



Building a measure of social responsibility in light of the crises facing society for students of the University of Mosul - the humanities departments

Assist. Prof. Dr. Samir Younis Mahmoud

dr.sameer.psy@gmail.com

University of Mosul / Faculty of Education for Human Sciences / Department of Educational and Psychological Sciences

Neam Tariq Abdel Fattah

neamalhaft@gmail.com

University of Mosul / Faculty of Education for Human Sciences / Department of Educational and Psychological Sciences

ABSTRACT

The research aims to build a scale of social responsibility among students of the University of Mosul - the humanities departments - in the College of Education, and for the purpose of achieving this, the researchers reviewed the literature and studies and in the light of it prepared the scale of social responsibility according to four main areas (the scale of personal social responsibility, moral social responsibility, responsibility National Social, the Social Responsibility of the State) and after preparing the paragraphs of the scale according to the fields, it was presented to a group of experts, and the scale had the approval of all of them. The sample was chosen randomly from students of the humanities departments - College of Education - and the researchers extracted the validity and psychometric properties of the scale, as well as finding stability, and the scale became composed of (44) items, thus achieving the goal of preparing a scale of social responsibility.

Keywords:

Social Responsibility.

First, the research problem:

Some economic, political and social problems have emerged recently that pose a threat to the life of society, including the poor performance of individuals for their duties, lack of interest in the feelings of others, helping them and their promise to preserve public property, and their negative feeling about participation in life, as well as the decline of these behaviors to a lack of sense of social responsibility towards the society they live in, Since universities are considered centers of civilization, it bears a great responsibility in terms of preparing a university environment that is at the level of challenges, both in terms of refining the student's personality or in terms of providing him with skills that enhance the values of

responsibility for its students who will be entrusted in the near future with the Secretariat of the Administration of State Institutions, the private sector, and various community institutions, so it has revealed the crises that society has faced and is still facing, especially the Corona pandemic, as well as the role of social responsibility and social discipline for all segments of society in facing crises and limiting their negative effects on their lives under difficult circumstances witnessed by the whole world.

Second, the importance of the research :

Social responsibility at the present time and at all times throughout the ages is a major dimension in the process of socialization

starting with the family and the role of parents in enhancing their children's sense of responsibility towards the family first and then towards themselves as well as towards their society, because the duty of parents and those who work in the sectors of education in its various institutions make each individual a conscious person with those around him bearing social responsibility and showing social and moral awareness, especially in balancing his responsibilities and rights (Yanmin, 2017, 1059).

The study of social responsibility is a social necessity due to the spread of many manifestations of turmoil and chaos in the world today, which appears in the reluctance to participate, complacency and neglect of responsibilities, and the failure to perform social and functional duties as they should, focus on obtaining personal rights and gains, disregard for the rights of others, rupture of relationships, failure to bear the consequences of behavior, breach of work, lack of discipline, deliberate sabotage, and disruption of the workflow in various state institutions (Habib, 2, 2015).

The concept of social responsibility and its importance from the perspective of psychology means the individual psychological quality that the individual fulfills effectively, commitment and sincerity towards his society. From the perspective of education, the feeling of social responsibility means the individuals' self-awareness of the need to fulfill various obligations, as this awareness represents a kind of awareness of social responsibility and its inevitable necessity. As for Ethical responsibility, it means the moral commitment of individuals in their hearts and feelings towards others in society (Yanmin, 2017, 1059)

And in this regard, the study of Al-Janabi (2008) showed that the students of Anbar University enjoy social responsibility (Al-Janabi, 2008, 5), and the study of May and Ross showed (May & Ross, 2000) There is a statistically significant relationship between the integrated personality and social responsibility, and that the ability to take responsibility and face crises is an essential

factor to reach a normal personality, and this can be achieved by training children from their early beginnings to participate in group affairs, Which increases their understanding and commitment to the life of the group and makes them more effective as members of society (Imam, 2004, 116). Countries, societies and individuals face many crises that afflict the future of life and threaten their entire existence at times, especially in our Arab societies that lack major infrastructure, strategic plans, and qualified material and human capabilities to confront these crises, for example, the sudden emergence and rapid spread of the Corona Covid 19 epidemic. As a worldwide health, psychological, social and economic crisis, it has been considered a turning point in life for societies as it carries different implications and different aspects affecting the physical, psychological and societal integration. Therefore, it requires a conscious intellectual presence and a will to manage the course of things and avoid their risks that vary in intensity and impact from one individual to another And its painful repercussions and consequences (Zakrawi, 2020, 122). Accordingly, studying, diagnosing and describing social responsibility is a matter of great importance because it gives indications about the orientation of young people and students towards taking responsibility for various life crises.

Third: Research objectives

The search leads to the following:

1. Building a scale of social responsibility among students of the University of Mosul/Humanitarian Departments.
2. Identifying the level of social responsibility among students of the University of Mosul / College of Education for Human Sciences.

Fourth: The limits of research

1. Human limits: the research is limited to third-year students - College of Education for the Humanities Departments
2. Spatial limits: the research is limited to the University of Mosul - College of Education for the Humanities Departments

3. Time limits: the research is limited to the morning study for the academic year (2021-2022)
4. Cognitive limits: the research is limited to the study of a (social responsibility) variable.

Fifth: Define terms

Social Responsibility

It was defined by:

1. Glaser (1986): The ability to fulfill the needs of the individual in a way that does not deprive others of their ability to fulfill their needs and rights, and the responsible person is an individual who is independent and has an underlying sense of his ability to determine what he wants from life and satisfy his needs and goals in responsible ways (Al-Azza, 1999, 164).
2. Othman (1986): "Individual responsibility for the group", which is "the individual's responsibility to himself for the group to which he belongs, and it is a special self-formation towards the group to which he belongs, in which the individual is self-responsible for the group" (quoted from Al-Anzi, 2015). , 201).
3. Al-Smadi and Faiz (2007) "It is the individual's decision regarding the actions he takes and his willingness to bear the consequences of it" (Al-Smadi and Faiz, 2007, 119).

Theoretical definition of social responsibility

The researchers define it as the individual's responsibility for himself and his responsibility towards his family, friends and country through his understanding of his role in achieving his goals and his participation in solving the problems and crises facing his society in order to achieve the general goals and in the interest of his country and himself.

The procedural definition of social responsibility

The total score obtained by the (examiner) or (respondent) through his answer to the paragraphs of the social responsibility scale, which reflects (personal social responsibility, moral social responsibility, national social

responsibility, social responsibility of the state).

Previous studies on social responsibility (Youssef, 2016) study

(Self-efficacy and its relationship to social responsibility)

The study aimed to identify the level of self-efficacy among a group of Damascus University students, as well as the level of social responsibility, as well as measuring the differences between the averages of the answers of the research sample individuals on the scales of self-efficacy and social responsibility according to the following variables:

(Gender, school year, academic specialization, university level, parents' educational level, birth order. The number of members of the original community was (25,214) male and female students for the academic year (2015-2016), and the sample was chosen randomly at a rate representing 6.02% of the original community, with (1518) male and female students, and the researcher used the self-efficacy scale, which she prepared, and the scale includes (36) items distributed over the following dimensions (initiative, effort, perseverance, duration of effectiveness).

The social responsibility scale was also prepared by her and includes (60) items distributed on the following dimensions: (personal responsibility, national responsibility, social responsibility, responsibility towards the university, moral responsibility, political participation responsibility).

After verifying their validity and reliability, and then applying them, the data were processed statistically using the Mann and Nettie test, And the analysis of one-way variance, and the Scheffe test, and the (Pearson) correlation coefficient (Spearman), and the results showed a medium level of self-efficacy among the sample of university students, as well as the case for social responsibility (Youssef, 2016, 165).

(Omar, 2017) study

Social intelligence and its relationship to social responsibility among workers headed by private companies in the state of Khartoum.

The study aimed to identify the relationship between social intelligence and social responsibility among employees of some private companies in the state of Khartoum. The research sample was chosen by simple random method, and the number of its members reached (247), including (200) males and (47) females, their ages ranged between (20-50) years and over, In the research, the social intelligence scales of Colbin and his colleagues, and social responsibility prepared by the researcher were used, and the following statistical methods were used in the research: t-test for two independent groups, one-way and two-way analysis of variance, and Mann and Nettie test for statistical data processing. The research reached the following results:

The social intelligence of workers in some companies in Khartoum is low, and there is a correlation between social intelligence and social responsibility among workers in some companies in Khartoum, and there are no differences in social intelligence among workers in some companies in Khartoum according to the variables of age, gender (males, females) and occupational degree And experience, and educational level, Whereas, differences were found in the social intelligence of the employees of some private companies in Khartoum according to the variable of the company type. An interaction appeared between the educational level and the type of the company on the social intelligence of the employees of some private companies in Khartoum. In light of the results, the researcher concluded a number of recommendations, including the definition of the importance of human interactions and work on Satisfying the needs of social appreciation in institutions in a way that enhances the spirit of collective cooperation, which automatically leads to the growth of social intelligence and social responsibility (Omar, 2017, 7).

Mehran study (Mehran, 2011)

Corporate social responsibility and universities: a study of top 10 world universities' websites

The study relied on content analysis to analyze the websites of the top ten universities in the world according to (Times Higher Education, 2011) and an example of content analysis applications refers to the research, In the Internet pages of one hundred Fortune compare companies, depending on the criteria, knowing that this analysis is a good entry point for analyzing the elements of the Internet pages in various issues such as: characteristics, areas of activities and others. As for the study sample, it included universities according to their global ranking, namely: Harvard, Cambridge, and Bell, University College London, Imperial University, Oxford University, University of Chicago, Princeton University, Massachusetts University Institute of Technology, California Institute of Technology. The results indicated that there is an increasing interest in social responsibility among academics, workers and universities as centers for generating knowledge that play an important role in solving global problems. The question remains, are the leading universities in the world interested in social responsibility or not? And to what extent? The annual reports and websites of the top ten universities in the world showed results confirming that these universities are committed to their social responsibilities and provide complete information from the social responsibility included, including the control of organization, human rights, customer practices, environment, operational practices, students' development and community development.

It can be said that the role of universities in society is no longer research and academic institutions for observations, but trained centers to reach responsible and creativity manager that has the knowledge to solve the problems that serve the community. It determines the concept of social responsibility where individuals, companies and organizations contribute to building a better society, and a cleaner environment. (Mehran, 2011, 441-446).

Research Methodology

It includes the following:

Research community

It includes all individuals, things or persons who constitute the subject of the research problem, and they are also the elements related to the problem of the study that the researcher seeks to generalize the results of the research to (Koafha, 2010, 217). The statistical population of the study included (1630) male and female students from the third stage in the College of Education for Human Sciences at the University of Mosul for the academic year (2021-2022). The researchers obtained the preparation of students from the Department of Planning and Follow-up / College of Education for Human Sciences / University of Mosul.

The research sample

It represents a partial group of the research community, is representative of the elements

of the community, and bears its characteristics, through which its results can be generalized to the entire community (Mustafa, 2019, 19).

For the purpose of conducting the statistical analysis of the social responsibility scale, the two researchers applied the social responsibility scale that they prepared themselves on a sample of (300) male and female students, who were randomly selected from the third stage students in the humanitarian departments.

Steps to build a scale of social responsibility

- For the purpose of building a scale of social responsibility, the researchers examined:
- Previous studies they obtained on the subject of social responsibility.
- Theoretical backgrounds that were adopted as a theoretical basis for the research.
- The literature on social responsibility.

Scales used in previous studies and shown in Table (1)

for table (1)

The studies that the researchers reviewed to build a scale of social responsibility

The areas he studies	Age group	Numbers of paragraphs	Scale puter	Researcher's name and year	Study name
Responsibility towards oneself Responsibility towards friends Responsibility towards neighbors Responsibility towards the country	Middle school	stops 30	Prepared by the researcher	2012 da mir	The effect of a training program for social intelligence in developing social responsibility and social self-concept among middle school students
Self Responsibility religious responsibility collective responsibility national responsibility	High school	64	Prepared by the researcher	Jamil Muhammad 2008 Qasim	The effectiveness of a counseling program for developing social responsibility among secondary school students

Drafting paragraphs of the social responsibility scale

(47) paragraphs were formulated covering four areas of social responsibility, and Table (2) illustrates this.

Table (2)
The number of paragraphs in each area of social responsibility

T	areas of social responsibility	Number of Paragraphs
1	personal social responsibility	15
2	Ethical Social Responsibility	9
3	National Social Responsibility	12
4	State social responsibility	11

Validity of the test

Honesty is the first and most important condition for the validity of the scale, and it is defined as the extent to which the scale meets the special purposes and uses for which it was designed (Mikhail, 2001, 225).

Face Validity

It means the ability of the scale to measure what it was set for, meaning that the scale measures the feature to be measured (Melhem, 2000, 273). It was reached by presenting the tool to a group of experts to identify the tool to judge its validity, so the researchers extracted the apparent validity of the scale by displaying the scale in its initial form according to its four domains to (25) experts in the field of educational and psychological sciences to know their opinions and views on the validity of Paragraphs of the scale. The researcher has adopted the percentage of agreement (80%) among the experts as a criterion for accepting the paragraph.

Construction validity:

It has been verified in two ways:

First: Calculating the discriminatory power of the scale items

The discriminatory power of the paragraphs is one of the psychometric characteristics of the scale because of its ability to distinguish between individuals who have the measured characteristic and those who do not, and that

the choice of a percentage (27%) is high and low, because it achieves the widest discrepancy between the two extreme groups. The researchers verified that in light of following the following steps:

1. Arranging the scores of the sample members numbering (300) male and female students in descending order from the highest score to the lowest score.
2. Selection of (27%) of the forms with the highest scores, and (27%) of the forms with the lowest scores. The number of each group was (81) male and female students.
3. Applying the discriminatory power equation for the items using the t-test for two independent samples to test the significance of the differences between the arithmetic mean and the standard deviation of the scores of the upper and lower groups on each item. It was found from the results of the analysis of the scale items that they are all statistically significant at the level of significance (0.05).) and the degree of freedom (165). With the exception of the paragraphs that carry the sequence (14, 2, 5) because their calculated T-values are less than the tabular value of (1.960) at the degree of freedom (160) and the level of significance (0.05), so it was deleted, and thus the number of paragraphs of the total scale became (44). paragraph. As shown in Table (3) below:

Table (3) The discriminatory power of the social responsibility scale

T	Standard deviation	Arithmetic mean	Number	Group	Paragraphs
17.898	0.80604	4.6471	81	High	1
	0.94539	2.1765	81	Low	
6.882	1.27273	3.8529	81	High	2
	1.36389	2.4265	81	Low	

T	Standard deviation	Arithmetic mean	Number	Group	Paragraphs
16.164	0.69663	4.6912	81	High	3
	1.25221	2.1176	81	Low	
12.004	0.84226	4.3529	81	High	4
	1.29360	2.2941	81	Low	
10.278	0.87133	4.5441	81	High	5
	1.48943	2.5735	81	Low	
6.182	0.92141	4.3235	81	High	6
	1.26225	3.2500	81	Low	
12.166	0.85467	4.4706	81	High	7
	1.26060	2.4118	81	Low	
15.260	0.85467	4.5294	81	High	8
	1.14787	2.1029	81	Low	
16.828	0.76237	4.4706	81	High	9
	0.98139	2.1471	81	Low	
10.267	0.76237	4.4706	81	High	10
	1.55016	2.5000	81	Low	
14.729	0.81833	4.4559	81	High	11
	1.05968	2.2647	81	Low	
10.621	1.25598	4.2206	81	High	12
	1.26408	2.1176	81	Low	
21.580	0.54796	4.7059	81	High	13
	0.95129	2.0735	81	Low	
0.314	0.53989	3.8471	81	High	14
	1.42010	3.7941	81	Low	
10.941	0.69173	4.6176	81	High	15
	1.55912	2.5441	81	Low	
8.874	1.25178	3.9853	81	High	1
	1.17256	2.2941	81	Low	
1.224	1.29859	3.5147	81	High	2
	1.44940	3.2500	81	Low	
17.965	0.57379	4.6176	81	High	3
	1.12156	2.1029	81	Low	
5.574	1.40643	3.8529	81	High	4
	1.41452	2.6176	81	Low	
14.182	0.62908	4.6912	81	High	5
	1.42596	2.2353	81	Low	
15.735	0.63343	4.6765	81	High	6
	1.27264	2.1912	81	Low	
13.962	0.75775	4.4118	81	High	7
	1.10102	2.3382	81	Low	
10.364	0.67762	4.4412	81	High	8
	1.38876	2.6618	81	Low	
13.815	0.71529	4.6029	81	High	9
	1.26850	2.3676	81	Low	

T	Standard deviation	Arithmetic mean	Number	Group	Paragraphs
9.039	0.81833	4.5441	81	High	1
	1.45484	2.8676	81	Low	
17.910	0.48144	4.6471	81	High	2
	1.13634	2.1912	81	Low	
10.653	0.51150	4.6471	81	High	3
	1.53193	2.7353	81	Low	
17.871	0.72018	4.2500	81	High	4
	1.06865	1.6912	81	Low	
12.242	0.83951	4.1618	81	High	5
	1.25947	2.1029	81	Low	
14.658	0.66701	4.6324	81	High	6
	1.20978	2.3824	81	Low	
12.851	0.60634	4.5735	81	High	7
	1.47677	2.2941	81	Low	
13.787	0.86931	4.4265	81	High	8
	1.25467	2.0882	81	Low	
10.257	1.01135	4.1471	81	High	9
	1.20651	2.3529	81	Low	
17.936	0.77720	4.4118	81	High	10
	1.05885	1.7941	81	Low	
16.208	0.89825	4.3824	81	High	11
	1.05843	1.8824	81	Low	
13.466	0.97949	4.3971	81	High	12
	1.29258	1.9706	81	Low	
13.905	0.68005	4.5147	81	High	1
	1.40510	2.1029	81	Low	
16.368	1.03282	4.0882	81	High	2
	0.91938	1.5735	81	Low	
12.565	0.92283	4.1176	81	High	3
	1.25641	1.9412	81	Low	
13.058	0.81954	4.5000	81	High	4
	1.32842	2.2353	81	Low	
1.001	0.50698	3.6618	81	High	5
	1.42010	3.4941	81	Low	
11.175	0.93793	4.4706	81	High	6

Second: The method of linking the degree of the paragraph with the total degree of the scale (internal consistency) The Pearson correlation coefficient was calculated between the score of each item of the scale on the total score of the statistical

discrimination sample for items. The same paragraphs that were omitted in the procedure for highlighting the paragraphs, which bear the numbers (14, 2, 5), and as shown in Table (4) have been omitted also.

Table (4) Correlation coefficient between each paragraph and the domain to which it belongs / of social responsibility

with total score		Paragraphs	with total score		Paragraphs
T test	correlation coefficient		T test	correlation coefficient	
9.522	0.483	1	18.014	0.722	1
17.962	0.721	2	20.441	0.764	2
12.582	0.589	3	18.066	0.723	3
16.456	0.690	4	13.151	0.606	4
13.677	0.621	5	11.945	0.569	5
16.054	0.681	6	8.506	0.442	6
13.894	0.627	7	13.570	0.618	7
15.125	0.659	8	18.712	0.735	8
12.132	0.575	9	14.379	0.640	9
19.634	0.751	10	11.221	0.545	10
18.657	0.734	11	15.665	0.672	11
14.303	0.638	12	12.227	0.578	12
11.487	0.554	1	7.556	0.401	13
16.411	0.689	2	1.090	0.063	14
14.115	0.633	3	12.355	0.582	15
14.924	0.654	4	10.235	0.510	1
0.968	0.056	5	1.665	0.096	2
12.549	0.588	6	18.657	0.734	3
15.496	0.668	7	7.092	0.380	4
17.910	0.720	8	15.923	0.678	5
14.078	0.632	9	14.115	0.633	6
13.821	0.625	10	14.227	0.636	7
12.323	0.581	11	10.047	0.503	8
			15.412	0.666	9

Tabular T value: 1.960 at a significance level of 0.05 and a degree of freedom of 248.

Paragraph score related method to the domain
The researchers found the correlation between the degree of the paragraph and the degree of the total domain to which it belongs, and the statistical treatment after using the statistical

program (SPSS) showed that the correlation coefficients for paragraphs (14, 2, 5) were not statistically significant at the level (0.05) and as shown in the tables (5, 6, 7, 8) the following:

Table (5) Correlation coefficient between the degree of the paragraph and the degree of the field (personal social responsibility)

T test	Correlation coefficient with its domain	Paragraphs	Field name
4.783	0.267	1	The field of personal social responsibility
10.537	0.521	2	
9.548	0.484	3	
9.782	0.493	4	
4.381	0.246	5	

7.400	0.394	6	
7.445	0.396	7	
6.117	0.334	8	
3.487	0.198	9	
12.614	0.59	10	
9.993	0.501	11	
13.324	0.611	12	
9.677	0.489	13	
1.858	0.107	14	
8.363	0.436	15	

Tabular T 1.960 at 0.05 and 298.

Table (6) Correlation coefficient between the degree of the paragraph and the degree of the field (ethical social responsibility)

T test	Correlation coefficient with its domain	Paragraphs	Field name
9.420	0.479	1	The field of ethical social responsibility
1.928	0.111	2	
4.024	0.227	3	
9.651	0.488	4	
8.723	0.451	5	
11.945	0.569	6	
12.419	0.584	7	
10.262	0.511	8	
14.041	0.631	9	

Tabular T 1.960 at 0.05 and 298.

Table (7) Correlation coefficient between the degree of the paragraph and the degree of the field (national social responsibility)

T test	Correlation coefficient with its domain	Paragraphs	Field name
14.152	0.634	1	National Social Responsibility
10.846	0.532	2	
8.772	0.453	3	
8.772	0.453	4	
11.163	0.543	5	
9.420	0.479	6	
5.770	0.317	7	
5.529	0.305	8	
4.362	0.245	9	
6.408	0.348	10	
8.082	0.424	11	
8.820	0.455	12	

Tabular T 1.960 at 0.05 and 298.

Table (8) Correlation coefficient between the degree of the paragraph and the degree of the field (the social responsibility of the state)

T test	Correlation coefficient with its domain	Paragraphs	Field name
7.267	0.388	1	The field of state social responsibility
5.133	0.285	2	
8.128	0.426	3	
10.371	0.515	4	
1.595	0.092	5	
5.529	0.305	6	
9.574	0.485	7	
8.105	0.425	8	
9.067	0.465	9	
8.869	0.457	10	
4.211	0.237	11	

Tabular T 1.960 at 0.05 and 298.

Factor honesty:

Factor validity depends on the factor analysis method, which is based on analyzing the matrix of correlation coefficients between the test or scale and the different criteria in order to reach the factors that led to the creation of these relationships (Shamy, 2018, 56).

This type of honesty is useful in explaining to what extent the scale measures the trait or phenomenon that it is designed to measure by calculating the degree of saturation of the scale for this trait or phenomenon. This is achieved by calculating the scale

correlation coefficients and the different dimensions and of the scale, then analyzing these factors to find out the least possible number of factors that are responsible for this correlation, whether these factors are general or sectarian (Awda, 2002, 271). This type of honesty was achieved in the scale of social responsibility through factor analysis of the matrices of correlations between the four domains of social responsibility in addition to the four domains of social responsibility, and Table (9) illustrates this.

Table (9) factor honesty: social responsibility

Total	Fourth domain	Third domain	Second domain	First domain	Domains
3.573	0.858	0.890	0.825	1	First domain
3.546	0.854	0.867	1	0.825	Second domain
3.657	0.900	1	0.867	0.890	Third domain
3.612	1	0.900	0.854	0.858	Fourth domain
14.388	3.612	3.657	3.546	3.573	Total

Table (10) degrees of saturation of areas of social responsibility

Degree of saturation	Dimension's name	Domains
0.94	personal social responsibility	First domain

0.93	Ethical Social Responsibility	Second domain
0.96	National Social Responsibility	Third domain
0.95	Stat social responsibility	Fourth domain

Reliability

1- Retest method

The scale was applied to (40) male and female students, and then the same scale was re-applied to the same group in similar circumstances, after a period of two weeks passed between the first and second application, and then finding the correlation coefficient between the students' scores between the two applications, as the first application took place on 21/2/2021. Then the same application was repeated on 7/3/2021

and the correlation coefficient was calculated between the application (the first - the second), as the value of the correlation coefficient was (0.82) and the table (20) shows the stability values in two ways.

Internal homogeneity according to the analysis of variance
The researchers extracted the stability using the Facronbach equation by the method of stability analysis, and the stability coefficient was (0.86), which is an indication of internal homogeneity.

Table (11) Stability values of social responsibility

Facronbach	Retest
0.86	0.82

Scale correction and grading

After completing the validity and reliability procedures, the scale became in its final form consisting of (44) items distributed over four domains, and in front of each item there are five response alternatives:

- (5) It is very applicable
- (4) (highly applicable)
- (3) (Applicable to a large extent)

(2) (does not apply to me)

(1) (not applicable at all)

Thus, the maximum expected performance in the social responsibility scale is (220) degrees, the lowest expected performance is (44) degrees, and the default average of the scale is (110) degrees, and four levels of the answer have been identified, which are:

Table (12) Levels of Answer on the Scale of Social Responsibility

Levels	Degrees
Lower level	44
Under Intermediate	77
Above Intermediate	165
Top level	220

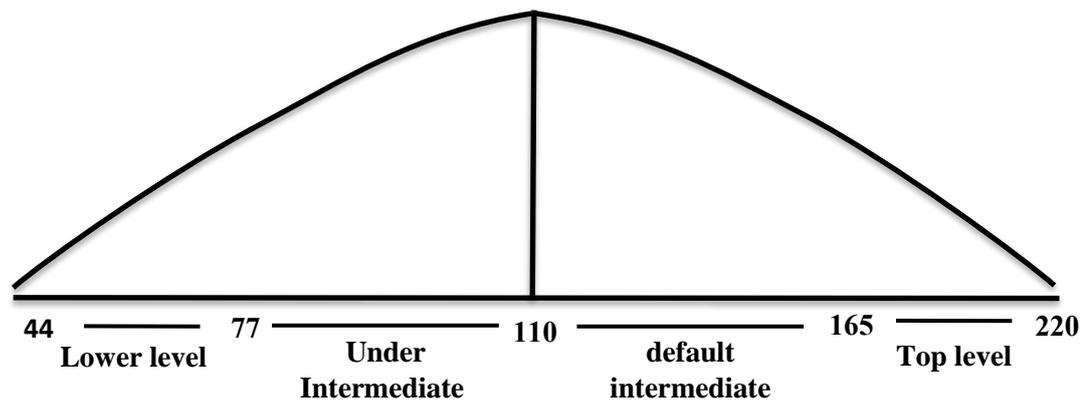


Figure (1) Distribution of scores on the standard curve of the social responsibility scale

Recommendations:

1. Environmental preparation for universities to be a comprehensive center for educational programs and activities directed at serving the community and developing social responsibility among their students.
2. Promoting extracurricular activities that would develop concepts of social responsibility.

Suggestions:

1. Applying the measure of social responsibility to different stages of study.
2. Conducting a study to measure the relationship between social responsibility and other variables such as parental treatment methods.

Sources

1. Imam, Elhamy Abdel Aziz (2004), Adolescents Between Expected Reality, Journal of Childhood and Development, Arab Council for Childhood, Vol. 4, No. 13, (105-126).
2. Al-Janabi, Aseel Sabbar Muhammad Samir (2008), Psychological Security and its Relationship to Social Responsibility for Students of the University of Anbar, an unpublished MA thesis, Educational Psychology, University of Anbar.
3. Habib, Amal Abdel Moneim (2015), Social responsibility and its relationship to hope and religious behavior among university students, Faculty of Education, Benha University, (1-57).
4. Zakrawi, Hasina (2020), Facilitating Psychological Crises: Supporting Psychological Immunity and Stirring the Spiritual Religious Side of the Covid-19 Epidemic as a Model, Al Nadwa Journal for Legal Studies, No. 32, (136-120).
5. Shami, Xian (2018), Psychometrics, University of Lamin, College of Humanities and Social Sciences.
6. Al-Smadi, Ahmed Abdel-Majeed, Fayez Karim Al-Zoghbi (2007), the effect of a group counseling program with its realistic treatment method in developing social responsibility for a special sample of students and orphans, issue 1, volume 8, (111-131).
7. Al-Azza, Al-Hadi, Saeed Hosni (1999), Counseling Theories and Psychotherapy, 1st Edition, Dar Al-Thaqafa Publishing Office, Amman.
8. Al-Anazi, Youssef Sattam (2015), the effectiveness of a counseling program in developing social responsibility and citizenship among a sample of Tabuk University students (a semi-experimental study), University of Tabuk, Saudi Arabia.
9. Odeh, Ahmed Suleiman and Fathi Hassan Malkawi (2002), Measurement and Evaluation in the Teaching Process, Dar Al-Amal, Fifth Edition, Jordan.
10. Kawafha, Tayseer Mufleh (2010), Measurement and Evaluation and Methods of Measurement and Diagnosis in Special Education, 3rd Edition, Dar Al

- Masirah for Publishing, Distribution and Printing, Amman, Jordan.
11. Mustafa, Al-Tuwaiti (2019), Parametric Inferential Statistics Methods, Kaf Publishing House, 1st Edition, Amman, Jordan.
 12. Melhem, Sami Muhammad (2000), Measurement and Evaluation in Education and Psychology, 1st Edition, Dar Masirah, Amman, Jordan.
 13. Mikhail, Antanios (2001), Measurement and Evaluation in Modern Education, College of Education, Damascus University, Brothers Press, Syria.
 14. May Roos, (2000) The Perfect personality and It related to social responsibly differences between male and female. Vol 49, No 11, p 5066.
 15. Mehran, N., Azadeh, S., Yashar s. a Mahammad reza D. (2011). Corporate Social responsibility universities. A study of top 10 world universities websites. African Journal of Business Management, 5(2), 440 446.
 16. Yanmin Yu, (2017) Analysis of Contemporary College Students' Sense of Social Responsibility and Its Cultivation, Jilin Engineering Normal University, Changchun, Jilin, 130052.

(105