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Religiosity, Nationalism and Social Responsibility Among University Students

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Abstract

Nationalism and religion both offer people a source of connotation and encourage people to extraordinary acts of bravery. Whereas, Social Responsibility is considered as the main quality of a leader among students of university. The main aim of the study was to investigate the relationship between religiosity, nationalism, and predictor of social responsibility among university students. Cross-sectional research design in which convenient, and snowball sampling technique was used. In total 200 university students were approached from different universities of Faisalabad. The results of Pearson 's-product moment correlation demonstrated that there is a significant relationship between religiosity, nationalism, and social responsibility among university students. Further, linear regression analysis showed that nationalism, religiosity, student age, and socioeconomic status predict social responsibility. Independent T-test analysis suggests there was a gender difference in which mostly male students are higher on all the variables of study. Further, parental education also play an important role in educating the students about their social responsibility in the light of religion and their culture. So, we concluded that parental education, socio-economic status, nationalism, religiosity, and age of students had a significant impact on learning and fulfilling the social responsibilities toward their culture and nation.

Keywords:Religiosity, Nationalism, Social Responsibility, Student, University, Education

Introduction

Religion is exceptionally outstanding, that open up a new pathways of thinking about individual accountability and community. It represent a very important part of life in the majority of prevailing cultures (King et al., 2014). Pew-Templeton Global Religious Future Project reported that more than 80% of the world's population were identify by their religion (PTGRFP, 2020). If we collaborate nationalism with religiosity, it become very powerful that has played an essential role in determining the language and context of nationalist leaders (Roger, 2001). Both nationalism and religious are components of collective mind that join society and community together. Holly books like Quran and Bible have been the foundation of powerful authority and had vital effect on religion activities that influence the government of many powerful countries and regulate who are them, friends, partners, opponents, competitors, and we (Cole, 2019). Religion also has a philosophical structure as patriotism/nationalism. Religion is eternity, which is universal because of its essential elements

(religious beliefs and feelings, rituals and symbols) that psychologically fulfill human mystical needs (Kaninska, 2020).

Further, many researches explain that social responsibility also play a very important role in religious and nationalism. As social responsibility defines the pattern of behavior, motivation of a person and how they values social settings, to develop beneficial changes in community and society (Hopkins, 2000; Starrett, 1996). The nurture side, explain that adolescents, youth and school system and religious involvement were the most important factors that fostered the social development. Curriculums of school were encouraging student's nation widely to educating the students and develop community services for them. While this is just one factor of social responsibility, it sets youth on the path to consider larger issues of social justice, humanity, and respect for others.

The current topic evaluate nationalism, religiosity, and social responsibility in the light of psychology. As psychology of nationalism and religion has been developed for decades. The nationalism is very clearly recognized in the theories of cognitive psychology that developed with in the psychology of religion (Searle-White, 2001). Many researches mentioned that there is very less studies evaluate the connection of religion, nationalism and social responsibility in the light of psychological aspects and its impact on individual, as sociologist see the religion and nationalism with different view. Hence, the current study was designed accordingly, to fill the gaps in literature and provide insight toward education system for understanding the link of religiosity and nationalism toward social responsibility of students. So the aim of the current study to find out the relationship between religiosity, nationalism and social responsibility among University students. Also to find out the behavior and attitude of student toward religiosity and nationalism in the boundary of education system.

Religiosity, Nationalism, and Social Responsibility

It is very challenging to imagine forces in the current world as strong as nationalism and religion. Both offer people with a source of connotation, each as encouraged people to extraordinary acts of bravery and incredible performances of unkindness and both serve as the basis for shared and individual individuality. Religion and nationalism are likewise imagined societies that can both tie and split people across space and time. Not only are the concepts governmentally and ethically convincing; they are also closely related to one another. In much of the world, one cannot examine the topic of national individuality without also inspecting religion. There is however, no simple or direct pattern in how religion and nationalism interact (Scoper& Fetzer, 2018).

Social psychology confirms that nationalism is essentially a set of attitudes and beliefs on participants of other ethnic or national societies. Religious and nationalism is based on spiritual

philosophy and suggests the distinctiveness of religious and national identity. Religious nationalism is almost as a rule of ethnic nationalism (Kecmanovic, 2004). Religion determines the rules of good behavior of believers; their thoughts are of a good quality and follow the path of everlasting redemption toward Allah. According to the nationalist unwritten rule, the criteria of good behavior go only to the advantage of countrywide public. Otherwise, if someone in any way damages and weakens countrywide community; its reputation will suffer principled disapproval. Society reacts badly toward the person who showed extreme, aggressive expression of inclination for self-affirmation (Koestler, 1976). In religious context, the case of such an individual is classified as to be a heretic in which a person is debarred. As it is seen nowadays, most of people verbally attacked religious believers. When a person shows disobedience toward high authority person, whole countrywide collective community called them disloyal toward nation and a traitor (Côte-Bouchard, 2017).

Meanwhile, researcher has been begun to find out the factors link with religious nationalism that influence a person that bent toward social responsibility. Most of researches included that personality differences and religious involvement had great impact on a person toward follow the social responsibility (Ridenour, 2007). Early researchers try to find out the social responsibility among adolescent and they reported that religious involvement influences pro-social behavior among them (Harris, Rushton, Hampson & Jackson, 1996; Youniss, McLellan & Yates, 1999). Some researches reported that in research religion is in particular a controversial area, where sometimes results appear inconsistent (Ridenour, 2007). Some researches reported that socially conservativeness in religion beliefs is contrariwise related to social responsibility and cast that religion and social responsibility had positive relationship (Starrett, 1996).

In western countries it was reported that churches are deeply involved in conducting religious social programs and all religious responsibilities are on them (Kellstedt & Green, 2003; Wuthnow & Evans, 2002) Youniss, McLellan, and Yates (1999) reported in their study reported that youth had high rate of involvement in community and religious services. They surveyed on three different national high school students and found that religion is a positive factor in responsible for public facility and most of the students reported that religion was important for them so that why they fulfil the social responsibility so God will be pleased by them.

In contrast, different studies conducted on adult reported they found parallel results which seems inconsistency in measuring social responsibility and religion (Wilson & Musick, 1997; Osterle, Johnson & Mortimer, 1998). A study by Saroglou, Pichon, Trompette, Verschueren, and Dernelle (2005) recommends that the effect of faithfulness on prosociality is inadequate but occurs, and does not

replicate self-delusion. From the perspective of social psychological nationalist and social responsibility is a sentimental thought that has two stem attachment and identity.

Religiosity, Nationalism, and Social Responsibility According to Pakistan Perspective

Most of the studies conducted in Pakistan are based on movement for independence and development of nation-state and see religiosity as a fiqa. So, it a gap that no one sees the religiosity, nationalism and social responsibility impact accordingly psychology perspective. Religion has been always the core of Pakistani national chronicle. The role and relationship of the religion has different phases that change according political development in Pakistan. In Pakistan, consecutive regimes in the last 73 years have been working on how to education students and state for shaping identities (Qazi, 2020; Qazi & Shah, 2019; Durrani& Dunne, 2010).

Sabir (2011) discuss nationalism as a history, language, and politics in which they trying to find out the role of media. They describe the concept of nationalism with the history of Pakistan and then the diversification of nationalism with in the Pakistan. Then the ethnic issues as the base of encounters for understanding the nationalism. They concluded that media has transformed and remarkable sound picture for Pakistan that the fact that it is still facing lots of issues and trouble in finding the right answer for nationalism in Pakistan.

Further Awad (2019) examine the intellectual and poetic stance of Pakistan women toward nationalist and religious discipline women and making image of the nation as a projected that dramatically transforms into personal and individuals choices into national concerns and debates. Hence, these all studies demonstrated that there are no such study available on religiosity, nationalism, and social responsibility in the perspective of psychology. So this study explore this phenomena and provide indigenous results.

Rational of the Study

Literatures reveled that there are lack of researches available in Pakistan and other countries on specifically link with nationalism attitude and social responsibility of an adult person, young student, doctor or any field individual. Our young youth knowledge regard religion, nationalism and their duties toward social and for community play an important role. As what young youth learn, they apply in future for fulfilling their duties honestly toward their nation. As nationalism, help a person to identify their thoughts, feelings, and actions toward their culture. In addition, nationalism help with the religion shape the perception affect memory and help in adapting new information by adding new perspective. With the vision of having strong religion, beliefs in link with shaped nationalism energy, automatically social responsibility help in developing positive relationship to a community or people and society. It

also benefit the environment in a desirable ways like an individual fulfil social responsibility by paying taxes or incorporates social, private and civic duties.

Further, related to religion and nationalism mostly studies was qualitative in nature and they discussed nationalism as a change in last era and religious discussed as a cast system i.e Hindu, Muslim or Christian. In addition, lack of studies explore the relationship with students of universities. Therefore, this study was carry out to fill this gap to enhance the knowledge toward religion, nationalism, and social responsibility in university students in Pakistan in the light of psychology. Further, religiosity in this study does not mean that person is Muslim or Hindi or Christian, its basic aim is to find out the belief and the feelings toward religion a person keeps. Also, this study enhance our hypothesized and emergent model which were based on various theories and empirical evidences.

Objectives of the study

1. To explore the relationship of religiosity, nationalism and social responsibility among university students.
2. To find out the impact of religiosity and nationalism on social responsibility among university students
3. To find out the gender difference among university students and their beliefs and feelings toward religion, nationalism and fulfilling social responsibilities.

Hypotheses

1. There is significant positive relationship between religiosity and nationalism among university students.
2. There is significant impact of nationalism toward social responsibility among university students.
3. Religiosity and nationalism significantly predict social responsibility among university students.
4. There are gender difference on religiosity, nationalism, and social responsibility among university students.
5. University students are significantly differ on religiosity, nationalism, and social responsibility in term of education.
6. University students are significantly differ on religiosity, nationalism, and social responsibility in term of age.
7. University students are significantly differ on religiosity, nationalism, and social responsibility in term of socio economic status.

8. Parental education of students also have significant difference on religiosity, nationalism, and social responsibility.

Research Methodology

Sample:

In total (N = 200) students from different universities of Faisalabad was taken. The age range of students from 18 to 45 years, belong to diverse socio economic status, and studying in dissimilar education levels. Inclusion Criteria was the student age range should be between 18 to 45 years. They are studying at any level of university and belong from different socio economic status. Exclusion Criteria is those students who are about to end their university will excluded from study.

Research Design:

Cross-sectional research design was used to examine the connection between religiosity, nationalism and social responsibilities among university students of Faisalabad district of Punjab province, Pakistan. Convenient and snowball sampling method were functional for data gathering from different universities of Faisalabad.

Instruments

Demographics Variables

The demographic information of the participants was taken through asking some questions about their personal information like age, gender, education, socio economic status, family system, and parent's education etc.

Dimensions of Religiosity Scale (DRS) (Joseph & Diduca, 2007)

This scale is testing the four dimensions of religiosity. It is 20 item scales with four factors (i.e., Preoccupation, conviction, emotional involvement and guidance) and each factor had 5 items. Responses were rated on 5- point Likert scale, ranging from 1 = "strongly disagree" to 5 = "strongly agree". Item 9 will be reversed scored. The scoring can be Added by total no of answers on each domains. Higher score indicated high level of preoccupation, conviction, emotional involvement and guidance and lower score indicated low on that domain on religiosity. Lower level of religiosity range from 5-15, higher 15-25 on each domain. Overall highest score mean score is 55-100. Item of preoccupations are : 3, 6, 8, 12, 18; Conviction= 2, 5, 10, 14, 16; Emotional Involvement= 1, 4, 11, 17, 20; Guidance= 7, 9, 13, 15, 19. It Cronbach's Alpha is .89, which is good reliability.

Social Nationalism Questionnaire (CRIC, 2019)

Social nationalism scale help in identifying the ideological beliefs of a person. It is developed by Canadian research center to find out the beliefs of people toward their nation. It is 20 item scale. Responses were rated on 5- point Likert scale, ranging from 1 = “*strongly disagree*” to 5 = “*strongly agree*”. After that add up all score on each item and get total score. Below 55 indicated low belief toward ideology. The Cronbach alpha of scale is .86 which mean it had good reliability.

Perceived Social Responsibility Scale (Butcher, Lower & Newman, 2016)

In this study, perceived social responsibility scale used to test the level of social responsibility among students of university level. It is 7 item scale, each item rated on “1 *not at all true* to 5 “*really true*”. An average of the response scores from the seven (7) items should be calculated and used as an indicator of social responsibility, with higher scores reflecting greater levels of social responsibility. The internal reliability is .85 that is very good.

Procedures

The data was gathered from different Universities of Faisalabad. The forms were spread during university hours when students are free. A brief verbal description was given to each apprentice and an info sheet was provided with each form amplification that the study was investigating the associations between religiosity, nationalism and social responsibility. Each apprentice filled a consent respond on three measuring tools dimension of religiosity, social nationalism scale and perceived social responsibility scale. Statistical Package for the Social Sciences (SPSS) version 25.0 for Windows were used for further analysis where a significant difference was displayed ($p < .05$ or $p < .01$).

Ethical Considerations

Although the ethical consideration is important part of a research as it include privacy and confidentiality of the data which was taken from individual. So, personal information taken from participant were assured that their responses were kept confidential, and they can ask for their results further. Secondly, the consent were signed and permissions were taken before administration of any scale or document and the purpose of conducting research was briefed. After that permission were taken from university administration for conducting research.

Results

The result was divided into two parts first part covers the descriptive inquiry and second part look inferential statistic in detailed that includes correlation, linear regression and ANOVA

analysis. Preliminary and highest noteworthy step is statistical examination is descriptive enquiry. Descriptive study was shown to asses the statistics distribution, outliers, variables associations, types and delivers overview for additional statistical investigation contain mean, standard deviation, variance and reliability in tabular form.

Frequency and Percentage

Table 1

Number & Percentage of Demographic Variables used in Study (N=200)

Variable	Frequency	Percentage
Gender		
Male	50	50%
Female	50	50%
Student Age		
Young age 18-27	151	75.5%
Middle age 28-37	49	24.5%
Student Class		
Bachelor	107	53%
Master	74	37%
PhD	19	9%
Socio-economic Status		
Lower Class	50	25%
Middle class	113	56%
Upper class	37	18%
Father Education		
Schooling	49	24%
College	80	40%
University	71	35%
Mother Education		
Schooling	58	29%
College	118	59%
University	24	12%
Family System		
Joint System	115	57%
Nuclear System	42	42%

Table 1 shows, the demographic frequencies and percentages. The results revealed that most of the students are of young age and they are enrolled in bachelor degree and belong from middle class family and living in joint family system. Further to test the level of knowledge toward religion, nationalism and their social responsibilities, their parents level of education was also tested.

Descriptive Statistics

The mean and standard deviation of the variables used in the analysis are listed below:

Table 2

Means and Standard Deviation of Study Variables (N=200)

Variables	N	M	SD	Minimum	Maximum
Religiosity Total Scale	200	58.8	12.1	34	84
Male	100	61.3	13.4		
Female	100	56.2	10.2		
Preoccupation	200	13.6	5.41	5	25
Male	100	13.5	5.19		
Female	100	13.7	5.64		
Conviction	200	15.5	5.29	5	25
Male	100	15.6	4.97		
Female	100	15.3	5.57		
Emotional Involvement	200			5	25
Male	100	13.7	5.01		
Female	100	14.1	5.52		
Guidance	200			5	25
Male	100	12.6	4.63		
Female	100	13.0	5.10		
Nationalism	200	63.5	18.0	21	90
Male	100	75.6	7.17		
Female	100	51.4	17.5		
Social Responsibility	200	19.2	6.74	7	35
Male	100	20.8	8.34		
Female	100	17.6	4.02		

Table 2 shows, the results of mean and stander deviation of study variables. The findings of result demonstrated that in current study male students were more follow religion and had high level of sense of Nationalism toward their culture and they try more to fulfil the social responsibilities toward their nation and culture rather than females students.

Correlation Analysis

Table 3

Pearson’s Product Moment Coefficient of Correlation Between the Study Variables (N=200)

Variables	Religio	Pre-oc	Convi	Emo-In	Guida	Natio	SResp
1.Religiosity	----	.39**	.38**	.33**	.25**	.24**	.22**
Pre Occupation		----	-.06	.22**	-.19*	.13	-.07
Conviction			----	-.09	.15*	-.06	.09
Emo Involvement				----	-.17*	.08	-.14
Guidance					----	-.06	.02
2.Nationalism						----	.25**
3.S Responsibility							----

Note. Religio= Religiosity, Pre-oc= Pre occupation, Convi= Conviction, Guida= Guidance, Natio= Nationalism. SResp= Social Responsibility, **p<.01, *p<.05.

Table 3 show the results of Pearson’s product moment coefficient of correlation between study variables. Where religiosity total scale scores and over all score were testes with other study variables. The results demonstrated over all score of religiosity is significantly have positive relationship with nationalism (r= .24**, p<.01) and social responsibility (r= .22**, p<.01). Further, Nationalism is also significantly have positive relationship with social responsibility (r=.25**, p<.01). Hence, study hypothesis 1 was accepted. Further, subscales of religiosity were not used due to non-significant relationship.

Table 4

Pearson’s Product Moment Coefficient of Correlation between the Demographic and Study Variables (N=200)

Demographics	Study Variables		
	Religiosity	Nationalism	Social responsibility
1. Gender	-.21**	-.67**	-.25**
2. Age	-.08	-.16*	-.15*
3. Class	-.09	-.16*	-.05
4. Socio-economic status	.02	-.32**	.13
5. Father education	.09	-.28**	.12
6. Mother education	-.15	-.08	-.04
7. Family system	.13	-.24**	.05

Note. **p<.01, *p<.05.

The results of table 4 shows correlation of demographics variables between study variables. Where the findings suggest that gender had significant negative relationship with religiosity (r= -.21**, p<.01), Nationalism (r= -.67**, p<.01) and social responsibility (r= -.25**, p<.01). Further, other demographics had significant negative relationship with only nationalism. So we use all study variables in testing regression analysis and One way ANOVA.

Regression Analysis

Table 5

Linear Regression Analysis for Predicting Social Responsibility of Students (N=200)

Variables	B	SE	β	T	P	CI	
						LL	UL
Gender	-1.61	1.32	-.120	-1.22	.22	-4.22	.986
Student Age	-3.40	1.55	-.217	-2.18	.03*	-6.46	-.334
Student level of class	1.32	.94	.130	1.39	.16	-.545	3.19
Socio economic status	2.22	1.08	.218	2.04	.04*	.082	4.37
Father education	-.120	.94	-.014	-.12	.89	-1.97	1.73
Mother education	-.45	.86	-.042	-.52	.60	-2.15	1.25
Family system	.63	.96	.047	.66	.50	-1.25	2.53
Nationalism	.064	.03	.171	1.72	.05*	-.009	.137
Religiosity	.074	.04	.134	1.86	.05*	-.004	.152
R ²	.15****						
△R	.11						
F	3.90						

Note. ***p <.001, *p <.05.

Table 5 shows the result of linear regression analysis, where seven demographic variables, nationalism and religiosity were put into independent box to find out the relative predictive relationship on social responsibility. The findings shows that student age, socio economic status, nationalism and religiosity is the most significant predictor of social responsibility accounting for 11 percent of the variance $R^2 = .15$, $F(8, 199) = 3.90$, ***p <.001 & *p <.05.

Table 6*Linear Regression Analysis for Predicting Nationalism among Students (N=200)*

Variables	B	SE	β	T	P	CI	
						LL	UL
Gender	-22.13	2.01	-.61	-10.96	.000***	-26.12	-18.15
Student Age	3.43	3.05	.08	1.12	.26	-2.58	9.46
Student level of class	-2.91	1.8	-.10	-1.58	.11	-6.55	.71
Socio economic status	-2.71	2.13	-.09	-1.27	.20	-6.92	1.49
Father education	-3.16	1.81	-.13	-1.74	.05*	-6.75	.42
Mother education	4.20	1.65	.14	2.53	.01**	.93	7.46
Family system	-6.10	1.81	-.16	-3.35	.01**	-9.68	-2.51
Religiosity	.21	.076	.14	2.87	.05*	.06	.37
Social Responsibility	.24	.140	.09	1.72	.05*	-.03	.51
R ²	.55***						
ΔR	.53						
F	26.37						

Note. ***p <.001, **p<.01, *p <.05.

Table 6 shows the result of linear regression analysis, where seven demographic variables, social responsibility and religiosity were put into independent box to find out the relative predictive relationship on nationalism. The findings shows that gender, father education, mother education, family system, religiosity and social responsibility is the most significant predictor of social nationalism accounting for 53 percent of the variance $R^2 = .55$, $F(8, 199) = 26.37$, ***p <.001, **p<.01 and *p <.05.

Table 7*Independent Sample T-Test of Gender Differences (N=200)*

	Male (n= 100)	Female (n= 100)	T	P
	<u>M(SD)</u>	<u>M(SD)</u>		
Nationalism	75.6(7.17)	51.4(17.5)	12.72	.000***
Social Responsibility	20.8(8.34)	17.6(4.02)	3.55	.000***
Religiosity	61.3(13.4)	56.2(10.2)	3.01	.001**

Table 7 show the results of Independent t-test analysis where significant difference was found between male and female. In current study, mostly male students are high on nationalism (M(SD)= 75.6 (7.17), t=12.72), social responsibility (M(SD)= 20.8(8.34), t= 3.55) and Religiosity (M(SD)= 61.3 (13.4), t= 3.01) than females students. Hence, the hypothesis was accepted.

Table 8*Independent Sample T-Test of Age Difference of Student (N=200)*

	Young Age 18-27 (n=151)	Middle age 28-37 (n=49)	T	P
	<u>M(SD)</u>	<u>M(SD)</u>		
Nationalism	65.2(18.2)	58.3(16.5)	2.35	.02**
Social Responsibility	19.8(7.57)	17.4(2.14)	2.19	.03*
Religiosity	59.1(12.0)	57.7(12.2)	.680	.49

Table 8 show the results of Independent t-test analysis where mostly young age students were on nationalism (M(SD)= 65.2(18.2), t=2.35) and social responsibility (M(SD)= 19.8(7.57), t=2.19) than the other groups of age. Hence the hypothesis was accepted.

Group Differences

In order to test the traditions of ANOVA a sequence of correlation were run between all the variables (see Table 4), where correlation with each other show a moderate range with gender

and other variables. In the current study only nationalism is correlated with all the demographic variables, so keep in view we decided to test all demographics. Further, Father and mother education was also test because we want to see the impact of parental education on children that how they perceived religiosity and nationalism according to their learning which is provided by their parents. Further, descriptive statistics of all demographics were found. (see Table 9, 10,13,15).

Table 9

Mean Differences on Study Variables in terms of Student Class Groups (N=200)

	Bachelor (n=107)		Master (n=74)		PhD (n=19)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Nationalism	65.5	16.9	63.0	19.3	54.2	17.0
Social responsibility	19.2	6.76	19.6	7.45	17.6	2.16
Religiosity	58.4	12.6	60.2	11.1	55.6	13.3

Table9 shows the mean difference on study variables in terms of student studying in which class groups where nationalism were found among bachelor class student, social responsibility were equally available among bachelor and master students. Further religiosity were high among master level students.

Table 10

One Way ANOVA Analysis of Student Class Groups of University Student (N=200)

		Sum of		Mean		
		Squares	Df	Square	F	p
Nationalism	Between Groups	2073.52	2	1036.7	3.24	.04*
	Within Groups	62920.1	197	319.3		
	Total	64993.6	199			
Social Responsibility	Between Groups	56.81	2	28.40	.623	.53
	Within Groups	8988.1	197	45.62		
	Total	9044.9	199			
Religiosity	Between Groups	355.4	2	177.7	1.20	.30
	Within Groups	29105.4	197	147.7		
	Total	29460.8	199			

Note. **p<.01

Result of ANOVA indicated that there is only significant difference found between the nationalism in terms of student studying class groups. Further, no significant difference found with other study variables.

Table 11

Mean Differences on Study Variables in terms of Socio-Economic Status Groups (N=200)

	Lower Class (n=50)		Middle Class (n=113)		Upper Class (n=37)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Nationalism	69.7	14.9	64.7	17.7	51.2	17.6
Social Responsibility	17.5	4.74	19.6	6.63	20.1	8.85
Religiosity	56.6	12.3	60.6	12.5	56.3	9.93

Table 11 shows the mean difference on study variables in terms of socio economic status of students in which mostly students are belong from middle class family. The results indicated

that nationalism were high among lower class family students, social responsibilities were fulfilled by middle and upper class equally. Further, religiosity were high among middle class students.

Table 12

		Sum of	Mean			
		Squares	Df	Square	F	p
Nationalism	Between Groups	7668.4	2	3834.2	13.1	.000***
	Within Groups	57325.2	197	290.9		
	Total	64993.6	199			
Social Responsibility	Between Groups	192.2	2	96.1	2.13	.12
	Within Groups	8852.7	197	44.9		
	Total	9044.9	199			
Religiosity	Between Groups	846.3	2	423.1	2.91	.05*
	Within Groups	28614.4	197	145.2		
	Total	29460.8	199			

One Way ANOVA Analysis of Socio-Economic Status Group of Students (N=200)

Note. ***p<.001, *p<.05.

Result of ANOVA indicated that there is significant difference found between the nationalism and religiosity in term of socio-economic status of students. Further, no significant difference found with social responsibility.

Table 13

Mean Differences on Study Variables in terms of Father Education Group of Students (N=200)

	Schooling (n=49)		College (n=80)		University (n=71)	
	M	SD	M	SD	M	SD
Nationalism	69.6	15.0	63.6	17.8	59.2	19.2
Social Responsibility	17.7	4.53	19.3	6.25	20.1	8.29
Religiosity	56.5	12.4	59.2	12.5	59.8	11.4

Table 13 shows the mean difference on study variables in terms of father’s education groups where mostly student’s father had college degree. The results indicated that nationalism were high among those fathers who had schooling degree, social responsibilities were found among those fathers who had university level degree and religiosity were equally found among college and university degree holder fathers of students.

Table 14

		Sum of Squares	Df	Mean Square	F	P
Nationalism	Between Groups	3120.6	2	1560.3	4.96	.05*
	Within Groups	61873.0	197	314.0		
	Total	64993.6	199			
Social Responsibility	Between Groups	157.4	2	78.7	1.74	.17
	Within Groups	8887.5	197	45.1		
	Total	9044.9	199			
Religiosity	Between Groups	336.4	2	168.2	1.13	.32
	Within Groups	29124.3	197	147.8		
	Total	29460.8	199			

One Way ANOVA Analysis of Father Education Groups of Students (N=200)

Note. *p<.05.

Result of ANOVA indicated that there is only significant difference found between the nationalism in terms of father education groups. Further, no significant difference found with other study variables.

Table 15

Mean Differences on Study Variables in terms of Mother Education Group of Students (N=200)

	Schooling (n=58)		College (n=118)		University (n=24)	
	M	SD	M	SD	M	SD
Nationalism	68.9	13.6	59.7	19.0	69.0	18.4
Social Responsibility	19.0	5.54	19.7	7.18	17.2	7.00
Religiosity	62.3	13.2	56.6	11.7	60.7	9.36

Table 15 shows the mean difference on study variables in terms of mother education groups of students, where mostly mothers had college level degree. Nationalism were high among university level mothers, social responsibility were equally high among schooling and college level of degree mothers. Further, religiosity were high among schooling level degree mothers of university students in current study.

Table 16

		Sum of	Mean			
		Squares	Df	Square	F	p
Nationalism	Between Groups	4106.3	2	2053.1	6.64	.02**
	Within Groups	60887.2	197	309.07		
	Total	64993.6	199			
Social Responsibility	Between Groups	125.1	2	62.59	1.38	.25
	Within Groups	8919.8	197	45.27		
	Total	9044.9	199			
Religiosity	Between Groups	1358.1	2	679.0	4.76	.01**
	Within Groups	28102.75	197	142.6		
	Total	29460.8	199			

One Way ANOVA Analysis of Mother Education Groups of Students (N=200)

Note. **p<.01.

Result of ANOVA indicated that there is only significant difference found between nationalism and religiosity among mothers education level of university students in current study. Further no significant difference were found on social responsibilities.

Discussion

The main objective of the present study was to develop an indigenous measure to assess the relationship between religiosity, nationalism, and social responsibilities among university students in Pakistan. Many researches have been carried out in western on religiosity and nationalism but failed to assess among university student with their social responsibilities. So

current study fill the gap and provided the insightful results that help other researchers. Further, parents education also play an important role, as parents are a role models for their children in providing good knowledge toward their religion, culture, and nation.

In current study, we hypothesized that there is significant positive correlation between religiosity, nationalism, and social responsibility among university students. So the hypothesis was accepted. The findings of current study are in line with previous studies, as previous researches already work on religiosity and nationalism they reported that both are powerful maker of an individual identity (Mentzel, 2020). Nationalism by the view of psychological perspective, it had impacts on social and political changes. Religion as a nationalism has automatically impact on social responsibility as every person has its own fundamental explanation. Religious beliefs, feeling, and symbols psychologically fulfil human spiritual needs. Therefore, it mean that national historical unpleasant events and change in social events can influences the student or any person who had feeling and intuition of strongest toward feeling of nation (Kaninska, 2020). Student play an important role in developing new perception and fulfill all the responsibilities as they are young and have energy, self-identification as religion recoiled in the face of worldly modernism. While a few insightful students of the theme made room in their studies for conviction, the leading history was that nationalism was a modern phenomenon that replaced religion as the primary carrier of social responsibility for most student. The consequences were, of course, that religious self-identifications would ultimately utter yield to more material ones, especially nationalism (Kecmanovic, 2004; Jakovljevic, Kurjak, Jerkovic, Hasanovic&Nikic, 2019).

Further, linear regression analysis was run to find out the predictors of social responsibility and nationalism. The findings suggest that student age, their socio economic status, religiosity level and nationalism significantly predict social responsibility among university student. The results are inconstant with previous researches where they mention that student age had stronger influence on fulfilling the social responsibility, as young student work accordingly (Barrio et al., 2004). Further, Harris et al. (1996) reported that religious and nationalism involvement among youth play a very important role they fostered the social development and develop intuition of fulfilling social responsibility with respects for others.

Further, Brubaker & Rogers (2011) mentioned in his study that students are heirs of nation they should be well equipped with good moral, political and economically vies to fulfill their duties toward nation and self. They also mentioned that students should have quality to win, courage, and wisdom to understand problems.

Further, Independent t test was run to see the gender and student age difference where in current study male students are mostly high on all the variables and young students are more oriented toward social responsibility rather than middle age students. The finding so current study is constant with previous studies where they mentioned that mostly man is the future of nation, the way male protect, produce or guide the nation female do not (Saeed, 2007; Nasr, 2006). In contrast, other researcher reported that both gender play equal role in fulfilling their duties toward their nation and they play supporting roles more benifitally than man (Elias, 2008; Anjum et al., 2019).

Further, ANOVA was run to test the relationship of other demographics of study i.e., socio economic status, enroll in which degree program, father education, and mother education. The finds are demonstrated that enthusiastic sense of nation were high among mothers who have schooling education and religiosity were high among university level education among mothers. Father were equally on each variables. Further, nationalism is high on lower socio economic status students and religiosity were high among middle class students. These findings of currents are constant with many previous studies. The current idea over the contribution were parents were directly influence their children development, as their interaction toward social environment, religion and nation which they learn automatically pass to their children.. The parents take a vital stand, when it comes to their children's development and education as whole. Parents are cognizant of the effort on the progress of children, but at the same time, they need enlightening evidence on the right to education of their children. (Mojsovsja, Koteva, Tatjana, 2006).

Limitations and Recommendations

The current study is deliberated along with some commendations for future researchers.

1. The sample of present study was collected from only universities students of Faisalabad, so needed to include more schools from different province and conducted comparative study city wise for more variations in ideas.
2. The present study was done by correlational research design; in future longitudinal study can be conducted for getting more information about the vision of religiosity, nationalism and social responsibilities toward self and nation. Longitudinal research can make study more effective, help to generate rich data and have more comparability in the study.
3. There is a need to explore more independent variables that can have an impact on social responsibility and nationalism.
4. The sample was found through convenient and snowball sampling. Future studies should use random sampling in order to get an unbiased and true representation of sample.
5. Further, both students and parents should be included in future study, to find the psychological impact of nationalism and religiosity on them.
6. Further, proper nationalism and social responsibility scale need to be constructed for further validation according to Pakistan culture.

The finding suggested that religiosity and nationalism are the predictor of social responsibilities among university students. They also had significant positive relationship with each other. It means the education of religion and culture develop a good insight toward fulfilling the responsibility toward their nation. Further, in current study parental education were also an important variable as parents play an important role in student's education. Mostly, students were belong from lower socio economic status in which they have high level of intuition toward nationalism and mostly students are belong from bachelor's class. Further, mostly male students showed up with strong link toward religiosity, nationalism, and social responsibilities. Meanwhile, present study finding also suggested that sub scales of religiosity should be tested again with parents and also there is lack of scale available for specifically for social responsibilities toward nation. So it need to be developed.

Implications

This study help out Institution professionals and government for work on religiosity and nationalism accordingly to their culture and provide better information, guidelines and

suggestion for enhancement of knowledge toward each member of nation whether they are educated or not. This study also help in conducting awareness campaign and psycho education for family members and especially for education administrations for providing proper guidelines toward religiosity, nationalism, and social responsibilities. This study also help in seeing these factors in light of psychology. As social psychology and culture psychology, help how the collective mind and cognitions make maps in learning.

Conclusions

This study is a journey from wonderment to awareness and recognition toward social responsibility. Religiosity and nationalism are the predictors of social responsibility that explains that these variables play an important role in developing understanding and provide awareness how to move in nation to follow the culture. In Pakistan this study, help students, professions, government makers, and educationist to provide better awareness toward people of one nation.

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