

UMM AL-QURA UNIVERSITY FEMALE STUDENTS' CONCEPTION OF PERSONAL FREEDOM CONSIDERING CONTEMPORARY CHANGES

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Abstract

This research investigated Umm Al-Qura University female students' conception of personal freedom considering contemporary changes. It specifically aimed at explaining the concept of personal freedom from the perspective of Islamic education, explaining the most prominent contemporary changes in the intellectual, social, and economic fields that affect Umm Al-Qura University female students' perception of the concept of personal freedom, and finding out if there are differences in Umm Al-Qura University female students' conception of personal freedom, of which can be attributed to the variables of (academic level – specialization – social status – socio-economic level – parents' educational level). The results revealed differences at ($0.05 \geq \alpha$) between the average estimates of the participants for the impact of (social) variables on the concept of personal freedom among female students at Umm Al-Qura University. The differences are attributed to the type of specialization. Besides, There are no differences at ($0.05 \geq \alpha$) between the average estimates of the participants for the effect of the (intellectual, economic, and total score variables) on the concept of personal freedom among female students at Umm Al-Qura University caused by the type of specialization.

Keywords: Umm Al-Qura University, female students, personal freedom, islam, contemporary changes

Introduction

Personal freedom is a human right guaranteed by islam. It includes the right to make personal decisions, the right to own property, the right to learn and be educated, the right to work, the right to travel and move, the right to choose food and clothing, the right to choose a husband or wife, etc. However, these freedoms are restricted to what is consistent with Sharia law and what achieves the interests of others and does not harm them (Hijazi, 2014, p. 24). Personal freedom has been linked to the human personality as it allows a person to lead himself in private life and enables him to contribute positively to social life (Al-Rihawi, 2018, p. 10).

Human society today is witnessing many contemporary changes which have redefined many concepts, such as the concept of personal freedom. In this context, Al-Husseinawi (2018, p. 9) indicates that the history of any human concept such as the concept of freedom is always subject to prevailing ideas and their development at every stage of social and human life and their constant connection to the nature of current problems and issues that differ from one era to another. Significantly, personal freedom is one of the concepts that has been affected by many contemporary changes such as material development, intellectual and cultural openness,

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and global social and economic changes. These changes, along with many others, have led to a different interpretation and understanding of the concept of personal freedom, which, according to studies, has caused many doctrinal, behavioral, social, and educational problems (Sabri & Wardad, 2017, p. 6). The university stage is considered a starting point for graduating individuals qualified to work and serve society, who need a correct understanding of the concept of personal freedom due to the daily practices and behaviors that will result from it.

Research Problem

Personal freedom is one of the concepts that has been interpreted in several ways by members of Saudi society due to various social, economic, educational and religious factors. In this regard, Al-Hussaini (2018, p. 204) stated that some people recognize personal freedom without controls or restrictions, while others have restricted freedom and deprived people of their rights. He recommended the necessity of addressing the issue of freedom in various educational institutions and explaining what they suffer from. The difference in defining the concept of personal freedom and the resulting different individual practices, as a result of contemporary changes that have affected the depth of the prevailing social values and standards in society, has led to the inability of some families to fulfill their commitment and perform their mission in the required manner (Musa, 2019, p. 199). The university stage for female students is a starting point towards empowering women and graduating good citizens capable of advancing their society. Thus, the research problem is represented in demystifying the reality of the concept of personal freedom according to the female students at Umm Al-Qura University considering some contemporary changes.

Research Questions

1. What is the concept of personal freedom from the perspective of Islamic education?
2. What are the most prominent contemporary changes (intellectual, social, and economic) that influence the concept of personal freedom?
3. Are there statistically significant differences at the significance level ($\alpha < 0.05$) in Umm Al-Qura University female students' conception of personal freedom, of which can be attributed to the variables of (academic level – specialization – social status – socio-economic level – parents' educational level)?

Research Objectives

1. Explaining the concept of personal freedom from the perspective of Islamic education.
2. Explaining the most prominent contemporary changes in the intellectual, social, and economic fields that affect Umm Al-Qura University female students' perception of the concept of personal freedom.
3. Finding out if there are differences in Umm Al-Qura University female students' conception of personal freedom, of which can be attributed to the variables of (academic level – specialization – social status – socio-economic level – parents' educational level).

Research Significance

The current research gains its importance from the importance of the topic of personal freedom, as it is one of the most important human necessities. Many studies have concluded that the relationship between personal freedom and happiness in nations is a positive relationship (Tolvei, 2017). Furthermore, personal freedom is one of the concepts that are affected by many factors and changes, whether internal or external. Therefore, a correct understanding of the meaning of personal freedom leads to achieving psychological security, which is necessary for achieving intellectual, social, political and economic security, and thus to human perfection. Significantly, those in charge of educational institutions stressed the need to establish controls for personal freedom within the educational institution so as to govern daily practices and behaviors according to the perspective of Islamic education.

Research terminology

Freedom

Linguistically, the word freedom is derived from 'free' and has several meanings, the most prominent of which is that it is the opposite of slavery (Ibn Manzur, 1/230). It generally denotes the personal right that distinguishes a living being in terms of his existence and his mind, and he performs his actions according to his own will, not according to the will of others, provided that he does not harm others (Al-Arabawi, 2016, p. 6).

Personality

The word personality is derived from 'person' (Al-Zamakhshari, 1385, p. 323). It generally refers to the sum of physical, emotional and mental characteristics

that represent the individual's life and reflect his behavioral pattern adapted to the environment (Abu Farha, 2000, pp. 34-39).

Personal freedom

It denotes the individual's ability to choose the appropriate lifestyle for him, and make his personal decisions without restrictions or controls imposed on him by his guardians or those responsible for him (Al-Musa, 2019, p. 200).

After reviewing the previous definitions, the researcher defines personal freedom as the freedom of a normal person to make appropriate decisions and bear responsibility without violating the freedom of others or harming them, and without conflicting with Islamic law and the constants of society.

Contemporary changes

These are the changes that arise naturally with the development of life, or the difference in circumstances and conditions due to the difference in customs and traditions, whether these changes were the result of moral corruption, reform in life by enacting laws, or being emergent (Qandeel, 2019, p. 12). The researcher defines contemporary changes as intellectual, social and economic openness, which has affected the norms, customs and lifestyles in our society.

Research Limits

Topic: Umm Al-Qura University female students' conception of personal freedom considering contemporary changes.

Population: Female students at Umm Al-Qura University, including a sample of female undergraduate students from various colleges and specializations at different academic levels.

Previous studies

Musa (2019) conducted a study entitled "The Concept of Personal Freedom and Its Relationship to Violence Against Women in the Saudi Family". The study aimed to find the relationship between personal freedom according to adolescent girls and violence against women in the Saudi family. The descriptive analytical approach was used and the research tool was a questionnaire. The sample included 488 teenage girls from different stages, and the most important results were:

*The educational level variable is one of the most influential factors on the sample's conception of personal freedom at a rate of 80.4%, followed by age at a rate of 72.7%, then profession at a rate of 64.6%, and finally marital status at a rate of 57.9%.

*The profession variable is one of the most influential factors in violence against women at 87%, followed by marital status at 76.3%, then monthly income at 68.9%, and finally the number of family members at 61.3%.

Furthermore, Al-Husseini (2018) studied "the awareness of students of the College of Education at Taif University of the concept of freedom and ways to activate it from the perspective of Islamic education. The study aimed to identify the concept of freedom from the perspective of Islamic education and its fields, and the level of awareness of students of the College of Education of the concept of freedom. It used the descriptive approach through a questionnaire applied to a random sample of (278) students (males and females) from the students of the College of Education at Taif University, with different specializations and at the level of all academic stages. The most important results were that students have a high awareness of the concept of freedom. The results also showed that there were no statistically significant differences between the average responses of male and female students according to the variables of gender and the extent of participation in university activities on the entire questionnaire, with statistically significant differences between the average responses of male and female students according to the variables of the academic level and specialization on the entire questionnaire.

Faqih (2012) conducted a study entitled "The Concept of Freedom: A Fundamental Study". The study aimed to clarify the concept of freedom, the rules of freedom and its controls and the effects of freedom on the individual and society. It used the descriptive analytical approach and the documentary approach. The most important results showed the breadth of the concept of freedom, the multiplicity of its meanings and the abundance of its definitions, which resulted in the great difference and wide diversity in its determinants, controls, aspects and religious, moral, psychological, social, economic and political fields. It also showed that freedom in Islamic thought is surrounded by conditions and controls, and that human rights and freedoms are protected by legislative and executive guarantees.

Bashab (2009) conducted a study entitled "Personal Freedom in the Prophetic Sunnah". The study aimed to encourage following the Sunnah of the Prophet, PBUH, and to explain the various ways and methods of Islam to reform society. It used the objective and inductive deductive approaches. The most prominent results stressed the necessity of understanding the legal meaning of personal

freedom in Islam, because failure to understand it leads to committing the forbidden. Therefore, two groups appear, one of which is lenient and the other is strict, while the approach of Islam is moderation.

Obviously, the current research agrees with the previous studies in their treatment of the concept of freedom in general and its various aspects and fields, including personal freedom. In terms of methodology and field of study, it agreed with Al-Husseini (2018) and Musa (2019) as they are educational field studies. But it differed in terms of methodology and field of research from Faqih (2012) and Bashab (2009) as they are original legal studies. It can be said that the current study benefited from previous studies in building the theoretical framework. It will be unique from previous studies as it focuses on the concept of personal freedom and what may be affected by change, misunderstanding and application in light of contemporary variables, including intellectual, economic and social openness.

Theoretical Framework

Personal freedom according to Islamic education

Explaining the concept of personal freedom from the perspective of Islamic education requires explaining the concept of freedom in the Holy Quran and the Sunnah of the Prophet, as they are the main sources of Islamic education. In the Holy Quran, the meaning of freedom is linked to human dignity, and the first requirement of honor is that God created man free, so whoever does not possess his freedom has no dignity. God Almighty said: {And We have certainly honored the children of Adam and carried them on the land and sea and provided for them of the good things and preferred them over much of what We have created, with [definite] preference.} (Surat Al-Isra: 70).

The Sunnah of the Prophet, PBUH, made freedom in all its forms a preserved right and an imposed duty. In this regard, the Messenger of Allah, PBUH, pledged allegiance to Al-Ansar in Al-Aqaba before the migration: ((...that we will stand up – or speak – the truth wherever we are, not fearing the blame of any blamer for Allah's sake)) (Bukhari, 6660). He said about the man who came to him, PBUH, to collect a debt from him, and the man was rude in his manner, so his companions intended to attack him: (Leave him, for the one who has a right has a speak) (Bukhari, 2141). Research into the concept of personal freedom has gone through many stages, and has been discussed from several aspects. In this respect, the concept of personal freedom has been researched in doctrine, jurisprudence, law, education, psychology, and other human sciences. We find that the concept of personal freedom in doctrine and jurisprudence, for example, revolves around the Muslim individual and his relationship with his Creator, himself, and other Muslims. In education and psychology, the concept of personal freedom is linked to the freedom to practice activities for the individual without harming others (Bashab, 2009, p. 66-82). In law, personal freedom means the individual's freedom to come and go, to protect his person from any aggression, and not to be arrested, punished or imprisoned, except in accordance with the law, and his freedom to move and leave the country and return to it (Private International Law, 1986, 1/287).

Controls and restrictions on personal freedom

Islam guaranteed human freedom and took this into account in its legislation and rulings that were revealed in the texts of revelation. However, it did not introduce this personal freedom without any control or restriction for the person to exercise it whenever and however he wanted, but rather made controls to govern it and rulings to restrict it so that its good purposes for the individual and society are achieved.

The most prominent contemporary changes affecting the concept of personal freedom

Today, a clear change in the concept of personal freedom is witnessed in our society in general, and within the educational institution in particular. The factors behind this change are multiple, including intellectual, social and economic factors, all of which crystallized within a single framework that made them change the concept of personal freedom for some, which resulted in unacceptable behaviors and practices. Therefore, we will limit ourselves to intellectual factors, social variables, and economic variables.

Personal freedom has a strong impact on human development in all its educational, social and economic aspects. This was confirmed by (JafarZadeh&Beheshti) in their study, which called for the importance of individuals enjoying a sufficient degree of personal freedom, by providing them with more options. (2012, pp. 323-332). Tolvei showed a link between individuals enjoying their personal freedoms in their homelands and the advancement of the homeland on the ladder of human development (2017, p. 201). Despite the importance of openness to these variables, we do not deny their impact on the concept of personal freedom and the resulting positive or negative practices and behaviors. Therefore, contemporary freedom impose new responsibilities on the individual, requiring him to correctly understand

concepts, adhere to values, and not rush towards global openness.

Field research procedures

Research methodology

The methodology followed in this research is the descriptive analytical method, as it is the most appropriate for studying the research problem. The research will not be limited to describing the phenomenon, but rather goes beyond it to analysis and interpretation to reach meaningful results that can be generalized to similar variable. It is defined as "a method in research that addresses events, phenomena, and practices that exist and are available for study and measurement as they are, without the researcher's intervention in their course. The researcher can interact with them, describe them, and analyze them" (Agha & Al-Ustadh, 1999, p. 83).

Research population and sample

The research population includes all female students at Ummi Al-Qura University in the undergraduate stage. The electronic questionnaire link was randomly distributed to all female students. The number of responses returned was (245) valid questionnaires for statistical analysis.

Characteristics of the research sample

The participants in the research sample were described based on their demographic variables represented in (specialization, academic level, social, educational level of parents, monthly family income level). The researcher presents the characteristics of the research sample as follows (Table 1).

Research Tool

The researcher designed a questionnaire as a tool for collecting data due to its suitability to the research objectives, questions, methodology, and population. After reviewing previous studies related to the current research topic, and the tools that were used in these studies, the current questionnaire was built. The quantitative estimation of the scores for the responses of the research sample items adopted a five-point Likert scale, where five responses are chosen (strongly agree, agree, neutral, disagree, strongly disagree), and their corresponding scores are (5, 4, 3, 2, 1) respectively. A high score in any statement or axis in the questionnaire expresses a high degree of agreement. It should be noted that the following criteria were relied upon in judging Umm Al-Qura University female students' conception of personal freedom considering contemporary changes, based on the weighted averages of the items and the arithmetic averages of the axes, as shown in the following table (Table 2).

These criteria were determined based on converting separate scores to a continuous range, by calculating the range (highest score - lowest score = 4), and dividing the range by the number of responses (4/5 = 0.80). Thus, we obtain the capacity of the criteria shown in the previous table, as the length of the range was used to obtain an objective judgment on the average responses of the research sample items, after statistically processing them.

Testing the validity and reliability of the research tool

A. The validity of the tool

Face validity

The face validity of the research tool was tested by presenting it to a group

Table 1. The Demographic Information of the Participants.

Percentage	Frequency	Variables	
33.50%	82	Theoretical	Specialization
34.70%	85	Applied	
31.80%	78	Islamic studies	
28.60%	70	New Level 1-2	Academic level
39.60%	97	Levels 3, 4, 5, 6	
31.80%	78	Graduate level 7, 8	
83.70%	205	Never married	Social status
4.50%	11	Was married	
11.80%	29	Married	
54.30%	133	General education	Parents' educational level
45.70%	112	Higher education	
25.30%	62	7000 SAR or less	The family's monthly income
43.70%	107	7000-15000 SAR	
31%	76	15000 or more	

Table 2. Criteria for judging the degree of fulfilment of each statement or axis in the questionnaire.

Weight	Responses	Average		Criteria for judging the results
		From	To	
1	Strongly disagree	1	Less than 1.80	Very low
2	Disagree	1.8	Less than 2.60	Low
3	Neutral	2.6	Less than 3.40	Moderate
4	Agree	3.4	Less than 4.20	High
5	Strongly agree	4.2	5	Very high

of arbitrators who are specialized faculty members with experience and competence in the field of scientific research. The arbitrators' committee consisted of (4) arbitrators who were asked to evaluate the quality of the questionnaire, in terms of its ability to measure what it was designed to measure, and to judge its suitability for the research objectives. This was done by determining the clarity of the items, their relation to the axis, their importance, and their linguistic integrity, and suggesting editions, deletions, or additions to the items. The researcher responded to the comments of the arbitrators and made the necessary changes.

Internal consistency validity

To test the availability of the face validity index of the questionnaire, it was applied to a survey sample from the research population that was not included in the sample. The aim was to benefit from the data of this application in extracting the internal consistency validity criteria. This was done by calculating the correlation coefficient between the score of each phrase and the total score of the part it follows, using Pearson's correlation coefficient to calculate the values of the correlation coefficients. If there are high correlation coefficients, the tool is characterized by a high degree of validity (Abdul Hadi, 2001, p. 368). The following table shows the results of the analysis (Table 3).

The results shown in Table 3 indicate that all items are relevant to the axes under which they are classified, with statistical significance at the level of (0.01). The correlation coefficients between the items and the total score for the first axis ranged from (0.496) to (0.808), and for the second axis ranged from (0.486) to (0.830), while for the third axis they ranged from (0.514) to (0.837). The values of the correlation coefficients between the items and their axes indicate the consistency between the responses of the research sample to those items with the axes under which they are classified.

The reliability of the tool

The reliability of the questionnaire axes scores was tested using Cronbach's alpha reliability coefficient, and the reliability coefficients were as shown in the following table (Table 4).

The results shown in Table 4 indicate that the questionnaire axes have statistically acceptable reliability coefficients ranging between (0.871 - 0.902). On the scope of the research tool in general, the Cronbach's alpha coefficient was (0.949), all of which are acceptable reliability indicators for the purposes of applying the research, as obtaining (Alpha ≥ 0.60) is acceptable in the applied aspect of administrative and human sciences in general (Sekaran & Bougie, 2010). It can be said, through the calculated reliability coefficients, that the questionnaire has an acceptable degree of reliability, and thus it can be relied upon to obtain accurate results on the basic research sample.

Statistical methods used in the research

To analyze the data collected through the questionnaire, the researcher used the SPSS program to calculate the following statistical measures:

First: To ensure the validity and reliability of the questionnaire, the following was used:

1. Pearson Correlation Coefficient to ensure the internal consistency of the questionnaire.
2. Cronbach's Alpha coefficient to ensure the stability of the questionnaire axes scores.

Second: To answer the research questions, the following methods were used:

1. To answer the second research question, the following methods were used:
 - Frequencies and percentages.
 - Arithmetic mean.
 - Standard deviation.
2. To answer the third research question, the following methods were used:

Table 3. Internal consistency validity coefficients for the items of the research tool axes.

item	The item's correlation with the total score for the first axis		Item	The correlation of the item with the total score of the second axis		Item	The item's correlation with the overall score for the third axis	
	Correlation coefficient	Sig. Level		Correlation coefficient	Sig. Level		Correlation coefficient	Sig. Level
1	0.530**	0.01	1	0.727**	0.01	1	0.760**	0.01
2	0.643**	0.01	2	0.638**	0.01	2	0.616**	0.01
3	0.573**	0.01	3	0.608**	0.01	3	0.665**	0.01
4	0.808**	0.01	4	0.486**	0.01	4	0.612**	0.01
5	0.682**	0.01	5	0.701**	0.01	5	0.837**	0.01
6	0.733**	0.01	6	0.590**	0.01	6	0.545**	0.01
7	0.698**	0.01	7	0.596**	0.01	7	0.612**	0.01
8	0.662**	0.01	8	0.714**	0.01	8	0.514**	0.01
9	0.496**	0.01	9	0.747**	0.01	9	0.767**	0.01
10	0.652**	0.01	10	0.830**	0.01	10	0.641**	0.01
11	0.537**	0.01	11	0.717**	0.01	11	0.541**	0.01
12	0.546**	0.01	12	0.506**	0.01	12	0.622**	0.01
13	0.675**	0.01	13	0.769**	0.01	** significant at 0.01		
			14	0.707**	0.01			

Table 4. Cronbach's alpha reliability coefficients for the research tool axes.

Research axes	Number of phrases	Cronbach's alpha reliability coefficient
The impact of intellectual variables on Umm Al-Qura University female students' conception of personal freedom considering contemporary changes.	13	0.875
The impact of social variables on Umm Al-Qura University female students' conception of personal freedom considering contemporary changes.	14	0.902
The impact of economic variables on Umm Al-Qura University female students' conception of personal freedom considering contemporary changes.	12	0.871
The general reliability of the research tool	39	0.949

Table 5. Arithmetic means, standard deviations, and ranks for the questionnaire axes.

Questionnaire axes	Arithmetic mean	Standard deviation	Degree of approval	Rankk
The impact of economic variables	3.49	0.711	High	1
The impact of intellectual variables	2.81	0.538	Medium	2
The impact of social variables	2.77	0.73	Medium	3
Total score	3.01	0.585	Medium	-

• The one-way analysis of variance (F) test was used to compare three or more independent samples, in order to detect statistically significant differences between the responses of the research sample to the items according to the variables of type of specialization, the student's educational level, the student's social status, and the family's monthly income level.

• The (T) test was used to compare two independent groups, in order to detect statistically significant differences between the responses of the research sample items according to the variable of the parents' educational level.

Results and discussions

Presentation of the results related to the first question

The first question: What is the concept of personal freedom from the perspective of Islamic education? The first research question related to defining the concept of personal freedom from the perspective of Islamic education was answered in detail in the theoretical framework of the current research.

Presenting the results related to the second question

The second question: What are the most prominent contemporary changes (intellectual, social, and economic) that influence the concept of personal freedom? To answer this question and to identify the most prominent contemporary changes (intellectual, social, and economic), the arithmetic means, standard deviations, and ranks for the questionnaire axes were calculated. Table 5 shows the results of the analysis (Table 5).

The results shown in Table 5 reveal that the arithmetic averages of the questionnaire axes ranged between (2.77-3.49) out of (5.00) degrees, and the highest was for the axis "The impact of economic variables on Umm Al-Qura University female students' conception of personal freedom considering contemporary changes" with a high degree of agreement, while the lowest was for the axis "The impact of social variables on Umm Al-Qura University

female students' conception of personal freedom considering contemporary changes" with a medium degree of agreement. Furthermore, the general arithmetic average of the responses of the research sample to the items on the total score of the questionnaire recorded (3.01 out of 5.00). This indicates that the estimates of the participants for the impact of variables (intellectual, social, and economic) on Umm Al-Qura University female students' conception of personal freedom considering contemporary changes generally recorded a medium degree.

In order to interpret the results of the second question, the frequencies of the answers, percentages, standard deviations, and arithmetic averages in each of the questionnaire axes were calculated and summarized. The responses were also arranged according to the arithmetic average for each of them, and the results came as shown in the following tables.

1. The first axis (the impact of intellectual variables on the concept of personal freedom among female students at Umm Al-Qura University):

The frequencies of the answers, percentages, standard deviations, and arithmetic means were calculated for each item of the first axis, and were summarized and arranged in descending order according to the arithmetic mean for each. Table 6 shows the results of the analysis (Table 6).

From the results shown in Table 6, the following is evident

The estimates of the participants for the impact of intellectual variables on the concept of personal freedom among female students at Umm Al-Qura University generally recorded a (medium) degree, as the general arithmetic mean for this axis was (2.81 out of 5.00). This mean falls in the third category of the five-point scale, which starts from (2.60 to less than 3.40). It is the category that indicates a (medium) degree of agreement on the five-point scale.

The arithmetic means of the items of the first axis, which measures the impact of intellectual variables on the concept of personal freedom among female

Table 6. Results of the descriptive analysis (arithmetic means, standard deviation, and order) for the items of the first axis.

Item no.	Item order	Item	Arithmetic mean	Standard Deviation
1	1	My personal freedom is restricted by not assaulting others.	4.51	0.935
2	2	Personal freedom requires self-control over desires.	4.4	0.973
3	3	Personal freedom does not give me the right to practice religious prohibitions.	4.15	1.35
11	4	Public disobedience conflicts with personal freedom.	3.76	1.43
12	5	The girl's personal freedom led to her rebelling against her family.	2.71	1.37
10	6	Openness to other cultures led to my admiration for their personal freedom.	2.68	1.27
7	7	Imposing controls on personal freedom is depriving freedom.	2.5	1.32
13	8	Obedience to parents and husband conflicts with personal freedom.	2.35	1.21
5	9	My personal freedom preserves the right to smoke.	2.26	1.36
9	10	The controls on personal freedom are the same in our society and non-Islamic societies.	2.03	1.27
8	11	The concept of personal freedom gives me the right to change my religious convictions as I wish.	1.88	1.22
4	12	Abandoning religious duties such as prayer and fasting is considered personal freedom.	1.66	1.11
6	13	I reserve my personal freedom and the right to drink alcohol.	1.62	1.1
Overall arithmetic mean = 2.81 Standard deviation = 0.538				

Table 7. Results of the descriptive analysis (arithmetic means, standard deviation, and order) for the items of the second axis.

Item no.	Item order	Item	Arithmetic mean	Standard Deviation
12	1	The limits of personal freedom in our society differ from other societies.	4.3	0.935
11	2	Spying on others violates their personal freedom.	4.1	1.42
13	3	Personal freedom includes the freedom to choose a spouse without parental interference.	3.48	1.3
8	4	My personal freedom includes using social media and applications without restriction.	3.39	1.37
4	5	My personal freedom includes eating and drinking whatever I want, even if it harms my health.	3.26	1.3
2	6	Having controls on clothing restricts personal freedom.	3.09	1.4
7	7	Placing controls on a girl's movement and travel detracts from her personal freedom.	2.91	1.4
3	8	My personal freedom allows me to detract from the old customs and traditions of my society.	2.81	1.34
6	9	Personal freedom allows me to wear whatever clothes I want, even if it violates the customs of my society.	2.72	1.4
14	10	A girl's leniency in her relationship with non-mahram men, such as friendship and companionship, is a personal freedom.	2.51	1.42
5	11	One of the requirements of my personal freedom is raising the volume of music in public places.	1.72	0.93
1	12	The concept of personal freedom includes the right to detract from others because of their clothing and way of life.	1.54	0.96
10	13	Disobeying parents is a personal freedom.	1.52	0.956
9	14	My personal freedom allows me to photograph others without their knowledge.	1.5	0.956
Overall arithmetic mean = 2.77 Standard deviation = 0.730				

students at Umm Al-Qura University, ranged between (1.62 – 4.51) degrees out of (5.00) degrees. This means that they were distributed between degrees of agreement ranging between (very high) and (very low). Arranging the items of this axis in descending order in terms of the degree of agreement, the top three items according to the responses of the participants were as follows:

- My personal freedom is restricted by not assaulting others.
- Personal freedom requires self-control from desires.
- Personal freedom does not give me the right to practice religious prohibitions.

The researcher attributes this result to the students' awareness of the limits of religious freedom, as they grew up in an Islamic environment that respects the limits of Sharia, and were raised from a young age on the controls of the Islamic religion, which does not accept what is forbidden, even if the person is free. This result is somewhat consistent with the results of Al-Husseini (2018), which showed that there is a great awareness among students of the concept of religious freedom and its controls.

2. The second axis (the impact of social variable on Umm Al-Qura University female students' conception of personal freedom considering contemporary

changes):

The frequencies of the answers, percentages, standard deviations, and arithmetic means were calculated for each of the items of the second axis, and they were summarized and arranged in descending order according to the arithmetic mean for each of them. Table 7 shows the results of the analysis (Table 7).

From the results shown in Table 7, the following is evident

The estimates of the participants for the impact of sociales variables on the concept of personal freedom among female students at Umm Al-Qura University generally recorded a (medium) degree, as the general arithmetic mean for this axis was (2.77 out of 5.00). This mean falls in the third category of the five-point scale, which starts from (2.60 to less than 3.40). It is the category that indicates a (medium) degree of agreement on the five-point scale.

The arithmetic means of the items of the second axis, which measures the impact of sociales variables on the concept of personal freedom among female students at Umm Al-Qura University, ranged between (1.50 - 4.30) degrees out of (5.00) degrees. This means that they were distributed between degrees of agreement ranging between (very high) and (very low). Arranging the items

of this axis in descending order in terms of the degree of agreement, the top three items according to the responses of the participants were as follows:

- The limits of personal freedom in our society differ from other societies.
- Spying on others violates their personal freedom.
- Personal freedom includes the freedom to choose a spouse without parental interference.

The researcher attributes this to the students' good awareness of the cultural differences between our society and other societies. These differences, which arose due to the society's distinctive faith and monotheism, have established the religious, cultural and Arab identity of its members. This is evident in the item "The limits of personal freedom in our society differ from other societies", which received the highest level of approval from the sample members. Besides, the society's awareness of the Sharia ruling on spying made it a rejected act and a violation of the personal freedoms of others. This does not mean that there were no students affected by cultural variables, but rather that cultural openness to other cultures made the item "Personal freedom includes the freedom to choose a spouse without parental interference" receive high approval from the sample members. This is attributed to the fact that the marriage system in society imposes restrictions on girls in choosing a husband, as marriage requires the approval of the guardian with the girl's right to reject or accept. It is in accordance with Islamic law, which must be the standard for accepting or rejecting new customs in society. This is completely consistent with what Faqih (2012) called for in his study, which emphasized the necessity of adhering to the conditions and controls that Islam sets to control the freedoms of its individuals.

3. The third axis (the impact of economic variables on the concept of personal freedom among female students at Umm Al-Qura University):

The frequencies of the answers, percentages, standard deviations, and arithmetic means were calculated for each item of the third axis, and they were summarized and arranged in descending order according to the arithmetic mean for each. (Table 8) shows the results of the analysis.

From the results shown in Table 8, the following is evident

The estimates of the participants for the impact of economic variables on the concept of personal freedom among female students at Umm Al-Qura University recorded a (high) degree, as the general arithmetic mean for this axis was (3.49 out of 5.00). This mean falls in the fourth category of the five-point scale, which starts from (3.40 to less than 4.20). It is the category that indicates a (high) degree of agreement on the five-point scale.

The arithmetic means of the items of the third axis, which measures the impact of economic variables on the concept of personal freedom among female students at Umm Al-Qura University, ranged between (2.14-4.22) degrees out of (5.00) degrees. This means that they were distributed between degrees of agreement ranging between (very high) and (low). Arranging the items of this axis in descending order in terms of the degree of agreement, the top three items according to the responses of the participants were as follows:

- My personal freedom in the economy increased my awareness of the importance of saving.
- My financial independence achieves more personal freedom for me.
- Personal freedom makes it easier for me to find a source of income or work.

The researcher explains that economic variables have greatly affected the concept of personal freedom in the Saudi society in general, with good awareness of Islamic economic controls. Therefore, we find that the item "Preventing some economic activities forbidden by Sharia conflicts with personal freedom" recorded the least number of approvals from the sample members, while the item "My personal freedom in the economy increased my awareness of the importance of saving" recorded the highest approvals. This is due to the fact that economic openness included positive moral aspects, such as material awareness, economic intelligence, and concepts such as saving, investment, development, and self-reliance, etc., which have a good impact on developing the economic situation of society. There are also positive material aspects such as opening new, diverse, and non-exclusive fields of work for young men and women. This requires a correct understanding of the controls of personal freedom and a statement of its limits.

Presenting the results related to the third question

The third question: Are there statistically significant differences at the significance level ($\alpha < 0.05$) in Umm Al-Qura University female students' conception of personal freedom, of which can be attributed to the variables of (academic level – specialization – social status – socio-economic level – parents' educational level)?

To answer this question and to reveal whether there were statistically significant differences at the significance level ($0.05 \geq \alpha$) between the averages of the responses of the participants regarding the concept of personal freedom attributed to their demographic variables, the values of the arithmetic averages and standard deviations, related to the estimates of the participants for the effect of the variables (intellectual, social, and economic) on the concept of personal freedom among female students of Umm Al-Qura University, were calculated. Then, the One Way Anova test and the "t" test for two independent samples were used to compare these averages. The results of the analysis are presented below.

Specialization

The values of arithmetic means and standard deviations were calculated for the estimates of the participants regarding the effect of the variables (intellectual, social, and economic) on the concept of personal freedom among female students at Umm Al-Qura University according to the variable of specialization type. These arithmetic means were compared using the One Way Anova test. The following tables show the results of the analysis (Table 9).

It is noted from the results shown in Table 9 that there are apparent differences between the arithmetic means of the estimates of the participants for the effect of the (intellectual, social, and economic variables) on the concept of personal

Table 8. Results of the descriptive analysis (arithmetic means, standard deviation, rank) for the items of the third axis.

Item no.	Item order	Item	Arithmetic mean	Standard Deviation
6	1	My personal freedom in the economy has increased my awareness of the importance of saving.	4.22	0.879
9	2	My financial independence has given me more personal freedom.	4.21	0.942
4	3	Personal freedom has made it easier for me to find a source of income or work.	4.08	0.999
7	4	Personal freedom has made it easier for me to establish my own project.	3.96	1.1
3	5	My personal freedom requires me to dispose of my money as I wish without restrictions.	3.85	1.28
8	6	My job opportunities have increased because of my personal freedom.	3.84	1.16
1	7	The economic need for work gives me the freedom to work in any field I want.	3.82	1.25
10	8	Setting conditions for ownership conflicts with personal freedom.	3.34	1.11
11	9	The existence of laws that determine the type of work conflicts with personal freedom.	3.1	1.3
5	10	Personal freedom means to me buying anything without considering its benefit.	2.74	1.36
2	11	Personal freedom allows me to own whatever I want, regardless of the source.	2.64	1.37
12	12	Preventing some economic activities that are forbidden by Sharia law conflicts with personal freedom.	2.14	1.41
Overall arithmetic mean = 3.49 Standard deviation = 0.711				

Table 9. Arithmetic means and standard deviations related to the specialization type.

Questionnaire axes	Type of specialization	Number	Arithmetic mean	Standard Deviation
The impact of intellectual variables on Umm Al-Qura University female students' conception of personal freedom.	Theoretical	82	2.79	0.554
	Applied	85	2.87	0.598
	Sharia	78	2.76	0.442
The impact of social variables on Umm Al-Qura University female students' conception of personal freedom.	Theoretical	82	2.8	0.736
	Applied	85	2.92	0.766
	Sharia	78	2.59	0.648
The impact of economic variables on Umm Al-Qura University female students' conception of personal freedom.	Theoretical	82	3.54	0.707
	Applied	85	3.57	0.746
	Sharia	78	3.36	0.664
The total score for the impact of variables (intellectual, social, and economic) on the concept of personal freedom	Theoretical	82	3.02	0.585
	Applied	85	3.1	0.632
	Sharia	78	2.88	0.511

Table 10. Results of the one-way Anova analysis related to the type of specialization.

Questionnaire axes	Groups	Sum of squares	Degrees of freedom	Mean squares	Calculated (f) value	Significance value α	Statistical significance
The impact of intellectual variables on Umm Al-Qura University female students' conception of personal freedom.	Between groups	0.569	2	0.284	0.983	0.376	Not statistically significant at $\alpha=0.05$
	Within groups	69.982	242	0.289			
	total	70.551	244				
The impact of social variables on Umm Al-Qura University female students' conception of personal freedom.	Between groups	4.36	2	2.18	4.201	0.016	statistically significant at $\alpha=0.05$
	Within groups	125.572	242	0.519			
	total	129.932	244				
The impact of economic variables on Umm Al-Qura University female students' conception of personal freedom.	Between groups	2.053	2	1.026	2.048	0.131	Not statistically significant at $\alpha=0.05$
	Within groups	121.281	242	0.501			
	total	123.334	244				
The total score for the impact of variables (intellectual, social, economic) on the concept of personal freedom.	Between groups	1.995	2	0.998	2.964	0.054	Not statistically significant at $\alpha=0.05$
	Within groups	81.465	242	0.337			
	total	83.46	244				

freedom among female students at Umm Al-Qura University according to the type of specialization. To find out whether these differences are statistically significant at the significance level ($0.05 \geq \alpha$), a One-Way Anova was conducted, as shown in (Table 10).

From the results shown in Table 10, it is evident that there are differences at ($0.05 \geq \alpha$) between the average estimates of the participants for the effect of (social) variables on the concept of personal freedom among female students at Umm Al-Qura University attributed to the type of specialization. Using the One Way Anova test, it was found that there is a statistical significance for the value of (F) for this axis. The calculated value of (F) recorded (4.201), its significance value was (0.016), and the level of this value is significant at ($0.05 \geq \alpha$).

This is attributed to the fact that social variables are fast, volatile, and overlap with other variables and affect female students. It is also noted that there are limits to personal freedom that are affected by the cognitive background of the female student. This explains that female students of Sharia specializations are distinguished by having a clearer vision of the limits of personal freedom because they are closer to linking it to the sources of Islamic legislation.

Furthermore, there were no differences at ($0.05 \geq \alpha$) between the average estimates of the research sample for the effect of variables (intellectual, economic, total score) on the concept of personal freedom among female students at Umm Al-Qura University caused by the type of specialization. Using the One Way Anova test, it was found that there was no significance for the values of (F) for these axes, as the calculated values of (F) ranged between (0.983 and 2.964). The values of significance ranged between (0.054 and 0.376), and the level of these values was not significant at ($0.05 \geq \alpha$). This is attributed

to the fact that female students enjoy excellent intellectual immunity that makes them able to control personal freedom in light of intellectual variables, regardless of the diversity of their scientific specializations. Besides, one of the reasons for the lack of differences in the effect of economic variables attributed to the type of specialization is the existence of clear controls and laws for personal freedom in the economic field. To determine the validity of the differences between each two categories of the specialization type variable, the least significant difference (LSD) test was used as a test for post-hoc comparisons in the case of One-Way ANOVA significance. See (Table 11).

Through the results shown in Table 11, related to the post-comparisons of the average estimates of the participants for the impact of social variables on the concept of personal freedom among female students at Umm Al-Qura University according to the type of specialization, it was found that the lowest estimates were the estimates of the participants studying (Sharia), as the estimates of the participants with applied specializations outperformed them with differences at ($0.05 \geq \alpha$). This result confirms that the Sharia specialization makes female students more capable of formulating the concept of personal freedom within the framework of moderate behaviors and thus cautiously following contemporary social changes. With regard to the female students with applied specializations, it can be said that the nature of their scientific studies, although within Islamic curricula, gives them greater boldness in openness and interaction with contemporary social variables.

Student's educational level

The values of arithmetic means and standard deviations were calculated for the estimates of the participants for the effect of the (intellectual, social, and economic variables) on the concept of personal freedom among female

students at Umm Al-Qura University according to the student's educational level. These arithmetic means were compared using the One Way Anova test. The following tables show the results of the analysis (Table 12).

The results presented in Table 12 imply that there are apparent differences between the arithmetic means of the estimates of the participants for the effect of the (intellectual, social, and economic variables) on the concept of personal freedom according to the variable of the student's academic level. To find out whether these differences are significant at $(0.05 \geq \alpha)$, a One-Way Anova was conducted, as shown in (Table 13).

From the results shown in Table 13, the following is evident

There are significant differences at $(0.05 \geq \alpha)$ between the average estimates of the participants for the impact of the (social, economic, total score variables) on the concept of personal freedom among female students at Umm Al-Qura University attributed to the student's academic level. Using the One Way Anova test, it was demystified that the (F) values are significant for these axes. The calculated (F) values ranged between (4.054 and 5.991), their significance values ranged between (0.003 and 0.019), and the level of these values is

significant at $(0.05 \geq \alpha)$.

There are no significant differences at $(0.05 \geq \alpha)$ between the average estimates of the participants for the impact of (intellectual) variables on the concept of personal freedom among female students at Umm Al-Qura University caused by the student's academic level. Using the One Way Anova test, it was unveiled that the value of (F) was not significant for this axis. Moreover, the calculated value of (F) recorded (2.807), its significance value was (0.062), and the level of this value is not significant at $(0.05 \geq \alpha)$.

To determine the validity of the differences between each two categories of the student's academic level, the Least Significant Difference (LSD) test was used as a test for post-comparisons in the case of the significance of the One Way ANOVA. See (Table 14).

Through the results presented in Table 14, the following is evident

The lowest estimates of the effect of social variables on the concept of personal freedom among female students at Umm Al-Qura University were the estimates of the graduate research sample, as the estimates of the newly

Table 11. The least significant difference (LSD) test related to the specialization type.

Axis	Type of specialization	Arithmetic mean	Standard Deviation	Type of specialization		
				Theoretical	Applied	Sharia
The impact of social variables on Umm Al-Qura University female students' conception of personal freedom University Axis	Theoretical	2.8	0.736			
	Applied	2.92	0.766			*
	Sharia	2.59	0.648			

Table 12. Arithmetic means and standard deviations related to the student's educational level.

Questionnaire axes	Academic Level	Number	Arithmetic mean	Standard Deviation
The impact of intellectual variables on Umm Al-Qura University female students' conception of personal freedom	New Level 1-2	70	2.89	0.636
	Level 3-4-5-6	97	2.84	0.481
	Graduate Level 7-8	78	2.7	0.494
The impact of social variables on Umm Al-Qura University female students' conception of personal freedom.	New Level 1-2	70	2.94	0.779
	Level 3-4-5-6	97	2.79	0.701
	Graduate Level 7-8	78	2.6	0.69
The impact of economic variables on Umm Al-Qura University female students' conception of personal freedom.	New Level 1-2	70	3.66	0.761
	Level 3-4-5-6	97	3.54	0.671
	Graduate Level 7-8	78	3.28	0.667
The total score for the impact of variables (intellectual, social, and economic) on the concept of personal freedom.	New Level 1-2	70	3.15	0.657
	Level 3-4-5-6	97	3.04	0.543
	Graduate Level 7-8	78	2.84	0.532

Table 13. Results of the One-way Anova analysis related to the student's academic level.

Questionnaire axes	Groups	Sum of squares	Degree of freedom	Mean squares	Calculated value of (F)	Significance value α	Statistical significance
The impact of intellectual variables on Umm Al-Qura University female students' conception of personal freedom.	Between Groups	1.599	2	0.8	2.807	0.062	Not statistically significant at ≥ 0.05
	Within Groups	68.952	242	0.285			
	Total	70.551	244				
The impact of social variables on Umm Al-Qura University female students' conception of personal freedom.	Between Groups	4.212	2	2.106	4.054	0.019	statistically significant at ≥ 0.05
	Within Groups	125.72	242	0.52			
	Total	129.932	244				
The impact of economic variables on Umm Al-Qura University female students' conception of personal freedom.	Between Groups	5.818	2	2.909	5.991	0.003	statistically significant at ≥ 0.05
	Within Groups	117.516	242	0.486			
	Total	123.334	244				
The overall degree of the impact of variables (intellectual, social, economic) on the concept of personal freedom	Between Groups	3.592	2	1.796	5.442	0.005	statistically significant at ≥ 0.05
	Within Groups	79.868	242	0.33			
	Total	83.46	244				

enrolled students outperformed them with significant differences at $(0.05 \geq \alpha)$.

The lowest estimates of the effect of economic variables on the concept of personal freedom among female students at Umm Al-Qura University were the estimates of the graduate participants, as the estimates of the research sample (newly enrolled, students of levels 3-4-5-6) outperformed them with significant differences at $(0.05 \geq \alpha)$.

The lowest estimates of the impact of the total score of the (intellectual, social, economic variables) on the concept of personal freedom among female students at Umm Al-Qura University were the estimates of the graduate participants, as the estimates of the participants (newly enrolled, students of levels 3-4-5-6) outperformed them with significant differences at the level $(0.05 \geq \alpha)$.

This is attributed to the fact that female graduate students are aware and able to control the tendency to accept social changes, unlike the newly enrolled students who are often impulsive to accept social changes without awareness of exceeding the limits of personal freedom. Besides, female graduate students enjoy more maturity than others, which makes the impact of contemporary changes on their concept of personal freedom limited. Furthermore, female graduate students have a fixed stereotype about economic activity that makes them cautious about exceeding the limits of personal freedom in the economic field and they lack a clear vision about that. Unlike the newly enrolled students and the regular students, they are more affected by economic factors as a result of changes in educational systems, educational requirements, etc.

Student's Social Status

The values of arithmetic means and standard deviations were calculated for the estimates of the participants for the effect of the (intellectual, social, and economic variables) on the concept of personal freedom among female students in Umm Al-Qura University according to the student's social status. These arithmetic means were compared using the One Way Anova test. See (Table 15).

Table 15 evidently demystifies that there are apparent differences between the means of the estimates of the participants for the effect of the (intellectual, social, and economic variables) on the concept of personal freedom among female students in Umm Al-Qura University according to the student's social status. To find out whether these differences are significant at $(0.05 \geq \alpha)$, a One-Way Anova was conducted, as shown in (Table 16).

From the results shown in Table 16, the following is evident

There are differences at $(0.05 \geq \alpha)$ between the average estimates of the participants for the effect of the (intellectual) variables on the concept of personal freedom. The differences are attributed to the student's social status. Using the One Way Anova test, it was demystified that the (F) value is significant for this axis. The calculated value of (F) was (4.555), its significance value was (0.011), and the level of this value is significant at the significance level $(0.05 \geq \alpha)$.

There are no significant differences at $(0.05 \geq \alpha)$ between the average estimates of the participants for the effect of the (social, economic, and total score variables) on the concept of personal freedom caused by the variable of the student's social status. Using the One Way Anova test, it was found that the (F) values are not significant in relation to these axes. The calculated (F) values ranged between (1.642 and 2.813), the significance values ranged between (0.062 and 0.196), and the level of these values is not significant at $(0.05 \geq \alpha)$.

To determine the validity of the differences between each two categories of the student's social status variable, the Least Significant Difference (LSD) test was used as a test for post-comparisons in the case of the significance of the One Way ANOVA. See (Table 17).

Table 17, which shows the results of the post-test comparisons of the average estimates of the research sample items for the impact of intellectual variables on the concept of personal freedom, evidently demystifies that the highest estimates of the impact of intellectual variables on the concept of personal freedom were the estimates of those who (were married). Their estimates outperformed the estimates of those who are (single or married) with differences at $(0.05 \geq \alpha)$. This is explained by the fact that marriage is a transitional stage in the lives of girls. Female students who have previously undergone the experience come out with intellectual convictions, whether positive or negative, that affect their concept of personal freedom and its controls. This result is consistent with the result of Musa (2019), as it concluded that the percentage of the impact of the social status of girls on their concept of personal freedom was 57.9%, which is a somewhat large percentage.

Monthly family income level

The arithmetic averages and standard deviations of the estimates of the participants for the impact of the (intellectual, social, and economic variables) on the concept of personal freedom according to the monthly family income

Table 14. The Least Significant Difference (LSD) test for the differences between the averages according to the student's academic level.

Axes	Academic level	Arithmetic mean	Standard deviation	Academic level		
				Newly enrolled level 1, 2	Levels 3, 4, 5, 6	Graduate levels 7, 8
The impact of social variables on the concept of personal freedom among female students at Umm Al-Qura University	Newly enrolled level 1, 2	2.94	0.779			*
	Levels 3, 4, 5, 6	2.79	0.701			
The impact of economic variables on the concept of personal freedom among female students at Umm Al-Qura University	Graduate levels 7, 8	2.6	0.69			
	Newly enrolled level 1, 2	3.66	0.761			*
	Levels 3, 4, 5, 6	3.54	0.671			*
	Graduate levels 7, 8	3.28	0.667			
The overall degree of the impact of variables (intellectual, social, economic) on the concept of personal freedom	Newly enrolled level 1, 2	3.15	0.657			*
	Levels 3, 4, 5, 6	3.04	0.543			*
	Graduate levels 7, 8	2.84	0.532			

Table 15. Arithmetic means and standard deviations related to the student's social status.

Questionnaire axes	Marital status	Number	Arithmetic mean	Standard deviation
The impact of intellectual variables on Umm Al-Qura University female students' conception of personal freedom.	Never married	205	2.78	0.512
	Was married	11	3.28	0.994
	Married	29	2.81	0.406
The impact of social variables on Umm Al-Qura University female students' conception of personal freedom.	Never married	205	2.76	0.702
	Was married	11	3.17	1.18
	Married	29	2.72	0.7
The impact of economic variables on Umm Al-Qura University female students' conception of personal freedom.	Never married	205	3.49	0.708
	Was married	11	3.82	0.883
	Married	29	3.37	0.647
The overall degree of the impact of variables (intellectual, social, and economic) on the concept of personal freedom	Never married	205	2.99	0.564
	Was married	11	3.41	0.995
	Married	29	2.95	0.487

Table 16. Results of the One-Way Anovarelated to the student's social status.

Questionnaire axes	Groups	Sum of squares	Degrees of freedom	Mean squares	Calculated value of (F)	Significance value	Statistical significance
The impact of intellectual variables on Umm Al-Qura University female students' conception of personal freedom.	Between groups	2.559	2	1.28	4.555	0.011	Statistically significant at
	Within groups	67.992	242	0.281			≥0.05
	Total	70.551	244				
The impact of social variables on Umm Al-Qura University female students' conception of personal freedom.	Between groups	1.831	2	0.915	1.729	0.18	Not statistically significant at
	Within groups	128.01	242	0.529			≥0.05
	Total	129.932	244				
The impact of economic variables on Umm Al-Qura University female students' conception of personal freedom.	Between groups	1.652	2	0.826	1.642	0.196	Not statistically significant at
	Within groups	121.682	242	0.503			≥0.05
	Total	123.334	244				
The overall degree of the impact of variables (intellectual, social, and economic) on the concept of personal freedom	Between groups	1.896	2	0.948	2.813	0.062	Not statistically significant at
	Within groups	81.564	242	0.337			≥0.05
	Total	83.46	244				

Table 17. Least Significant Difference (LSD) test related to the student's social status.

Axis	Marital status	Arithmetic mean	Standard deviation	Marital status Single	Was married	Married
The impact of intellectual variables on Umm Al-Qura University female students' conception of personal freedom.	Single	2.78	0.512		*	
	Was married	3.28	0.994			
	Married	2.81	0.406		*	

Table 18. Arithmetic averages and standard deviations related to the monthly family income level.

Questionnaire axes	Economic level	Number	Arithmetic mean	Standard deviation
The impact of intellectual variables on Umm Al-Qura University female students' conception of personal freedom.	7000 SAR or less	62	2.73	0.441
	7000-15000SAR	107	2.94	0.596
	15000 and more	76	2.69	0.486
The impact of social variables on Umm Al-Qura University female students' conception of personal freedom.	7000 SAR or less	62	2.63	0.726
	7000-15000SAR	107	2.91	0.754
	15000 and more	76	2.7	0.671
The impact of economic variables on Umm Al-Qura University female students' conception of personal freedom.	7000 SAR or less	62	3.29	0.6
	7000-15000SAR	107	3.61	0.76
	15000 and more	76	3.49	0.692
The overall degree of the impact of variables (intellectual, social, and economic) on the concept of personal freedom	7000 SAR or less	62	2.87	0.515
	7000-15000SAR	107	3.14	0.63
	15000 and more	76	2.94	0.54

level were extracted. These arithmetic averages were compared using the One Way Anova test. The following tables show the results of the analysis (Table 18).

Table 18 evidently demystifies that there are apparent differences between the arithmetic means of the estimates of the participants for the effect of the (intellectual, social, and economic variables) on the concept of personal freedom. The differences are attributed to the monthly family income level. To find out whether these differences are significant at (0.05 ≥ α), a One-Way Anova was conducted, as shown in (Table 19).

Table 19 clearly demystifies that there are differences at (0.05 ≥ α) between the average estimates of the participants for the effect of the (intellectual, social, economic, and total score variables) on the concept of personal freedom. The differences are attributed to the variable of the monthly family income level. Using the One Way Anova test, it was evident that the (F) values are significant for all axes of the questionnaire. The calculated (F) values ranged between (3.449 and 5.977), their significance values ranged between (0.003 and 0.033), and the level of these values is significant at (0.05 ≥ α). To determine the differences between each two categories of the monthly family income level variable, the least significant difference (LSD) test was used as a test for post-hoc comparisons in the case of the significance of one-way analysis of variance. See (Table 20).

Table 20 evidently shows the following

- The highest estimates of the impact of intellectual variables on the concept of personal freedom among female students at Umm Al-Qura

University were the estimates of the participants with a monthly income of (7,000-15,000 riyals), as they outperformed the estimates of participants with a monthly income of (7,000 SAR or less - 15,000 SAR or higher) with differences at (0.05 ≥ α).

- The lowest estimates of the impact of social and economic variables on the concept of personal freedom were those of the participants with a monthly income of (7,000 SAR or less), as they outperformed the estimates of the participants with a monthly income of (7,000-15,000 SAR) with differences at (0.05 ≥ α).

- The highest estimates of the impact of the total score of the (intellectual, social, and economic variables) on the concept of personal freedom were those of the participants with a monthly income of (7,000-15,000 SAR), as they outperformed the estimates of the participants with a monthly income of (7,000 SAR or less - 15,000 SAR and above) with differences at (0.05 ≥ α). The researcher attributes this to the fact that the majority of female students belong to families with a middle socio-economic status. This category is characterized by moderation, as it adheres to the limits and controls of personal freedom stipulated by the sources of Islamic legislation, and aspires to conscious openness conditional on the standards of religion and the values and constants of society.

Differences according to the educational level of the parents

The values of the arithmetic averages and standard deviations were extracted for the estimates of the participants related to the effect of the (intellectual,

Table 19. Results of the One-Way Anova related to the family income level.

Questionnaire axes	Groups	Sum of squares	Degrees of freedom	Mean squares	Calculated (F) value	significance value	Statistical significance
The impact of intellectual variables on Umm Al-Qura University female students' conception of personal freedom.	Between groups	3.321	2	1.66	5.977	0.003	Statistically significant at ≥ 0.05
	Within groups	67.23	242	0.278			
	Total	70.551	244				
The impact of social variables on Umm Al-Qura University female students' conception of personal freedom.	Between groups	3.601	2	1.801	3.449	0.033	Statistically significant at ≥ 0.05
	Within groups	126.331	242	0.522			
	Total	129.932	244				
The impact of social variables on Umm Al-Qura University female students' conception of personal freedom.	Between groups	4.214	2	2.107	4.28	0.015	Statistically significant at ≥ 0.05
	Within groups	119.12	242	0.492			
	Total	123.334	244				
The total degree of impact of variables (intellectual, social, and economic) on the concept of personal freedom	Between groups	3.347	2	1.673	5.055	0.007	Statistically significant at ≥ 0.05
	Within groups	80.113	242	0.331			
	Total	83.46	244				

Table 20. The least significant difference (LSD) test related to the monthly family income level.

Questionnaire axes	Monthly family income level	Arithmetic mean	Standard deviation	Monthly Family income level		
				7000 SAR or less	7000-15000 SAR	15000 or higher
The impact of intellectual variables on Umm Al-Qura University female students' conception of personal freedom	7000 SAR or less	2.73	0.441		*	
	7000-15000 SAR	2.94	0.596			
	15000 or higher	2.69	0.486		*	
The impact of social variables on Umm Al-Qura University female students' conception of personal freedom	7000 SAR or less	2.63	0.726		*	
	7000-15000 SAR	2.91	0.754			
	15000 or higher	2.7	0.671			
The impact of economic variables on Umm Al-Qura University female students' conception of personal freedom	7000 SAR or less	3.29	0.6		*	
	7000-15000 SAR	3.61	0.76			
	15000 or higher	3.49	0.692			
The total degree of impact of variables (intellectual, social, economic) on the concept of personal freedom.	7000 SAR or less	2.87	0.515		*	
	7000-15000 SAR	3.14	0.63			
	15000 or higher	2.94	0.54		*	

Table 21. Results of the t-test related to the educational level of parents.

Questionnaire axes	Parents' educational level	Number	Arithmetic mean	Standard deviation	Calculated (F) value	Sig. Value	Statistical significance
The impact of intellectual variables on Umm Al-Qura University female students' conception of personal freedom.	General education	133	2.85	0.523	1.444	0.15	Not significant at ≥ 0.05
	Higher education	112	2.75	0.552			
The impact of social variables on Umm Al-Qura University female students' conception of personal freedom	General education	133	2.83	0.701	1.264	0.208	Not significant at ≥ 0.05
	Higher education	112	2.71	0.761			
The impact of economic variables on Umm Al-Qura University female students' conception of personal freedom.	General education	133	3.56	0.656	1.509	0.133	Not significant at ≥ 0.05
	Higher education	112	3.42	0.767			
The total degree of impact of variables (intellectual, social, and economic) on the concept of personal freedom	General education	133	3.06	0.543	1.575	0.117	Not significant at ≥ 0.05
	Higher education	112	2.94	0.628			

social, and economic variables) on the concept of personal freedom, according to the variable of the educational level of the parents. These arithmetic averages were compared using the t-test for two independent samples, as shown in (Table 21).

Table 21 evidently demystifies that there are no differences at $(0.05 \geq \alpha)$

between the average estimates of the research sample members for the impact of the (intellectual, social, and economic variables) on the concept of personal freedom, which can be caused by the parents' educational level. Using the t-test for two independent samples, it was found the (t) values were not significant for all axes of the questionnaire. The calculated (t) values ranged between (1.264 and 1.575), their significance values ranged between (0.117

and 0.208), and the level of these values is not significant at ($0.05 \geq \alpha$).

Results, recommendations and future research

Results

Through the previous presentation of the theoretical framework and the results of the statistical analysis of the research axes, the most important results can be summarized as follows:

The estimates of the participants for the impact of intellectual variables on the concept of personal freedom among female students at Umm Al-Qura University recorded a (medium) degree.

The estimates of the participants for the impact of social variable on the concept of personal freedom among female students at Umm Al-Qura University recorded a (medium) degree.

The estimates of the participants for the impact of economic variables on the concept of personal freedom among female students at Umm Al-Qura University recorded a (high) degree.

There are differences at ($0.05 \geq \alpha$) between the average estimates of the participants for the impact of (social) variables on the concept of personal freedom among female students at Umm Al-Qura University. The differences are attributed to the type of specialization.

There are no differences at ($0.05 \geq \alpha$) between the average estimates of the participants for the effect of the (intellectual, economic, and total score variables) on the concept of personal freedom among female students at Umm Al-Qura University caused by the type of specialization.

There are differences at ($0.05 \geq \alpha$) between the average estimates of the participants for the effect of the (social, economic, and total score variables) on the concept of personal freedom among female students at Umm Al-Qura University. The differences are attributed to the variable of the student's academic level.

There are no differences at ($0.05 \geq \alpha$) between the average estimates of the participants for the effect of the (intellectual) variables on the concept of personal freedom among female students at Umm Al-Qura University caused by the variable of the student's academic level.

There are differences at ($0.05 \geq \alpha$) between the average estimates of the participants for the impact of the (intellectual) variables on the concept of personal freedom among female students at Umm Al-Qura University. The differences are attributed to the variable of the student's social status.

There are no differences at ($0.05 \geq \alpha$) between the average estimates of the participants for the impact of the (social, economic, and total score variables) on the concept of personal freedom among female students at Umm Al-Qura University caused by the student's social status.

There are differences at ($0.05 \geq \alpha$) between the average estimates of the participants for the impact of the (intellectual, social, economic, and total score variables) on the concept of personal freedom among female students at Umm Al-Qura University attributed to the monthly family income level.

There are no differences at ($0.05 \geq \alpha$) between the average estimates of the participants for the impact of the (intellectual, social, and economic variables) on the concept of personal freedom among female students at Umm Al-Qura University caused by the educational level of the parents.

Recommendations and future research

In light of the results of the research, the researcher proposes a number of recommendations as follows:

1. It is urging for educators to pay attention to the concept of personal freedom, its controls, and ways to develop it among young people in light of the changes that have affected many social values.
2. Those in charge of education are invited to benefit from the results of the current research in developing regulations that govern practices within the educational institution in a way that achieves the conditions of discipline and enjoyment of the right to personal freedom at the same time.
3. It is necessary to correct incorrect behavioral practices, resulting from a misunderstanding of the concept of personal freedom, according to Islamic education methods that are characterized by comprehensiveness, integration, and flexibility.
4. Holding awareness courses for female university students on the controls and limits of personal freedom inside and outside the university campus.
5. Conducting studies on the relationship between personal freedom

and other variables such as social responsibility and advice.

6. Conducting studies on the reasons for the lack of awareness of the controls of personal freedom, whether in school, home or society.

7. Conducting prospective studies on the impact of other contemporary changes on the concept of personal freedom.

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