# Quality of students life and its role in strengthening the social responsibility with the students of Adrar University

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**Abstract**

The current study aims at determining the quality of student life in the University of Adrar and its role in strengthening the social responsibility. The study is based on the descriptive analytical method and applied on a sample composed of 90 students randomly chosen, however for the processing, the R program, pack SEMinR were applied.

On this basis, the results have showed that the level of quality of student life and social responsibility among the students of Adrar University was at a high degree, and there was a positive statistically significant relationship between the quality of family and social life, the quality of mental health, the quality of time management and social responsibility among university students, and the absence of a statistically significant relationship between the quality of public health, the quality of education and study, alongside the social responsibility of university students.

**Keywords**: quality of student life, social responsibility, SEMinR package, Adrar University.

JEL Classification Codes : I18, I23 ,p36.

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## INTRODUCTION:

Students' capacities occupy an important role within any society, as they are considered as the pillar of the nation and the indicator to its progress, on this basis, it has become a given that human resource is the foundation of all meaningful development. The formation of his/her personality and the determination of his professional destiny, as well as the development of skills and knowledge that qualify him/her to manage society and one's feeling of duty toward one's self, family, and society. The issue of quality of life is one of the modern topics that have gained the attention of most, if not all, disciplines, such as medical and economic sciences and others, especially the humanities and social sciences, on top of which is psychology, as it helps in finding solutions to several problems. The definition of quality of life differed from one researcher to another in theoretical terms And applied in accordance with the standards adopted by individuals to evaluate life and its demands.

The university student's perception of his/her quality of life motivates them to pay attention to the prevailing social values and norms in the society, personal and social responsibilities, using the ability to think, control, and make decisions, as well as showing concern for others, respect for their rights, and striving for societal benefit. Based on the above, the present research aims to address the relationship between the quality of student life and social responsibility, particularly, one aspect or every variable separately, so this study came to highlight the role of the quality of student life in promoting social responsibility among university students, this calls for the answer of the following problem:

What is the impact of the quality of student life in promoting social responsibility among Adrar University students?.

In pursuance of the aim of the study, the following sub-questions were raised:

- Is there an impact relationship between the dimensions of student life quality and the promotion of social responsibility among Adrar University students?
- What is the level of quality of life for Adrar University students?
- What is the level of social responsibility among students of Adrar University?

**Study hypotheses:**

- There is a significant effect relationship of the quality of family and social life in promoting social responsibility among the students of Adrar University;
- There is a significant effect relationship of the quality of public health in promoting social responsibility among the students of Adrar University;
- There is a significant effect relationship of the quality of education and study in promoting social responsibility among the students of Adrar University;
- There is a significant effect relationship of the quality of mental health in promoting social responsibility among the students of Adrar University;
- There is a significant effect relationship of the quality of time management in promoting social responsibility among the students of Adrar University.

**Objectives of the study:**

- Identifying the level of quality of life for students of Adrar University;
- investigating the level of social responsibility among students of Adrar University;
- Recognize the relationship of quality of student life to social responsibility.

**Methodology of the study:**

For the sake of determining the validity of the hypotheses, the descriptive analytical approach was used for the study variables, in which the method of path analysis of partial least squares was used following the SEMinR package on the R program to analyze the data and test the hypotheses in order to reach results on the subject of the study.

**Literature Review:**

**Quality of life and social responsibility:**

There is no conventional definition for quality of life because it is such a wide term. Quality of life (QOL) is defined by the World Health Organization (WHO) as individuals' perceptions of their place in life in the context of the culture and value systems in which they live, as well as their goals, expectations, standards, and interests related to physical health, psychological state, level of autonomy, social relationships, personal beliefs, and their relationship to salient features of the environment. This definition highlights the view that the quality of life is subjective, and includes the positive and negative aspects of life and is multidimensional (Katarzyna Kotarska and Others, 2021,p01).Therefore, the quality of life is the individual's satisfaction with their life and ability to satisfy their needs and the services provided to them in Health, psychological, educational and social fields with good time management and utilization.

"The individual responsibility of the group and the obligation of the individual before himself towards the group to which he belongs," according to Sayed Othman, who is regarded as one of the most renowned academics who published in the subject of social responsibility. It is a moral as well as a personal obligation" (Ben Nedjma Noureddine, 2019,p84)It is a component of economic ,environmental, and social

sustainability that has an impact on society's quality of life. This is related to the attitudes and behaviors of ideal citizens and supports the building of a stable society. Therefore, people must be the starting point as they participate in solving the problems of society and this leads to the development of social responsibility (Ingrid Fonseca and Others, 2019,p215) .As a result, social responsibility is defined as a student's acceptance of the tasks and responsibilities that he must carry out, whether personal or social, and his ability to carry them out in life through socialization, as measured by the total score that the student receives when answering statements.

**Previous studies :**

1- **Study of (Shengxiang Qi and Others, 2020)** which is titled " Association of academic performance, general health with health-related quality of Life in primary and high school students in China". The study sought to explore the association between academic performance, general health status and health-related quality of life in children. and adolescents in China, and the study found a positive correlation between self-rated academic performance and general health status with health-related quality of life among Chinese students.

2- **A study of (Rasool Kazyannejad and Others, 2019**) which is titled "General health of students of medical science and its relation to sleep quality, cell phone overuse, social networks and Internet addiction". The aim of this study is to assess public health and determine the predictive role of variables such as mobile phone use, sleep quality, Internet addiction and social networks among students, and the study found a weakness in the quality of public health among students, in addition to the variables of gender, sleep quality and mobile phone use were among the most important variables that linked health General for medical students.

3- **Study of (Wenen Chen and Others, 2020**), titled "Factors Influencing college students' mental health promotion:The mediating effect of online mental health information seeking ". This study focuses on the factors that affect the mental health of university students in the information network society, and the study concluded that the quality of external Internet platforms and the quality of internal electronic health literacy have a significant positive impact on the behavior of university students in searching for health information via the Internet.

4- **Study of (Amani K. Alghamdi & Neama Abdulsalam, 2018)** titled "The effectiveness of the summer immersion program for developing time management and metacognitive thinking life skills among Female secondary school students in Saudi Arabia". Its goal was to see how efficient a summer camp training program for Saudi Aramco's Science Research Initiative was in developing time management and other skills. In Saudi society, metacognitive thinking is prevalent among secondary school students, and the study discovered statistically significant changes in student evaluations before and after the time management skills program.

5- **A study of (Sayed A. Azam, 2012),** itled "Resilience among adolescent girls in India: role of home and school protective factors." The purpose of this study is to look at the effect of the home and school environment in shaping teenage female students' resilience. There is a link between resilience and environmental and school safety issues.

**Methodology and Procedures of the Study**
**1-Method and tools:**
**Study Population**

The present study population was determined at different levels of Adrar University students. The Faculty of Economics, Commercial and Management Sciences was chosen to be part of

the study, and a random sample of 90 people was taken, from whom 74 forms were collected, all of which were valid for analysis.

**Study Tool**

We used the literature review as a theoretical part alongside previous studies and measurement tools in this study to produce 25 paragraphs divided into five sections: quality of family and social life, quality of public health, quality of education and study, quality of mental health, quality of time management, and the scale of social responsibility (20 paragraphs).

**Validity test of the study variable scale**.

**Table No. 01: Validity of the measured variables:**

| Variable | measured variable | Loading indicator | Variable | measured variable | Loading indicator |
|---|---|---|---|---|---|
| Quality of family and social life | Fsql-1 | 0.86 | | Tmq-4 | 0.66 |
| | Fsql-2 | -0.31 | | Tmq-5 | 0.52 |
| | Fsql-3 | 0.52 | Social Responsibility | SoRes-1 | 0.78 |
| | Fsql-4 | -0.05 | | SoRes-2 | 0.76 |
| | Fsql-5 | 0.81 | | SoRes-3 | 0.80 |
| Public health quality | PubHq-1 | 0.72 | | SoRes-4 | 0.58 |
| | PubHq-2 | 0.77 | | SoRes-5 | 0.41 |
| | PubHq-3 | 0.46 | | SoRes-6 | 0.59 |
| | PubHq-4 | 0.12 | | SoRes-7 | 0.55 |
| | PubHq-5 | 0.04 | | SoRes-8 | 0.61 |
| Quality of education and study | Edstq-1 | 0.78 | | SoRes-9 | 0.74 |
| | Edstq-2 | 0.25 | | SoRes-10 | 0.69 |
| | Edstq-3 | 0.61 | | SoRes-11 | 0.71 |
| | Edstq-4 | 0.81 | | SoRes-12 | 0.39 |
| | Edstq-5 | 0.39 | | SoRes-13 | 0.80 |

| Mental health quality | Pshql-1 | 0.68 | | SoRes-14 | 0.70 |
|---|---|---|---|---|---|
| | Pshql-2 | 0.81 | | SoRes-15 | 0.68 |
| | Pshql-3 | 0.89 | | SoRes-16 | 0.72 |
| | Pshql-4 | 0.88 | | SoRes-17 | 0.61 |
| | Pshql-5 | 0.69 | | SoRes-18 | 0.71 |
| Quality time managemet | Tmq-1 | 0.57 | | SoRes-19 | 0.70 |
| | Tmq-2 | 0.60 | | SoRes-20 | 0.79 |
| | Tmq-3 | 0.83 | | | |

**Source:** R programming language output SEMinR package

The loading indicators of the variables that measure the latent variables of the study model are shown in the table above, and they show a discrepancy in terms of the quality of the loading indicators that measure the validity of the latent variables, as some of the latent variables contain variables with loading indicators greater than 0.708, indicating that the construction explains more than 50% of the variance in the indicator. There are measured variables with load indices of less than 0.4, which is such a little number that it must be deleted right away. There are variables measured with loading indices whose values are between 0.4 and 0.708 which should be taken into consideration for removal only when deleting the index increases the convergent validity shown in the following table:

**Table No. 02: Convergent validity**

| Variable | Alpha | rhoC | rhoA | AVE |
|---|---|---|---|---|
| **Quality of family and social life** | 0.324 | 0.508 | 0.660 | 0.352 |
| **Public health quality** | 0.404 | 0.549 | 0.348 | 0.267 |
| **Quality of education and study** | 0.518 | 0.720 | 0.593 | 0.371 |
| **Mental health quality** | 0.850 | 0.894 | 0.866 | 0.632 |

| | | | | |
|---|---|---|---|---|
| **Quality time management** | 0.666 | 0.774 | 0.724 | 0.414 |
| **Social Responsibility** | 0.935 | 0.943 | 0.946 | 0.458 |

**Source: R** programming language output SEMinR package

To test the validity of the model's variables, it will be based on an evaluation (Joseph F.Hair Jr and Others,2021), which states that the evaluation of the model in terms of the validity of the variables must be the internal consistency indices Alpha, rhoC, rhoA, greater than 0.6 and not exceeding 0.95, and the convergent validity index AVE, which must be greater than 0.5, which represents the proportion of construction variance interpretation (JosepH F.Hair Jr and Others, 2021,p77).

The table above also No(02) presents the results of the convergent validity of the model variables, so that it becomes clear that the AVE indicators for the latent variables came less than the threshold value 0.5, except for the latent variable, the quality of mental health.

**Model differentiation validity tes**t

After making the required adjustments in the first stage, deleting the items with saturation less than 0.4 and keeping the other items that measure the model well, and this is what the following table shows:

**Table No. 03: Validity test of the measured variables.**

| Variable | Measured variable | Loading indicator | Variable | Measured variable | Loading indicator |
|---|---|---|---|---|---|
| Quality of family and social life | fsql_1 | 0.88 | | SoRes_2 | 0.77 |
| | fsql_3 | 0.54 | | SoRes_3 | 0.80 |
| | fsql_5 | 0.82 | | SoRes_4 | 0.57 |
| Public health quality | PubHq_1 | 0.80 | Social Res ial | SoRes_6 | 0.58 |
| | PubHq_2 | 0.76 | | SoRes_8 | 0.60 |

| Quality of education and study | Edstq_1 | 0.80 | | SoRes_9 | 0.74 |
|---|---|---|---|---|---|
| | Edstq_3 | 0.65 | | SoRes_10 | 0.70 |
| | Edstq_4 | 0.87 | | SoRes_11 | 0.71 |
| Mental health quality | pshql_1 | 0.68 | | SoRes_13 | 0.81 |
| | pshql_2 | 0.81 | | SoRes_14 | 0.72 |
| | pshql_3 | 0.89 | | SoRes_15 | 0.69 |
| | pshql_4 | 0.88 | | SoRes_16 | 0.70 |
| | pshql_5 | 0.69 | | SoRes_17 | 0.60 |
| Quality time managemet | tmq_2 | 0.59 | | SoRes_18 | 0.71 |
| | tmq_3 | 0.88 | | SoRes_19 | 0.70 |
| | tmq_4 | 0.71 | | SoRes_20 | 0.79 |
| | SoRes_1 | 0.80 | | | |

**Source:** R programming language output SEMinR package.

The loading coefficients, as well as the validity of the measured variables for the research model's latent variables, are shown in the table above. As a result, it is obvious that the majority of the loading coefficients are more than 0.708, indicating that the construction explains more than 50% of the variation of the indicator, which explains the indicator's acceptable reliability.

**Table No. 04: Convergent validity**

| Variable | alpha | rhoC | rhoA | AVE |
|---|---|---|---|---|
| **Quality of social and family life** | 0.623 | 0.797 | 0.715 | 0.576 |
| **Quality of public health** | 0.356 | 0.756 | 0.358 | 0.608 |
| **Quality of education and study** | 0.678 | 0.821 | 0.717 | 0.609 |
| **Quality of mental health** | 0.850 | 0.894 | 0.869 | 0.631 |
| **Quality of time management** | 0.576 | 0.775 | 0.649 | 0.540 |
| **Social responsibility** | 0.938 | 0.945 | 0.945 | 0.505 |

**Source:** R programming language output SEMinR package.

The average values of the extracted variance AVE, which must be more than 0.5, are used to evaluate convergent validity. The table above No(04) reveals that all indicators of convergent validity of the latent variables surpass the required minimum level of 0.5, implying that all measurements of the measured structures have high levels of convergent validity, which explains the model's validity, and Fig. The following graph depicts the model variables' convergent validity.

**Figure 01: Convergent validity**
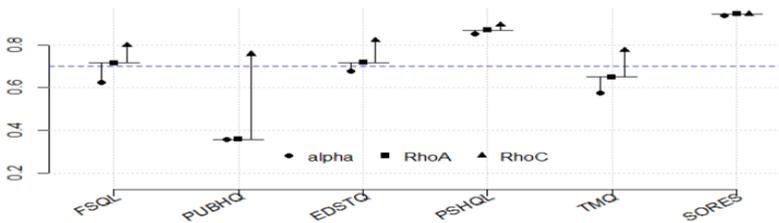


**Source: R** programming language output SEMinR package.

The blue dashed line represents the lowest aggregate level of the three dependability criteria (0.7 or 0.6 in exploratory research). Figure 01 indicates that for all latent variables, all RhoC values above the minimal criterion of 0.6. The five variables (SORES, TMQ, PSHQL, EDSTQ, and FSQL) for RhoA surpass the minimal criterion of 0.6. Except for the two variables (TMQ and PUBHQ), which are assessed at 0.57 and 0.358, alpha values surpass all variable values.

After the evaluation of the validity of the measurement model variables and making the required adjustments, we move to the stage of evaluating the validity of the differentiation of the path model, in which the Fornell-Larcker criterion is analyzed, which is shown in the following table:

**Table No. 05 : Fornell-Larker Standard**

|        | FSQL  | PUBHQ | EDST  | PSHQL | TMQ   | SORES |
|--------|-------|-------|-------|-------|-------|-------|
| FSQL   | **0.759** |       |       |       |       |       |
| PUBHQ  | 0.423 | **0.780** |       |       |       |       |
| EDSTQ  | 0.233 | 0.608 | **0.780** |       |       |       |
| PSHQL  | 0.406 | 0.546 | 0.419 | **0.795** |       |       |
| TMQ    | 0.157 | 0.355 | 0.343 | 0.547 | **0.735** |       |
| SORES  | 0.607 | 0.566 | 0.455 | 0.628 | 0.527 | **0.710** |

**Source:** R programming language output SEMinR package

The above table No (05) shows that all of the square roots of AVEs for the reflexively measured constructs FSQL(0.759), PUBHQ(0.780), EDSTQ(0.780), PSHQL(0.795), TMQ(0.735), and SORES(0.710) are greater than the correlations of these combinations with other latent variables that The largest value of them does not exceed 0.628 in the path model, implying that the model has better differentiation validity than other possible structures.

**Table No. 06: Intersectional loading coefficients**

|         | FSQL  | PUBHQ | EDST  | PSHQL | TMQ    | SORES |
|---------|-------|-------|-------|-------|--------|-------|
| Fsql-1  | **0.880** | 0.451 | 0.236 | 0.384 | 0.242  | 0.594 |
| Fsql-3  | **0.538** | 0.160 | 0.177 | 0.130 | -0.110 | 0.303 |
| Fsql-5  | **0.816** | 0.283 | 0.110 | 0.355 | 0.120  | 0.430 |
| PubHq-1 | 0.324 | **0.801** | 0.556 | 0.584 | 0.465  | 0.459 |
| PubHq-2 | 0.338 | **0.758** | 0.385 | 0.255 | 0.072  | 0.422 |
| Edstq-1 | 0.229 | 0.513 | **0.804** | 0.342 | 0.191  | 0.391 |
| Edstq-3 | 0.143 | 0.383 | **0.647** | 0.148 | 0.215  | 0.251 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Edstq-4 | 0.166 | 0.512 | **0.872** | 0.438 | 0.386 | 0.398 |
| Pshql-1 | 0.343 | 0.340 | 0.297 | **0.683** | 0.326 | 0.488 |
| Pshql-2 | 0.317 | 0.566 | 0.457 | **0.811** | 0.413 | 0.484 |
| Pshql-3 | 0.297 | 0.351 | 0.355 | **0.887** | 0.455 | 0.476 |
| Pshql-4 | 0.423 | 0.547 | 0.316 | **0.878** | 0.598 | 0.617 |
| Pshql-5 | 0.182 | 0.320 | 0.231 | **0.689** | 0.325 | 0.385 |
| Tmq-2 | -0.115 | 0.213 | 0.288 | 0.364 | **0.590** | 0.241 |
| Tmq-2 | 0.173 | 0.303 | 0.335 | 0.484 | **0.876** | 0.495 |
| Tmq-2 | 0.198 | 0.260 | 0.142 | 0.356 | **0.712** | 0.374 |
| SoRes-1 | 0.569 | 0.458 | 0.407 | 0.508 | 0.353 | **0.800** |
| SoRes-2 | 0.546 | 0.394 | 0.353 | 0.519 | 0.440 | **0.773** |
| SoRes-3 | 0.531 | 0.558 | 0.332 | 0.562 | 0.493 | **0.799** |
| SoRes-4 | 0.144 | 0.140 | 0.157 | 0.300 | 0.339 | **0.567** |
| SoRes-6 | 0.353 | 0.276 | 0.336 | 0.364 | 0.268 | **0.583** |
| SoRes-8 | 0.238 | 0.253 | 0.201 | 0.338 | 0.395 | **0.605** |
| SoRes-9 | 0.526 | 0.340 | 0.346 | 0.513 | 0.314 | **0.744** |
| SoRes-10 | 0.426 | 0.429 | 0.303 | 0.371 | 0.382 | **0.697** |
| SoRes-11 | 0.400 | 0.469 | 0.330 | 0.573 | 0.451 | **0.711** |
| SoRes-13 | 0.524 | 0.361 | 0.325 | 0.544 | 0.317 | **0.810** |
| SoRes-14 | 0.500 | 0.446 | 0.245 | 0.472 | 0.368 | **0.717** |
| SoRes-15 | 0.580 | 0.475 | 0.228 | 0.431 | 0.265 | **0.686** |
| SoRes-16 | 0.292 | 0.456 | 0.350 | 0.449 | 0.369 | **0.702** |
| SoRes-17 | 0.110 | 0.237 | 0.277 | 0.280 | 0.445 | **0.604** |
| SoRes-18 | 0.489 | 0.507 | 0.539 | 0.371 | 0.313 | **0.715** |
| SoRes-19 | 0.389 | 0.404 | 0.351 | 0.376 | 0.363 | **0.704** |
| SoRes-20 | 0.378 | 0.415 | 0.333 | 0.459 | 0.527 | **0.792** |

**Source:** R programming language output SEMinR package

The above table No (06) shows that the majority of the indicator loadings for the reflexively measured constructs FSQL, PUBHQ, EDSTQ, PSHQL, SORES, and TMQ are much higher than the threshold value 0.708, and they also record

higher values when compared to the cross-loading coefficients corresponding to the corresponding other constructs, indicating that the differentiation is valid when compared to the other constructs.

**2-Discussing the results:**

**Descriptive analysis of the study variables**

**Table No. 07: Descriptive analysis of the dimensions of student quality of life and social responsibility**

| Order | Dimension No | Variable | Arithmetic mean | Standard deviation | relative weight % | Degree of approval |
|---|---|---|---|---|---|---|
| 01 | 01 | Fsql | 3.64 | 0.89 | 72.8 | high |
| 02 | 02 | PubHq | 3.55 | 0.74 | 71.0 | high |
| 03 | 04 | Pshql | 3.48 | 0.84 | 69.6 | high |
| 04 | 03 | Edstq | 3.44 | 0.94 | 68.8 | high |
| 05 | 05 | Tmq | 3.24 | 0.78 | 64.8 | average |
| The overall quality of life measurement | | | 3.66 | 0.64 | 73.2 | high |
| The overall social responsibility measurement | | | 3.84 | 0.68 | 76.8 | high |

**Source: :** Prepared by researchers based on spss*20 program

Table 07 shows the approval of the views of the study sample on the dimensions of quality of life for students of Adrar University, which was high with a general mean of (3.66), and a standard deviation (0.64)**.** The researcher explains the findings of the study on the quality of life for Adrar University students, stating that all dimensions of the quality of life scale were high, emphasizing the significance of the university stage in the student's life because of its impact on the development of his

abilities and readiness mentally, physically, and physically, and the student must take advantage of this stage of his life. The student who enjoys the dimensions of quality of life works to raise the level of his educational quality and contributes to achieving his educational and community goals, managing his life properly and helping to solve problems and make decisions.

The degree of agreement of the views of the study sample about social responsibility among the students of Adrar University was high with a mean (3.84) and a standard deviation of (0.68).

**Testing Hypothesis**

We relied on the confidence interval in PLS-SEM to test hypotheses using the bootstrap approach, and in our case it represents 95%. (2.5 % ; 97.5 % ). As a result, if the confidence interval does not include the value zero, it is statistically significant and the hypothesis can be accepted; if it does include the value zero, it is not statistically significant and the hypothesis is rejected (Joseph F; Hair Jr and Others, 2021,p94) and the picture below depicts the direct influence of the structural model's variables.

**Figure No. 2: The results of the path model for the study.**
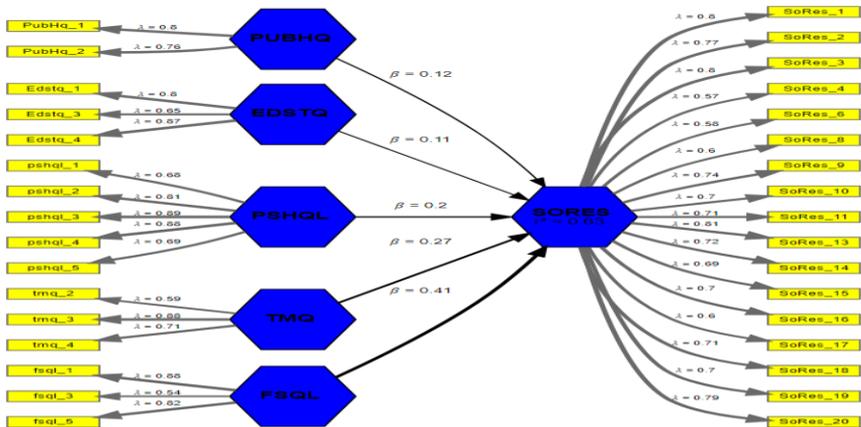
**Source:** R programming language output SEMinR package**.**

**Table No. 08: Results of the direct impact test of the latent variables of the study model**

| Paths | Original est. | Bootstrap Mean | Bootstrap SD | T stat | 2.5% CD | 97.5% CD |
|---|---|---|---|---|---|---|
| **FSQL <- soRes** | 0.406 | 0.396 | 0.095 | 4.239 | 0.208 | 0.573 |
| **EDSTQ <- soRes** | 0.109 | 0.124 | 0.102 | 1.065 | -0.063 | 0.328 |
| **PUBHQ <-soRes** | 0.120 | 0.111 | 0.132 | 0.908 | -0. 145 | 0.350 |
| **PSHQL <-soRes** | 0.204 | 0.205 | 0.101 | 2.025 | 0.014 | 0.412 |
| **TMQ <-soRes** | 0.272 | 0.282 | 0.093 | 2.907 | 0.089 | 0.466 |

**Source:** R programming language output SEMinR package

**The first hypothesis.**

The first hypothesis states that: "There is a significant effect of the quality of family and social life in promoting social responsibility among students of Adrar University". It is clear from the above table that there is a strong positive direct impact of family and social life quality on social responsibility, estimated at 0.406 with a confidence interval of 95 % (0.208; 0.573), and because this field does not include zero, the value of T.Stat came with a statistical significance estimated at 4.293, which is greater than the value Tabular 1.960 with a significant level of 0.05, it accepts the alternative hypothesis.

**The second hypothesis:**

The hypothesis states that: "there is a significant effect of the quality of public health in promoting social responsibility among students of Adrar University" .It is clear from the above table that the direct impact of the quality of public health on social responsibility is 0.120 weak with a confidence interval of 95% (-0.145 ;  0.350) and since this field includes zero, the value of T.Stat came with a non-statistical significance estimated at 0.908, which is less than the tabular value 1.960, with a significance level of 0.05, and accordingly the alternative hypothesis is rejected.

**The third hypothesis:**

The hypothesis states that: "there is a significant effect of the quality of education and study on enhancing social responsibility among students of Adrar University"**.** The preceding table shows that the direct influence of educational and research quality on social responsibility is 0.109, with a confidence interval of 95 % (-0.063; 0.325), and since this field contains the value zero. , the value of T.Stat came with a non-statistical significance estimated at 1.065, which is less than the tabular value 1.960, with a significance level of 0.05, and accordingly The alternative hypothesis  is rejected.

**Fourth hypothesis:**

The hypothesis states that: "There is a significant effect of mental health quality in enhancing social responsibility among Adrar University students." It is clear from the above table that there is a weak direct impact of mental health quality on social responsibility estimated at 0.204 with a 95% confidence interval (0.412; 0.014) and since this field does not include zero, and the value of T.Stat came with a statistical significance estimated at 2.025 which is greater than the tabular value 1.960, with a significance level of 0.05, and accordingly it accepts the alternative hypothesis.

**The fifth hypothesis:**

The hypothesis states that: "there is a significant effect of the quality of time management on enhancing social responsibility among the students of Adrar University." It is evident from the above table that there is a direct, weak positive impact of the quality of time management on social responsibility, estimated at 0.272 with a 95% confidence interval (0.466; 0.089), and since this field does not include zero, and the value of T.Stat came with a statistical significance estimated at 2.907, which is greater than the tabular value 1.960, with a significance level of 0.05, and accordingly it accepts the alternative hypothesis.

**Conclusion** :

The present study aimed to determine the level of quality of life for the university student and to highlight its role in promoting social responsibility, so that quality of life became one of many societies' main goals and a target for this study as an urgent need to develop the capabilities and skills of the university student. The investigation yielded the following findings:

-The study found that the quality of family and social life had a substantial influence on social responsibility among Adrar University students, therefore the current study's findings corresponded with the study's findings (Sayed A. Azam, 2012). This finding explains why the family is one of Algerian society's most fundamental cornerstones. It is the first social institution that an individual is touched by since birth, thus values and behaviors are forced on him that give him psychological stability and emotional support, which increases his social duty.

-The results of the study showed that there was no significant impact on the quality of public health in promoting social responsibility among students of Adrar University. The

researcher found that the quality of the general health of the student has an important role in the emergence of his personality, whether in the psychological, creative and athletic aspect, and this in turn affects the determinants of his behavior, thoughts and dealings with his external environment. On the other hand, the results of the current study were supported with the results of the study (Rasool Kazyannejad and Others, 2019). In conclusion, sleep and excessive use of the mobile phone, social networks and the Internet are all factors that have a negative impact on the health of the student, and this is due to the epidemiological crisis that affected the whole world, as it imposed on individuals quarantine and exit except for necessity. This was the reason why many students (Research sample) Stop exercising, constant medical review, and excessive use of social networks.

-The study showed that there is a significant effect of the quality of time management in enhancing social responsibility among the students of Adrar University. This result was supported with the results of the study (Amani K. Alghamdi & Neama Abdulsalam, 2018). This result explains the interest of university students (the research sample) in recreational trips and activities The university organized by the university in order to develop their ideas and talents away from the academic field and to take advantage of their spare time to participate and engage in voluntary social campaigns, which in turn leads to enhancing their social responsibility.

-The study showed that there is a significant effect of the quality of mental health in promoting social responsibility among the students of Adrar University. The results of the study were supported with the study (Wenen Chen and Others, 2020). Which is characterized by safety and stability. The student feels proud and confident and gives him moral support in controlling

and making decisions to achieve his goals and the goals of society.

-The study's findings revealed that there is no substantial influence of education and study quality on developing social responsibility among Adrar University students. The outcome explains certain Adrar University students believe that the subjects they study do not benefit them and do not match their skills and professional objectives, and some of them do not receive academic assistance from their teachers.

### Recommendations:

-Growing attention to university students and increasing their quality of life, because society's success in the current period is dependent on the student's capacity.

-The university arranges seminars and study days for the benefit of students in order to raise their knowledge of the significance of their social and scientific roles in the construction and development of society.

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