillars and foundations of national belonging?

Table (8) the arithmetic averages, standard deviations, and percentages of the components of national belonging. N = 150

R	A	S	Disagree	To some extent	Agree	K .%	Terminologies	
4	641	2.53	12	46	92	K	equality	1
			8	30.7	61.3	%		
5	640	2.54	12	44	94	K	Justice	2
			8	29.3	62.7	%		

R	A	S	Disagree	To some extent	Agree	K .%	Terminologies	
1	598	2.48	8	62	80	K	Freedom	3
			5.3	41.3	53.3	%		
6	650	2.56	13	40	97	K	Equal opportunity	4
			8.7	26.7	64.7	%		
1	692	2.48	17	44	89	K	Multiplicity and diversity	5
			11.3	29.3	59.3	%		
3	610	2.51	9	55	86	K	Social affiliation	6
			6	36.7	57.3	%		
7	364	2.60	12	36	102	K	Accept the other opinion	7
			8	24	68	%		

It is evident from the results shown in Table (8) that there is a discrepancy in the approval of the study members regarding the dimension of the pillars and pillars of national belonging, as follows:

Phrases No. (3 and 5) came in the first and second order, followed by phrase No. (6) in the third order, and phrase No. (1) came in the fourth order, then phrase No. (2) came in the fifth order, and phrase No. (4) came in the sixth order. Statement No. (7) is ranked seventh. These results are consistent with Al-Khouli (2012), who believes that true citizenship is concerned with diversity, and this difference and diversity includes concern for people with special needs, the diversity of methods of dealing with them, and dealing with all groups and divisions of individuals as citizens with rights and duties, whether they are normal or disabled.

In order to complete the content of equal educational opportunities and to complete the image of citizenship for all members of society, especially with the participation of NGOs in caring for people with special needs as part of civil society, so that solidarity and complementarity are achieved among all members of society. The results are also consistent with the decisions of the Convention on the Rights of Persons with Disabilities, as it guarantees persons with disabilities on an equal basis with others, and the enjoyment of the right to personal freedom and personal security. They shall not be deprived of their freedom unlawfully or arbitrarily, and that any deprivation of liberty shall be consistent with the law, and that the existence of a disability shall in no way justify any deprivation of liberty. States also guarantee in the event that persons with disabilities are deprived of their freedom s a result of any procedures, they are entitled, on an equal basis with others, to guarantees in accordance with international human rights law, and to be treated in accordance with the objectives and principles of this convention, including the provision of reasonable accommodation for them. This is consistent with the results of the study, which emphasizes the importance of freedom, justice, and equality. These results are consistent with the findings of previous studies such as: The Sindh study (2018) and Xu, S., & Law, WW (2015) whose results indicated that to achieve a balance between state control and professional independence and confronting the

struggle for power, citizenship education must be made. With the aim of implementing state policies and transferring the values stipulated by the state by integrating the school or university administration into politics and interacting with higher authorities and various interests. Leimert's study (2012) also identified the ever-present need for evaluation for improvement and development as pillars of strengthening national belonging.

3. What are the elements of national belonging?

Table (9) the arithmetic averages, standard deviations, and percentages of the components of national belonging n = 150

R	A	S	Disagree	To some extent	Agree	K ،%	Terminologies	
5	640	0.45	12	58	80	K	individuality	1
			8	38.7	53.3	%		
1	609	2.52	9	54	87	K	Love of the country, jealousy for it and, defending it	2
			6	36	58	%		
10	775	2.34	28	43	79	K	Public Loyalty	3
			18.7	28.7	25.7	%		
3	756	2.46	24	321	94	K	Integration in the society	4
			16	21.3	62.7	%		
6	727	2.43	21	43	86	K	Sincerity in work	5
			14	28.7	57.3	%		
8	748	2.38	24	44	82	K	Family	6
			16	29.3	54.7	%		
8	756	2.38	25	43	82	K	Media	7
			16.7	28.7	54.7	%		
10	792	2.34	30	39	81	K	Charities	8
			20	26	54	%		
3	756	2.46	24	33	93	K	Schools and universities	9
			16	22	62	%		
2	757	2.49	24	28	98	K	Human rights associations	10
			16	18.7	65.3	%		
7	819	2.40	32	26	9	K	Contemporary national trends	11

It is clear from the results shown in Table (9) that the responses of the students were uneven, with phrase No. (2) in the first order, followed by phrase No. (10) in the second order, phrase No. 4 and 9 in the third and fourth order, phrase No. 1 in the fifth order, number (5) in the sixth order, phrase No. (11) in the seventh order, phrase No. (6 and 7) in the eighth and ninth order, and phrase No. (3 and 8) in the tenth and eleventh order.

The second question: What is the role of the University in promoting the national affiliation of beneficiaries? The following questions arise:

A. What planning roles can the University play in designing projects and initiatives targeting students with disabilities to promote national affiliation? This is illustrated in the following table:

Table (10) the computational averages, normative deviations and percentages of the nature of the planning roles that the university can play to strengthen the national affiliation of beneficiaries

No.	Phrases	K %	Agreed	Somewhat.	I don't agree	Q/	P	T
1	Identifying university centers that help promote national affiliation	K	111	21	18	2.62	.691	5
		%	74	14	12			
2	Studying aspects of the University conditions of disabled students that may contribute to the promotion of belonging	K	99	31	20	2.52	.720	7
		%	66	20.7	13.3			
3	Studying the student trends of their disabled peers, to see the impact of this in promoting national belonging	K	122	28	00	2.81	.390	1
		%	81.3	18.7	00			
4	University implementation of training courses for ordinary students and how to deal with their disabled peers	K	106	26	18	2.58	.696	6
		%	70.7	17.3	12			
5	Identifying and studying difficulties that may impede the promotion of national belonging to persons with disabilities	K	112	27	11	2.67	.607	4
		%	74.7	18	7.3			
6	Designing programmes and activities to promote national affiliation	K	122	16	12	2.73	.598	3
		%	81.3	10.7	8			
7	Determining the appropriate time period for the implementation and evaluation of programmes and activities to promote national affiliation	K	127	12	11	2.77	.569	2
		%	84.7	8	7.3			

It is clear from the results shown in Table (10) that there is a disparity in the approval of the study personnel following the planning roles that the university can play to promote the national affiliation of the beneficiaries; where phrase No.(3)is in the first order, followed by phrase No. 7 in the second order, phrase No. (6)in the third order, phrase No. (5) in the fourth order, phrase No. (1) in the fifth order, phrase No.(4) in the sixth order, and phrase No. (2) in the seventh order.

B. What planning roles can the University play in designing projects and initiatives targeting students with disabilities to promote national affiliation? This is illustrated in the following table:

Table (11) the computational averages, standard deviations and percentages of the nature of the coordinating roles that the university can play in implementing projects and initiatives targeting students with disabilities to enhance the national affiliation of beneficiaries

No.	Phrases	K. %	Agreed.	Somewhat.	I don't agree	Q/	P	T
1	A special law defines persons with disabilities of their rights and duties side	K	129	14	7	2.81	.496	2
		%	86	9.3	4.7			
2	conducting ongoing meetings constantly by university administration with students with disabilities to view their problems.	K	119	14	17	2.68	.668	5
		%	79.3	9.3	11.3			
3	Cooperation between the University and centres with special needs to help students getting national affiliation	K	129	12	9	2.80	.530	3
		%	86	8	6			
4	Opening channels of communication between the University and the media in order to promote national affiliation	K	124	17	9	2.76	.548	4
		%	82.7	11.3	6			
5	Availability of qualified and trained teaching staff in special education	K	129	15	6	2.82	.478	1
		%	86	10	4			
6	Holding scientific conferences and forums on the latest scientific methods in promoting national affiliation	K	70	66	14	2.34	.644	11
		%	46.7	44	9.3			
7	Paying attention to the study of strategies and methods to promote the national affiliation of students with disabilities	K	96	45	9	2.58	.605	6
		%	64	30	6			
8	Providing training programs for parents of disabled students to facilitate dealing with their children and strengthen their national affiliation	K	77	59	14	2.42	.658	10
		%	51.3	39.3	9.3			
9	Facilitating university procedures for disabled students	K	97	44	9	2.58	.604	6
		%	64.4	29.3	6			

No.	Phrases	K. %	Agreed.	Somewhat.	I don't agree	Q/	P	T
10	Helping disabled students communicate with the university presidency and department heads	K	92	46	12	2.53	.641	9
		%	61.3	30.7	8			
11	Participation in social activities and being a member of the university student union for special needs	K	89	56	5	2.56	.561	8
		%	59.3	37.3	3.3			

It is clear from the results shown in Table (11) that there is a disparity in the approval of the study personnel after the coordinating roles that can be played by the university to strengthen the national affiliation of the beneficiaries; where the phrase No. (5) got the first ranking, followed by the phrase No. (1) on the second ranking, the phrase No. (3) on the third followed by phrase number (8) in the tenth order, and phrase number (6) in the eleventh order.

C. What planning roles can the University play in designing projects and initiatives targeting students with disabilities to promote national affiliation? This is illustrated in the following table:

Table (12) the computational averages, standard deviations and percentages of the nature of the innovative roles that the university can play in implementing projects and initiatives targeting students with disabilities to enhance the national affiliation of beneficiaries N= 150

No.	Phrases	K. %	Agreed.	Somewhat.	I don't agree.	Q/	P	T
1	The establishment of a unified entity to serve students with special needs in the university	K	106	37	7	2.66	.565	3
		%	70.7	24.7	4.7			
2	Striving continuously to improve the level of educational service provided to students with disabilities to enhance their affiliation	K	124	17	9	2.51	.576	7
		%	82.7	11.3	6			
3	Providing e-learning services that take into account the needs of students with disabilities	K	86	54	10	2.50	.621	8
		%	57.3	36	6.7			
4	The university provides places for various activities for students with disabilities.	K	96	53	1	2.63	.497	5
		%	64	53.3	.7			
5	Recognizing and applying modern ideas and programs in the field of dealing with the	K	109	39	2	2.71	.482	1
		%	72.7	26	1.3			

No.	Phrases	K. %	Agreed.	Somewhat.	I don't agree.	Q/	P	T
	disabled							
6	The use of modern technologies in promoting national affiliation	K	95	48	7	2.58	.581	6
		%	63.3	32	4.7			
7	Using the best scientific models in prioritizing programmes and activities to promote national affiliation	K	97	53	00	2.64	.479	4
		%	64.7	35.3	00			
8	Enabling the opportunity for students with disabilities to show their opinions and ideas on how to improve the services provided to them, which promotes national affiliation	K	112	27	11	2.67	.607	2
		%	74.7	18	7.3			

It is clear from the results shown in Table (12) that there is a disparity in the approval of the study personnel following the innovative roles that the university can play to promote the national affiliation of the beneficiaries; phrase No.(5) is ranked first, phrase No. (8) is ranked second, phrase No. (1) is ranked third, phrase No. (7)is ranked fourth, phrase No. (4) is ranked fifth, phrase No. 6 is ranked sixth, phrase No. (2) is ranked seventh and phrase No. (3) is ranked eighth.

Question 3: What is the forward-looking planning vision of the University's role to promote the national affiliation of students with disabilities? This is illustrated in the following table:

Table (13) the responses of the sample members to the forward-looking planning vision of the University's role in promoting national belonging to people with disabilities N= 150

N	Phrases	Agreed.	Somewhat.	I don't agree	Total weights Weighted	Middle Likely	Percentage Weighted	T
1	Benefiting from modern studies for people with disabilities	131	14	5	426	2.91	92.3	6
2	Paying attention to technology in promoting affiliation to people with disabilities	129	17	4	425	2.90	91.1	7
3	Providing a guide to current and future university programmes and activities as strategies to promote	135	11	4	431	2.93	94	4

N	Phrases	Agreed.	Somewhat.	I don't agree	Total weights Weighted	Middle Likely	Percentage Weighted	T
	national affiliation							
4	Providing the necessary material resources for the current and future programs of the University in promoting national affiliation	143	6	1	442	2.96	97.1	1
5	Benefiting from the successful national and global experiences and expertise of universities and communities in promoting national affiliation	136	9	5	431	2.93	94.7	4
6	Specifying a day by the university for celebration for people with disabilities in order to promote university affiliation and thus national affiliation	139	9	2	437	2.94	95.4	2
7	Participating in national events and celebrations and recognition of the role of persons with disabilities to promote national affiliation	139	5	6	433	2.94	96.3	2

The responses shown in Table (13) are as follows:

- Providing the necessary material resources for the current and future programs of the University in strengthening the national affiliation by 97.1 %.

- The University set a day of celebration for people with disabilities with the aim of enhancing the University's affiliation and thus national affiliation by 95.4 %.

- Participation in national events and celebrations and recognition of the role of persons with disabilities to promote national affiliation by 96.3 %.

- Benefiting from the successful national and international experiences and experiences of universities and communities in promoting national affiliation by 94.7 %.

- Providing a guide to current and future university programs and activities as strategies to strengthen national affiliation 94%.

- Benefiting from recent studies of persons with disabilities by a percentage of 92.3 %.

- Paying attention to technology in promoting belonging to people with disabilities 91.1 %.

These results are consistent with the Shaqran Study (2016), which indicates that in light of the successive changes in society, it is important to reconsider the planning of the student activities programmes offered to university students in order to keep pace with those changes and that they play their role in preparing university youth to play their national role in preserving the national identity and the National gains that have been achieved. Such planning is based on an analysis of the current reality. the student activities programmes contribute to strengthening their concepts of citizenship, thus starting to build future plans by avoiding weaknesses and strengthening strengths.

4. Conclusions.

The results illustrate the importance of identifying the roles that the university may play to enhance belonging among students with disabilities

- That there is a disparity in the approval of the study members regarding the dimension of the components of national belonging, that the feeling of security and safety is one of the most important psychological and personal needs and the first source of a sense of confidence among the handicapped.

- And that true citizenship is concerned with diversity, and this difference and diversity includes concern for people with special needs, the diversity of methods of dealing with them, and dealing with all groups.

The importance of the planning, coordination and innovative roles that the university can play to enhance the national belonging of the beneficiaries

Providing a guide for current and future university programs and activities as strategies to enhance national belonging, benefit from modern studies for people with disabilities, and pay attention to technology in promoting belonging among people with disabilities.

Study recommendations.

In the light of the theoretical framework for the current study and findings the following recommendations can be presented:

1. Paying attention to the social aspect and effective social participation to promote the national affiliation of persons with disabilities.

2. Paying attention to the global and Arab models that have been able to strengthen the national affiliation of persons with disabilities and to emulate them.

3. Availability of specific and clear guide to strategies for the development and promotion of the national affiliation of persons with disabilities to be used as a means of promotion.

4. Paying attention to the technological aspect and modern technologies in promoting belonging to people with disabilities.

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