

SOCIAL RESPONSIBILITY LEVEL AMONG THE BA DEGREE STUDENTS IN THE FACULTIES OF THE HASHEMITE UNIVERSITY

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Original scientific paper

Abstract

This study aimed at identifying the social responsibility of the BA degree students in the faculties of the Hashemite University, as viewed by the students. The study sample consisted of (850) students in the first semester of the academic year 2016/2017. The researchers constructed a fifty three-item questionnaire, which covered four dimensions. The data were processed statistically; and the level of the social responsibility was high for all its dimensions among the students of the faculties of the Hashemite University. The dimensions were in the following order: the ethical and religious responsibility; national responsibility; collective responsibility; and self-responsibility, respectively. The results did not show statistically significant differences in the social responsibility level attributed to the gender, college, grade level, and accumulative average variables. The researchers recommended placing particular care on the social responsibility throughout all the educational stages, which will be realized by allocating special chapters in the curricula and educational courses, particularly those concerning the citizen. They further recommended working toward following up and supporting the University facilities in a manner that meets and matches the actual needs of the students. Finally, the researchers recommended increasing the awareness of the university young people with their age groups.

Key words: *ethical and religious responsibility, national responsibility, collective responsibility, self-responsibility.*

Introduction

The community members' feeling of their responsibilities toward themselves and their community is an essential and important corner in the life. Without this, life will be a mess, the jungle law will dominate, the strong will 'eat' the weak, cooperation will no longer exist, and selfishness and individualism will be dominants. The feeling of social responsibility is refined by the sense of duty, and leads to commitment to the humanitarian criteria and rules, which, in turn, lead to the unity of the community and coalition of its members. Responsibility, in its general sense, means that the individual admits what he assigned of actions, and is ready to accept the consequences of these deeds. It is the ability of the individual's commitment, in the first place, and, thereafter, the ability to fulfil his commitments through his own efforts and free will. Responsibility is based on freedom; the mad person is not required to accept responsibility, and responsibility is dropped off the deprived-will person (Rezeq, 2002). Responsibility is the admission of the individual of what he does, and his readiness to accept the results of his obligations, decisions and work choices, both positively and negatively, before the community. Responsibility is characterized by including all the people and works, and that it is based on freedom, presumes the person having a health mind, and is built on knowledge (Al-Fuheid, 2012). Social responsibility is a part of responsibility, in general, as the individual is responsible for himself (herself) and the group; and the group is responsible for itself and its objectives, as well as for its members

in all affairs and situations. Social responsibility is essential for the public interest; in the light of this responsibility, the group unity and coherence are realized, and the community enjoys peace and security. Social responsibility imposes cooperation, commitment, solidarity, respect, love, democracy in dealing, and serious participation (Al-Jibrain, 2010). The concept of responsibility is linked and interrelated with other concepts such as: rights and duties; identity and citizenship; ethics and values; social perception; and, individual and community conscience. It is assumed that the social responsibility is linked to the ethical growth, self-confidence, social awareness, feeling the social identity, education and awareness, and perceiving the objective of the human in life (Najadat, 2010). One of the important characteristics of the healthy personality is the individual's feeling of responsibility of its various types, whether family responsibility, responsibility toward the corporation where he works; toward his colleagues, friends, neighbors and other people with whom he deals, toward the community in general, or responsibility toward the humanity at large. Had everybody in the community felt responsible toward others, who is assigned to take care and look after them, and toward the work he is performing, the community will advance and upgrade, and goodness will approach all the community members. The normal person feels the social responsibility toward others, and tends to help others and give them a helping hand. Psychologist Alfred Adler was careful, in treating his patients and clients, to direct them

toward taking care in others, attempt to help them, and reinforcing their relations with the community (Najati, 2002). Social responsibility represents a vitally important requirement, for preparing the youngsters to attend their roles and perform them to the best possible, as well as participate in building the community. The individual's value in his community is measured by accepting responsibility toward himself and toward others; so that the responsible person is considered possessing a sufficient level of perfection and mental health (Sharbat, 2003). Social responsibility is one of the human qualities, which should be planted inside the individual, as the person characterized by accepting responsibility will achieve goodness and benefits for all the others.

Upbringing the person on accepting social responsibility toward what he assigns of acts and sayings, is very important to organize life inside the human community. Should people accept their responsibilities and results of their deeds, their lives will settle with peace among each other, and justice and feeling psychological and social security will spread, both in their private and public lives. Feeling responsible is not mere uttering abstract words; feeling responsibility aims to work; the person who feels such social responsibility is a positive, practical person (Al-Thubaiti, 2015), (Al-Bahwashi, 2007). The social responsibility behavior grows and develops only through an encouraging cultural and social environment, characterized by freedom, order, flexibility, care, understanding, participation and tolerance. Education is the most important vehicle through which the social responsibility of the individuals could be developed. The education and socialization institutions, represented by the family, school, peers groups, media, take their role in implanting and developing the social responsibility in the individuals (Al-Fuheid, 2012).

Whatever the young learns in the family and school will be rooted in his personality and stabled in his thought. It could be argued that all forms of behavioral adherence and good commitment to responsibility, are not coincidentally made. Rather, they are attributed to moral and behavioral raising the individual acquired in the family and community. In this concern, if some people can participate in perfect responsibility, and some others are even unable to bear their own responsibility, then this should be based on their abilities, the feelings they hold in their selves, and the psychological and social advantages they acquired throughout the socialization. This is due to the fact that the behavioral attitudes, through which we are characterized as individuals, are mostly acquired from the parental and school education. The school role should be a supporting power to the role the family plays in children upbringing and education for accepting responsibility. To achieve this, the responsibility is everyone's: the father, educator, teacher and institutions (Oqla, 2008). The university with its scientific, educational, research institutions and

departments are among the basic elements in the community leadership and guidance to the proper and effective direction, toward development and upgrading. These elements are vitally important and required to catch the accelerating "wheel" in the world, to keep pace and deal with these developments; respond to its results in the various aspects of life. They are also required to invest in the comprehensive social building and development in the various areas; and to bond the community with its civilization and culture, so that globalization will not uproot them. As such, the role of the university is increasingly growing and augmenting with the complications of the life movement and its endless developments.

This role is no longer limited to provide information and scientific knowledge to the student as an effective member in the community; it goes far beyond the role and expands to cover many other aspects (Al-Hasawi, 2010). Because the university education has the widest effect on the socioeconomic development, and awareness of the prevalent thought in the community, it is an education with particular specifications, which make it a major factor of the development and maintenance of the community identity. In this concern, universities are facing multiple responsibilities, in addition to their academic responsibilities. Among these is the responsibility of catching up with the scientific advancement and accelerating technological development; as well as achieving the social growth, which is built on bases characterized by partnership and participation, far from the authoritarian and individual thoughts that hurt the community (Shaheen, 2011).

Moreover, universities play a vital role in upbringing good young people in the community, through enhancing the various concepts of the individual's relations with his/her community. One of these concepts is the social responsibility, which includes multiple variables rotating around the ethical responsibility, responsibility toward the self, collective responsibility, national responsibility, and the foreign world. It also covers care and interest in the living creatures and the plants, in addition to the economic responsibility (Al-Hammouri, 2013).

Problem

The social responsibility issue is of great importance for both the individual and community. Specifically, the study problem is represented in identifying the social responsibility level among the students of the Hashemite University as viewed by the students themselves, through answering the two following questions:

- 1) What is the social responsibility level among the students of the Hashemite University?
- 2) Are there differences in the social responsibility level among the students of the Hashemite University, as viewed by them, ascribed to the gender, college, grade level, and accumulative average variables?

Aim

The current study aimed to identify:

1. The social responsibility level among the students of the Hashemite University, as viewed by them.
2. The differences in social responsibility level among the students of the Hashemite University, as viewed by them, according to the gender variable.
3. The differences in social responsibility level among the students of the Hashemite University, as viewed by them, according to the college variable.
4. The differences in social responsibility level among the students of the Hashemite University, as viewed by them, according to the grade level variable.
5. The differences in social responsibility level among the students of the Hashemite University, as viewed by them, according to the accumulative average variable.

The significance of this study is that it is the first of its kind in Jordan, which tackled the social responsibility among the university students. It also enriches knowledge about the specifications and qualities of the university students; highlights the social responsibility importance among the students of the Hashemite University; and provides a useful tool for the researchers in similar or related studies to the topic of the current study, and applying it in other settings.

Methods

The survey, descriptive method was employed to achieve the objectives of the study, which is identifying the social responsibility level among the students of the Hashemite University. The study population consisted of all the BA degree students in the Hashemite University, (N=24650) male and female students, distributed over (13) colleges. The study sample consisted of (850) male and female students in the second semester of the 2016/2017 academic year, which were chosen by a stratified, random manner. Table (1) shows the distribution of the sample individuals over the study variables.

Table 1. Distribution of the Study Sample Individuals by the Study Variables.

Variable	Category	Frequencies	Percentage
Gender	Male	360	42.3%
	Female	490	57.7%
College	Scientific	375	44.1%
	Humane	475	55.9%
	Grade Level of the Student		
	First Year	185	21.7%
	Second Year	225	26.4%
	Third Year	250	29.4%
	Fourth Year	190	22.5%
Accumulative Average of the Student	Excellent	112	13.1%
	Very Good	310	36.4%
	Good	320	37.6%
	Acceptable	180	12.8%
Total		850	100%

Study instrument

The study instrument was constructed based on the previous studies and research works reviewed by the authors of this article, which consisted of (53) items distributed over the following four dimensions:

- First dimension: self-responsibility, (11) items.
 Second dimension: social responsibility, (14) items.
 Third dimension: religious and ethical responsibility, (14) items, and:
 Fourth dimension: national responsibility (14) items.

Instrument validity and reliability

The researchers verified the study instrument validity by presenting to a number of experienced specialists, after the presenting some items modified and changed. The final instrument items distributed according Likert five-point scale were: very high= (5) points, high=(4) points, medium=(3) points, low=(2) points, and very low=(1) point. The reliability of the instrument was verified by test- retest and correlation coefficient (Cronbach's- Alfa) methods illustrated by table (2).

Table 2. The reliability of the instrument.

No.	Social Responsibility Dimensions	(Cronbach's-Alpha)	Test-retest
1	Self-Responsibility	0.92	0.86
2	Social Responsibility	0.96	0.88
3	National Responsibility	0.95	0.85
4	Ethical and Religious Responsibility	0.91	0.90
Total average		0.94	0.88

Discriminated and difficulty indexes

To verify the validity of the data for the statistical procedures,

Kolmogorov- Smirnov test was used and the table (3) explained that.

Table 3. Test results for (kolmogrov – smirnov) to conformity date with normal distribution.

No.	Social Responsibility Dimensions	M	SD	Z	Moral Level	Sig
1	Self-Responsibility	3.89	0.81	1.25	0.28	0.000
2	Social Responsibility	3.91	0.83	1.92	0.12	0.000
3	National Responsibility	3.87	0.88	1.64	0.17	0.000
4	Ethical and Religious Responsibility	3.82	0.92	1.54	0.12	0.000
Total average		3.87	0.68	1.10	0.27	0.000

Procedures and statistical analysis

The questionnaire was distributed over the sample members during two months, and then collected; responses were posted, and data entered analyzed into the computer. The researchers achieved this through using the frequencies, percentages, means, standard deviations, T-test and one-way analysis of variance (ANOVA) test.

Results and discussion

Results of the first question: "What is the social responsibility level among the students of the Hashemite University?" For answering this question, the researchers calculated the means and standard deviations of the sample individuals' responses, as illustrated in Tables (4, 5, 6, 7, 8).

Table 4. Means and Standard Deviations of the Social Responsibility.

No.	Social Responsibility Dimensions	Order	M	SD	Responsibility Level
1	Self-Responsibility	4	3.80	0.59	High
2	Social Responsibility	3	3.87	0.74	High
3	National Responsibility	1	3.97	0.65	High
4	Ethical and Religious Responsibility	1	3.97	0.58	High
Overall Average			3.91	0.65	High

Table (4) shows that the level of the social responsibility is generally high, in all the four dimensions of the social responsibility, among the students of the Hashemite University. The overall mean of the students' responses on the social responsibility level questionnaire was (3.91) and the SD was (0.65). Both of the national responsibility and ethical and religious responsibility dimensions ranked first with a (3.97) M. The collective responsibility came third with a (3.96) M, and finally the self-responsibility dimension came fourth and last, with a (3.80) mean. The researchers ascribe this result to the awareness of

the students about social responsibility concept, and the role of the family, curricula, and faculty members in reinforcing the social responsibility concept, and implanting this responsibility in their minds, so that these matters become integrated in their personalities. This result is in line with those of Al-Ruwaished (2007), Najadat (2010), Al-Rumaih (2004) and Al-Thubaiti (2015). To identify the self-responsibility level, the researchers calculated the M's and SD's of each item of the social responsibility, on the self-responsibility dimension, among the students of the Hashemite University, as shown in the following Table (5).

Table 5. Means and Standard of the Self-Responsibility Items Level among the Students.

No.	Item	Rank	M	SD	Level
1	When I am assumed a work, I spend all my effort on it.	3	4.10	0.87	High
2	It pleases me to be invited for solving the problems in my family.	4	3.98	0.79	High
3	I keep in good condition the books I borrow from the library, and return them without the least damage.	9	3.70	1.00	High
4	I keep silent in the prayer room.	10	3.45	0.98	Medium
5	I feel annoyed arriving late to the lecture.	5	3.94	0.90	High
6	I adhere to the order in the admittance and registration queue.	6	3.87	1.04	High
7	I give up some of my rights in the way of my family happiness.	7	3.86	0.92	High
8	I believe in the adage, "I, and after me the deluge (flood)."	11	3.25	1.01	Medium
9	When I borrow books from the University Library, I return them on the specified time	8	3.79	0.94	High
10	I spare some time for reading and self-education.	2	4.13	0.94	High
11	I hasten to assist my parents all the times	1	4.17	0.86	High
Overall Average			3.80	0.89	High

Table (5) shows that most of the responses of the study sample members were around the mean indicating a high level of the self-responsibility dimension. The items that came with high level were (9) out of (11) items, as viewed by the students of the Hashemite University colleges. The means of all the items ranged between (3.25-4.17), and the item stating, "I hasten to assist my parents

all the times", ranking first with a (4.17) mean. On the other hand, the item stating, "I believe in the adage, "I, and after me the deluge (flood)", came last with (3.25) mean. For identifying the level of the collective responsible with the Hashemite University colleges' students, the means and standard deviations on the collective responsibility were calculated, as shown in Table (6).

Table 6. Means and Standard Deviations of the Social Responsibility Level Items among the Students.

No.	Item	Rank	M	SD	Level
1	I share my colleagues talks about the community problems	1	4.24	0.84	High
2	I like sharing in the collective discussions.	7	3.96	0.88	High
3	I like sharing seeing off the martyrs' funerals.	2	4.13	0.84	High
4	I continuously adhere to the rules and regulations of the university	11	3.80	0.94	High
5	I prefer the group work over the individual work	14	3.44	1.23	Medium
6	I welcome participation in the voluntary works.	12	3.56	1.03	Medium
7	Cooperation is a basic factor for the success of any group.	9	3.86	0.74	High
8	In my view, the leader of any group is the sole responsible for its actions.	4	4.01	0.81	High
9	I prevent my friends from insulting people on the roads.	13	3.46	0.95	Medium
10	I participate in collecting donations to help the needy.	6	3.98	0.87	High
11	Maintenance of the group values is very important.	10	3.82	0.95	High
12	I am careful to make my behavior acceptable by both my colleagues and the community.	3	4.05	0.97	High
13	I accomplish the research works and university reports on time.	5	4.00	0.83	High
14	I always participate in the elections of the students' council in the university.	8	3.89	0.69	High
Overall Average			3.87	0.75	High

Table 7. Means and Standard of the Religious and Ethical Responsibility Items among the Students.

No.	Item	Rank	M	SD	Level
1	I like having a collection of religious books.	8	3.97	0.80	High
2	I am careful to adhere to my timings with my colleagues.	14	3.81	0.81	High
3	I welcome my colleague to explain to him a lesson, once he is absent because of his/her illness.	2	4.12	0.80	High
4	Apology to the colleagues, because of being late for them, is necessary.	10	3.91	0.85	High
5	I am bothered to see someone tearing the leather of his seat.	9	3.92	0.77	High
6	I observe my rationing of water and electricity.	5	4.03	0.81	High
7	I am careful not to dump waste on the ground.	7	3.98	0.82	High
8	I am keenly interested to help my colleague who is visually impaired.	3	4.06	0.80	High
9	I am annoyed when I see writings on the walls hurting the public morals.	1	4.13	0.84	High
10	I work toward achieving my objectives, notwithstanding the means.	11	3.89	0.89	High
11	Students' extravagance in water use hurts me.	13	3.84	0.95	High
12	Preserving the tools and equipment used in the university is important.	4	4.04	0.80	High
13	If my interest requires cheating in the exam, I shall do so to succeed.	6`	4.01	0.92	High
14	I know that the faith encourages cleanness and preserving the environment.	12	3.88	0.97	High
Overall Average			3.97	0.85	High

Table (6) shows that most of the sample members' responses were around the mean that donates high level of the social responsibility dimension. The items with high level, as viewed by the students of the Hashemite University colleges amounted (11) out of (14) items. The means of all the items

ranged between (3.44-4.23). In this concern, the item stating, "I share my colleagues talks about the community problems", ranked first with (4.23) M; and the item stating, "I prefer the group work over the individual work", came last with (3.44) M. For identifying the level of the religious and ethical

responsibility among the students of the Hashemite University colleges, the researchers calculated the M and SD of every item of the religious, ethical and national responsibility items among these students. Table (7) illustrates this. Table (7) shows that most of the responses of the sample individuals were around the mean indicating high level of the national responsibility dimension. The items with high level, as viewed by the students of the Hashemite University colleges, amounted (14) out of (14) items.

The means of all the items ranged between (3.81-4.13). The item stating, "I am annoyed when I see writings on the walls hurting the public morals", came first with (4.13) mean; and the item stating, "I am careful to adhere to my appointments with my colleagues", was the last with (3.81) mean. For identifying the level of the national responsibility among the students of the Hashemite University colleges, the researchers calculated the M and SD of every item of the national responsibility items among these students. Table (8) illustrates this.

Table 8. Means and Standard of the National Responsibility Items among the Students.

No.	Item	Rank	M	SD	Level
1	I am keenly interested to listen to the news bulletins.	7	4.03	0.83	High
2	I believe that keeping the public places clean is the duty of every member of the community	4	4.06	0.81	High
3	I don't care attending political forums.	14	3.71	0.88	High
4	I read the history of my country.	12	3.88	0.91	High
5	I welcome providing help to people whose houses are damaged.	5	4.05	0.84	High
6	I do not tend to read political books.	4	4.04	0.86	High
7	I participate in providing consolation duty to the martyrs' families.	3	4.07	0.85	High
8	I follow up the events and changes taking place in my country	2	4.11	0.88	High
9	I feel sad if a calamity hits my country.	11	3.89	0.91	High
10	I practice my right in the elections inside my country	10	3.91	0.83	High
11	I do not care the way work is run inside the legislative council.	13	3.86	0.88	High
12	I am careful to display the bright aspect of my country.	9	3.92	0.84	High
13	I participate in the national celebrations.	8	3.93	0.92	High
14	Am annoyed because of the negativity of the young people toward their country	1	4.12	0.85	High
Overall Average			3.97	0.65	High

Table (8) indicates that most of the responses of the sample individuals were around the mean indicating high level of the national responsibility dimension. The items with high level, as viewed by the students of the Hashemite University colleges were (14) out of (14) items. The means of all the items ranged between (3.71-4.12). The item providing, "Am annoyed because of the negativity of the young people toward their country", came first with (4.12) mean; and the item stating, "I don't care attending political forums ", was the last with (3.71) mean.

Second Question: Are there differences in the social responsibility level among the students of the Hashemite University, as viewed by them, ascribed to the gender, college, grade level, and accumulative average variables?

To answer this question, the researchers applied the t-test for the independent samples, and calculated the means and standard deviations of the degrees of the Hashemite University colleges' students. Tables (9, 10, 11, and 12) illustrate this.

Table 9. Results of the Independent Samples Test of the Means of the Social Responsibility Dimensions Among the Hashemite University Colleges' Students, as Viewed by the Students Themselves.

Social Responsibility Dimensions	Gender	M	SD	Differences Between the two M's	Freedom Degree	T	Sign
Self-Responsibility	Males	4.00	0.54	0.053	848	0.72	0.472
	Females	3.95	0.61				
Collective Responsibility	Males	3.88	0.55	0.149	848	2.206	0.044
	Females	3.73	0.61				
Ethical and Religious Responsibility	Males	3.93	0.65	0.008	848	0.92	0.370
	Females	3.85	0.72				
National Responsibility	Males	4.03	0.64	0.293	848	3.24	0.001
	Females	3.74	0.78				
Overall Mean	Males	3.97	0.49	0.116	848	1.75	0.81
	Females	3.86	0.55				

The table (9). shows that there are statistically significant differences in the level of social responsibility for the students of faculties of the Hashemite university male and female, after the national responsibility, were the value T (3.24) and level of significance (0.001) are not statistically significant at the level of significance ($\alpha \leq 0.05$) and the rest of the dimensions of responsibility social. The result can be explained by absence of

differences between the students and students on the concept of social responsibility that the nature of the curricula and lectures of the members of the faculty of one nature and there for resulted in question that there are one differences between the sample members of the teaching in the Hashemite university is unified and there is no separation between students and students in lectures and the information is one for all.

Table 10. Results of the Independent Samples Test of the Means of the Social Responsibility Dimensions Among the Hashemite University Colleges' Students, as Viewed by the Students Themselves.

Social Responsibility Dimensions	Gender	M	SD	Differences Between the two M's	Freedom Degree	T Value	Significance Level
Self-Responsibility	scientific	3.99	0.50	0.054	848	0.735	0.463
	humanity	3.95	0.63				
Collective Responsibility	scientific	3.83	0.53	0.0587	848	0.795	0.427
	humanity	3.73	0.62				
Ethical and Religious Responsibility	scientific	3.97	0.63	0.1489	848	1.722	0.86
	humanity	3.83	0.73				
National Responsibility	scientific	3.76	0.72	-0.141	848	-1.529	0.127
	humanity	3.90	0.61				
Overall Mean	scientific	3.92	0.47	0.0345	848	0.520	0.604
	humanity	3.89	0.57				

Differences in the dimensions of the social responsibility, in general, among the students of the Hashemite University colleges, which could be attributed to the college variable (scientific and humane). T value was (0,520) with (0.604) significance level, which is not statistically significant at ($\alpha \geq 0.05$) level. Furthermore, there were no statistically significant differences among all the dimensions of the social responsibility. This result, indicating nonexistence of differences among the student, which are attributed to the college

variable, could be interpreted by that the teaching nature in the colleges of the Hashemite University encourages student to bear responsibility. Furthermore, there are usually educational lectures about the importance of the public work, as well as the importance of preserving the public property. The researchers of the current study are in agreement with the study of Al-Thubaiti (2015) that this cannot be achieved without sound social upbringing, which will reflect on the students' behaviors.

Table 11. Results of the ANOVA of the Social Responsibility Level among the students of the Hashemite University Colleges According to the Student's Grade Level Variable.

Social Responsibility Dimensions	Source of Variance	Squares Total	Freedom Degree	Squares Average	F Value	Sign.
Self-Responsibility	Inter-groups	0.48	3	0.28	0.81	0.48
	Intra-groups	93.8	846			
	Total	94.71	849			
Collective Responsibility	Inter-groups	1.54	3	0.51	1.46	0.22
	Intra-groups	95.21	846	0.35		
	Total	96.76	849			
Religious and Ethical Responsibility	Inter-groups	1.59	3	0.53	0.18	0.35
	Intra-groups	132.41	846	0.48		
	Total	134	849			
National Responsibility	Inter-groups	5.212	3	1.73	3.22	0.02
	Intra-groups	145.82	846	0.53		
	Total	151.03	849			
Overall Mean	Inter-groups	1.39	3	0.46	1.64	0.18
	Intra-groups	76.81	846	0.28		
	Total	78.21	849			

Table (11) indicates the nonexistence of statistically significant differences at ($\alpha \geq 0.05$) level, in the level degree of the social responsibility among the students of the Hashemite University colleges, attributed to the student's grade level variable. In this concern, F value was (1.643) with (0.180) significance level. The table further shows nonexistence of statistically significant differences in the social responsibility level among the students on all the four dimensions.

This result is in agreement with that of Al-Fuheid (2012) on the nonexistence of statistically significant differences among the students of difference grade levels. Here, the results could be explained by that the first year students have a repertoire through their high school study, which aware and up-bring them on accepting responsibility toward themselves, their schools and neighborhoods. Such values were "taken" with them to the university, which, in the first place,

works toward refining their personalities and holding their responsibilities on the various aspects and dimensions. Table (12) did not show statistically significant differences at ($\alpha \leq 0.05$) level, in the social responsibility level degree among the students of the Hashemite University colleges, attributed to the accumulative average variable. In this concern, F value was (0.40) and significance level was (0.66). In addition, there are no statistically significant differences in the level of the social responsibility among the students on all the four dimensions.

This result could be explained by that the students' accumulative averages are a natural result, because the self and ethical feelings toward the university and the nation are not bonded by the academic excellence; as the accumulative averages are indicators of the individuals differences among the students in terms of their scientific and academic abilities. This result is in line with the study of Fatimah (2008), which indicated that there is no influence on the social responsibility feelings; as the excellent has a social feeling and the less excellence either has this feeling.

Table (12). Results of the ANOVA of the Social Responsibility Level among the students of the Hashemite University Colleges According to the Student's Accumulative Average Variable.

Social Responsibility Dimensions	Source of Variance	Squares Total	Freedom Degree	Squares Average	F Value	Significance
Self-Responsibility	Inter-groups	0.30	3	0.15	0.44	0.64
	Intra-groups	94.41	846	0.34		
	Total	94.71	849			
Collective Responsibility	Inter-groups	0.75	3	0.37	1.07	0.34
	Intra-groups	96.01	846	0.35		
	Total	96.76	849			
Religious and Ethical Responsibility	Inter-groups	0.85	3	0.42	0.87	0.41
	Intra-groups	133.15	846	0.49		
	Total	124	849			
National Responsibility	Inter-groups	0.08	3	0.04	0.07	0.92
	Intra-groups	150.95	846	0.55		
	Total	151.03	849			
Overall Mean	Inter-groups	0.23	3	0.11	0.40	0.66
	Intra-groups	77.97	846	0.28		
	Total	78.21	849			

Conclusion

There are statistically significant differences in the social responsibility level, among the students of the Hashemite University colleges, attributed to the gender variable in the national responsibility dimension. There are statistically significant differences in the social responsibility level, among the students of the Hashemite University colleges, attributed to the college variable (scientific, humane). There are no statistically significant differences at ($\alpha \geq 0.05$) level in the social responsibility level, among the students of the Hashemite University colleges, attributed to the grade level variable. There are no statistically significant differences at ($\alpha \geq 0.05$) level in the social responsibility level, among the students of the Hashemite University colleges, attributed to the accumulative average variable.

In the light of the study results, the researchers made the following recommendations. Taking care of the social responsibility in all the educational stages, through providing specific chapters in the curricula and the educational requirements. Providing support to all the university facilities that match the actual needs of the students. Increasing the awareness among the university young people

of all their categories and ages about the security and preventive awareness against the crime. Providing sport and cultural activities specially made for the university students, which should take into account the individual differences among the students, so that they will fit their abilities and tendencies. In addition, activating the roles of all the community organizations, based on the notion that the preventive awareness is a social responsibility, participated by all the community members, including the family. Transferring the social responsibility into specific roles including the community members and its institutions, in coordination and integration, so that the nation will reap its products. Supporting the activities and programs of both the public and private universities with all the financial, technical and moral types of support. Directing the attention of the faculty members to apply new methods and styles in teaching the students, and making them hold responsibility in preparing the material and collecting them, instead of providing ready-made study material. Activating the roles of the educational counseling and guidance committees in the colleges, for solving the students' problems and helping them integrate and ripen their personalities, and encouraging them to accept responsibility.

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Received: December 10, 2019

Accepted: December 24, 2019

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