Social Responsibilities of University Students towards Disabled Individuals -The Special Education Department at Majmaah University as Case study

Dr. Abdulaziz Alothman, Associate Professor of Special Education, Department of Special Education, School of Education, Majmaah University, Saudi Arabia, aa.alothman@mu.edu.sa

Abstract: This study aimed to determine the level of social responsibility towards disabled individuals as recognized by special education students at Majmaah University based on many demographic variables. The descriptive survey method was used in this study. To achieve the objectives of the study, a questionnaire was developed, and it included four dimensions: self-responsibility, religious and ethical responsibility, national responsibility, and collective responsibility. The study sample consisted of (122) students from the department of special education who were randomly selected from the study population. The results of the study indicated that there was a high level of social responsibility in all dimensions. Religious and ethical responsibility was ranked first with an average of (47.19). It was followed by self-responsibility with an average of (40.09), then national responsibility with an average of (31.09), and finally collective responsibility with an average of (26.79). The results showed there were no significant differences between the sample responses of the students regarding the level of social responsibility towards the disabled according to the variables of gender and academic specialty. The results suggested that there were significant differences between the sample responses from the students regarding the level of social responsibility towards the disabled according to the cumulative average of those who were awarded a "pass" grade. Their arithmetic mean was (151.39), which was significant at the statistical significance level of (0.05); the arithmetic mean of students who were awarded a "good" grade was (146.35), and the arithmetic mean of students with an "excellent" grade was (137.44).

I. INTRODUCTION

Social responsibility is one issue that has received extensive attention during the last decades. Many studies have discussed the assigned roles of educational and university institutions, especially towards implanting the concept of social responsibility and practicing it among students as two of their main goals. Social responsibility represents an obvious challenge now, and at the least it causes rapid life changes, especially scientific, cognitive, social, emotional and professional changes, in addition to daily personal and community conflicts.

Social responsibility is the foremost pillar and column that represent the progress, growth and development of community life Rossi (2001). It is a method that involves individual and collective progress, particularly scientific, professional and economic development. The progress of people is based on feeling social responsibility, that the individual in his community measures his value based on his responsibility towards himself and others, and that the responsible person considers that they have sufficient psychological safety and health. As educational institutions, universities are the main base for the development of social skills and improving the quality of life for individuals and the community. They represent one of the available tracks to prepare and develop responsible citizens who recognize their roles as human beings towards themselves and the progress and development of the life activities in their community, and this is the essence and content of social responsibility (Al-Shayeb, 2002), (Qassem, 2008) indicated that social responsibility is a vital and important requirement in order to prepare generations who perform their roles properly when contributing to the building, progress and urbanization of a community. An individual grows and his social maturity is measured based on his level of social responsibility.

Social responsibility represents an educational, social, ethical and religious issue with a value that must be cared for and developed, especially during the university stage, which represents a stage of educational, professional and cultural preparation. Particularly, university students are reliable subjects in whom to study community building. Due to rapid changes in various life fields that have positive and negative effects that decrease the level of social responsibility for current university students, as noticed, it was important to study the social responsibility of university students. It is necessary to find methods of enhancement, development and progress that lead to sensory development; feelings of responsibility towards the public; the promotion of community behavior; personal, individual and community responsibility; the modification of dominated negative community tendencies; and the ability to deal with individuals. These topics will help communities progress. In the light of all the data, the researcher decided to study the social responsibility towards the disabled recognized by students of the Special Education Department at Majmaah University according to some demographic variables.

Social responsibility is one important topic that is discussed in many studies Maliki et al. (2010),Shafer et al. (2007),Hopkins (2000),Alharbi (2015). Due to its action and practice, there are positive and negative effects of social responsibility in the community. Educational institutions, particularly universities, attempt to develop social responsibility since it can help to realize tranquillity and security and contribute to the building of countries and the conservation of their acquisitions. Since the university stage prepares individuals to enter practical life and participate in its different social, economic and political components, it is critical to the building of an individual personality to be active in the community and effectively participate. Particularly, these roles are related to the work of special education departments towards preparing their students in order to serve individuals in the community, especially the disabled. Given the limited number of studies that have investigated the social responsibility towards disabled individuals by special education students at Majmaah University, this study has aimed to address this gap. Therefore, it is very important to study students' cognition of social responsibility. The researcher studied 'social responsibility as recognized by students of special education department towards disabled in the light of some demographic variables' as the subject of the current study, and the study seeks to answer the following questions.

(a)   What is level of social responsibility towards the disabled as recognized by students of the special education department at Majmaah University?
(b)   Are there significant differences in level of social responsibility as recognized by students of the special education department at Majmaah University according to gender (male/female)?
(c)   Are there significant differences in level of social responsibility as recognized by students of the special education department at Majmaah University according to their scientific track (specialty)?
(d)   Are there significant differences in level of social responsibility as recognized by students of the special education department at Majmaah University according to the cumulative average?

The current study has both theoretical and applied practical importance, as explained below.

First: Theoretical Importance:

The importance of the current study is the nature of the problem that we discuss in that the subject of this study has been ignored by many studies related to social responsibility. Furthermore, this study may represent a theoretical frame for many scientific studies that will discuss the subject of social responsibility for special education programs, and assess it according to personal and demographical variables. Additionally, the results of this study can be useful for those responsible for educational institutions when reviewing their educational bases.

Second: Applied Importance:
The applied importance of this study is also due to its results that can contribute to identifying the influencing factors of the level of social responsibility for university students. Additionally, these results may benefit the development of plans that support the adoption of positive tendencies in social responsibility towards disabled students. They can also be useful to those who wish to conduct further scientific research, and provide quantitative and digital information related to the level of social responsibility among the students of other departments, colleges or Saudi universities. The results can also benefit the decision-makers in higher education and help scientific research to develop strategies that can contribute to the strategic planning of university educational programs regarding social responsibility.
This study aims to do the following:

(a)   Identify the level of social responsibility of students of the special education department at Majmaah University,
(b)   Identify the differences in level of social responsibility recognized by students of the special education department according to gender (male/female),
(c)   Identify the differences in level of social responsibility as recognized by students of the special education department according to scientific track (specialty), and
(d)   Identify the differences in level of social responsibility as recognized by students of the special education department according to the cumulative average.

The results of this study are subject to the following limitations:
(a)   Spatial limitations: the department of special education at the College of EducationMajmaah University,
(b)   Human limitations: the population of the special education students at the College of Education,
(c)   Temporal limitations: 2019/2020 academic year, and
Objective limitations: the present study is restricted to identifying the level of social responsibility of students of the special education department at Majmaah University according to the study variables.

II.   LITERATURE REVIEW

There are numbers of researches addresses the people responsibility and attitudes toward disabled person. (Hazarika and Choudhury, 2020) concentrated on the relevance of the responsibility of the general public, family members, parents, educators, employers and health providers towards people with disabilities. (Girli et al., 2016) (2016) examined Dokuz Eylul University students attitude towards people with disabilities, this study was carried out on 1766 students who were studying in the faculty of health and education. They found that students from villages with low-income show a better attitude towards disabled people than others. The study of (Polikandrioti et al., 2020) aimed to identify the attitudes of undergraduate nurses towards people with disabilities. The study sample consisted of 368 nursing students in the Faculty of Nursing, University of West Attica in Greece. The results concluded that nurse students will significantly help and facilitate persons with disabilities to integrate in society.

(Maarouf, 2012) aimed to identify the role of education colleges in Palestinian universities in local community service according to the views of its teaching staff members. Marouf used the descriptive method through a prepared questionnaire that consisted of 52 paragraphs and was distributed over many axes. The study sample was all teaching staff members in the College of Education at the Palestinian University in Gaza. The results of the study showed that the level and role of the College of Education in promoting community service issues was (62.2%).

A study done by Mortaji (2011) aimed to identify the role of the education colleges at Palestinian universities in guiding postgraduate students towards community service issues in Gaza province. The Islamic University was the subject, and the descriptive method was used for a sample of (567) titles of master theses from the departments of education origins, curricula and teaching methods, and psychology. The results showed that the theses from the department of psychology were more closely related to the requirements and affairs of community service, and educational subjects were more frequently studied than other economic and cultural issues.

The study of (Jaber. M, 2011) aimed to identify the role of universities in enhancing the social responsibility concepts of their students. It was conducted using a random sample of (445) students from Al-Azhar and Gaza Universities and (549) male and female students from the University of Halwan. The descriptive method of the "social responsibility scale" was used. The results of the study concluded that there was a remarkable elevation in the responses of the study sample on paragraphs related to social responsibility, where the average was (3.28) with a standard deviation of (0.91). Additionally, there is some similarity in the awareness among Palestinian and Egyptian students of the concept of social responsibility, which appears through some paragraphs that have obtained high average ratings between (3.10-3.84).

The study of (Al-Shayeb, 2002) aimed to identify social responsibility and its relation with time organization. The study sample consisted of (500) students and the social responsibility scale was used. The results concluded that there was a significant statistical relation between social responsibility and time organization attributed to the study and specialty fields. Furthermore, there were significant

differences in social responsibility and time organization in favor of males, and there were not significant differences in social responsibility according to specialty.

The commentary on the previous studies is as follows: through the review of the researcher of the previous studies, it appears that there has been a great interest in studying the social responsibility among the university students in different countries of the world. It was also noticed that most of these studies aimed to identify the effects of academic courses or scientific specialties on the level of student awareness to social responsibility, as shown in the studies of (Meyers and Lester, 2016) (Ibrahim, 2004). For example, (Meyers and Lester, 2016) investigated the effect of taking a course of disability studies on the attitudes of college students towards people with disabilities. Meanwhile, some previous studies targeted the relation between social responsibility and academic achievement among students, as shown in study of (Al-Shayeb, 2002). Additionally, some other studies aimed to identify the role of universities in enhancing the social responsibility among students, as shown in the studies of (Jaber. M, 2011). It noticed that most previous studies agreed with the present one in their scale and data collection tools, and questionnaires were primarily used to measure the level of social responsibility among students. The present study also benefits from previous ones by using the theoretical and applied bases that provided their results since the previous studies have formed the bases of building and formulating the problem, questions and enrichment of the theoretical frame. The previous studies benefitted the current study in the selection of the method and adequate tools for gathering data and an adequate method of analysis, as well as allowing one to compare and discuss the current results with those of the previous studies. Therefore, the current study tries to identify social responsibility towards the disabled as recognized by students of the special education department and its relation with some personal and demographical variables.

III. METHODS AND TOOLS OF THE STUDY

3.1 Methods of the Study

The descriptive method was used in this study. It describes the behavioral phenomenon and then interprets and links it with other variables (Obaidat et al., 1998).

3.2 Population and Sample of the Study

Sample of the study was (122) randomly selected students from the department of special education at Majmaah University who had different specialties and levels. The following table shows the distribution of the study sample from the population.

Table-1 reveals the following distribution of the study sample.

Type: Most of the sample was female at (74%), and the remaining (26%) was male.

Specialty: Most students are from the autism disorders specialty at (46%), followed by the mental disabilities specialty at (44%), and then the learning difficulties specialty at (10%)

Cumulative rate: The statistics revealed that most of the study sample was awarded a "good" cumulative rate at (57%), followed by those who were awarded an "excellent" cumulative rate at (24%), and then those who were awarded a "pass' cumulative rate with at (19%).

Table 1. Distribution of the study sample as per the primary variables

Variable	Description	Quantity	Percentage
Gender	Male	32	26%
	Female	90	74%
Total		122	100%
Speciality	Mental Disabilities	54	44%
	Autism Disorders	56	46%
	Learning Difficulties	12	10%
Total		122	100%
Cumulative Rate	Pass	23	19%
	Good	70	57%
	Excellent	29	24%

	Total		122	100%
Academic Level	1 to 4		20	16%
	5 to 8		102	84%
	Total		122	100%

Academic level: The statistics revealed that most of the study sample was from level five to level eight at (84%), this was followed by those from level one to level four at (16%).

3.3 Tool of the Study

The researcher surveyed the previous research and studies, such as the studies of Qassem (2008),Al-Shayeb (2002), Kurdi (2003),Alharbi (2015), Abdullah et al. (2020) which discussed the knowledge and measurement of the level of social responsibility among students. Through these studies, the researcher found a number of scales that were used to determine social responsibility, and these scales helped the researcher to identify the main indices that could be used in the questionnaire design. Finally, the researcher included the following four axes: self-responsibility (personal), religious and ethical responsibility, collective responsibility, and national responsibility

3.4 Psychometric competency of the tool

The research has taken an explanatory sample of (122) students to verify the psychometric competency (truthfulness and constancy) of the study tool, the questionnaire of social responsibility towards the disabled as recognized by students of the special education department. The results for the sample are given as follows.

3.4.1 Calculation of scale truthfulness

(a) Arbitrator truthfulness (virtual):To obtain the truthfulness of the content scale, the questionnaire was presented to a group of professors of special education, psychology and mental health. They assessed the validity of the questionnaire phrases used to measure social responsibility towards the disabled as recognized by students of the special education department, and it was directly connected to social responsibility.

(b) Internal consistency validity: To calculate the internal consistency validity of the questionnaire of social responsibility towards the disabled as recognized by students of the special education department, the Pearson correlation coefficients were calculated between each phrase score and the overall score of the axis to which it belongs and the overall score of the questionnaire. SPSS was used for this, and all the results are shown in Table-2 to Table-??.

Table 2. Distribution of the study sample as per the primary variables

No.	A1	A2	No.	A1	A2
1	**0.757	**0.671	6	**0.883	**0.839
2	**0.759	**0.752	7	**0.845	**0.783
3	**.672	**0.504	8	**0.799	**0.745
4	**0.85	**0.808	9	**0.823	**0.761
5	**0.798	**0.725			

Table-2 reveals the correlation coefficients between the axis of self-responsibility (personal) and the branch axis to which it belongs and overall score of the questionnaire reflects the questionnaire's internal consistency validity.

Table 3. Correlation coefficients between the axis of religious and ethical responsibility and the first axis and overall score of the questionnaire (2)

No.	A1	A2	No.	A1	A2
1	**0.435	**0.515	7	**0.799	**0.776
2	**0.802	**0.644	8	**0.674	**0.631
3	**0.793	**0.723	9	**0.85	**0.776
4	**0.877	**0.767	10	**0.856	**0.768
5	**0.87	**0.864	11	**0.8	**0.816
6	**0.698	**0.779			

Table-3 reveals the correlation coefficients between the axis of religious and ethical responsibility and the branch axis to which it belongs and overall score of the questionnaire reflects internal consistency validity.

Table 4. Correlation coefficients between the axis of collective responsibility and the first axis and overall score of the questionnaire (2)

No.	A1	A2	No.	A1	A2
1	**0.885	**0.74	4	**0.833	**0.691
2	**0.913	**0.716	5	**0.919	**0.786
3	**.802	**0.584	6	**0.87	**0.845

Table-4 reveals the correlation coefficients between the axis of collective responsibility and the branch axis to which it belongs and overall score of the questionnaire reflects internal consistency validity.

Table 5. Correlation coefficients between the axis of national responsibility and the first axis and overall score of the questionnaire (2)

No.	A1	A2	No.	A1	A2
1	**0.798	**0.731	5	**0.849	**0.781
2	**0.868	**0.844	6	**0.785	**0.714
3	**.893	**0.835	7	**0.824	**0.768
4	**0.946	**0.88			

Table-5 reveals that the correlation coefficients between the axis of national responsibility and the branch axis to which it belongs and overall score of the questionnaire represents internal consistency validity.

Table 6. Correlation coefficients for the first axis and the overall score of the questionnaire

Axis	Self – Responsibility (Personal)	Religious and Ethical Responsibility	Collective Responsibility	National Responsibility
Correlation Coefficient with Overall Score	**0.915	**0.933	**0.837	**0.933

Table-6 also shows high correlation coefficients between the axes scores and the overall score for the questionnaire of social responsibility towards the disabled as recognized by students of the special education department.

Through the Pearson correlation coefficients in the previous tables, it is revealed that all phrases were correlated with the overall score of the axis to which it belongs. They also revealed that all the correlations of the overall score for each axis with the overall score of the questionnaire were statistically significant. Therefore, this confirms that the internal correlation regarding the questionnaire phrases and the study tool has a high degree of reliability and it is valid for measurement.

3.4.2 Reliability

Split-half method: The researcher calculated the questionnaire's reliability using the split-half method and the results are shown below.

Table 7. Reliability coefficient with Cronbach's Alpha and the split-half ranges

Cronabch's Alpha	Split-Scale		Split-Half Coefficient
	Part One	Part Two	
0.90	0.847	0.823	0.893

Table-7 reveals that the scale and overall parts were significantly correlated at (0.89) and all of them are very high reliability coefficients, and this confirms the validity of the psychometric scale characteristics due to its very high degree of reliability.

Cronbach's Alpha: are calculated for the questionnaire of social responsibility towards the disabled as recognized by students of the special education department at Majmaah University, and the results are as follows.

The above table (8) revealed that all the reliability coefficients of the scale paragraphs are high with positive correlations, except for paragraphs (10, 20, and 30) that are negative; therefore, they were deleted to preserve the scale's reliability.

IV.   PRESENTATION AND DISCUSSION OF THE STUDY RESULTS

First Question: What is level of social responsibility towards the disabled among the special education students?

Table 8. Cronbach's Alpha coefficients for reliability and the correlation of the scale paragraphs

Cronbach's Alpha of Paragraphs	Paragraph Correlation	Scale Phrases	Cronbach's Alpha of Paragraphs	Paragraph Correlation	Scale Phrases
.905	.541	VAR00016	.902	.683	VAR00001
.906	.441	VAR00017	.906	.439	VAR00002
.902	.688	VAR00018	.904	.549	VAR00003
.905	**.513**	**VAR00019**	.905	.513	VAR00004
.914	**-.82-**	**VAR00020**	.907	.413	VAR00005
.902	**.683**	**VAR00021**	.905	.531	VAR00006
.906	**.439**	**VAR00022**	.906	.441	VAR00007
.904	**.549**	**VAR00023**	.902	.688	VAR00008
.905	**.513**	**VAR00024**	.905	.513	VAR00009
.907	**.413**	**VAR00025**	.914	-.82-	VAR00010
.905	**.541**	**VAR00026**	.902	.683	VAR00011
.906	**.441**	**VAR00027**	.906	.439	VAR00012
.902	**.688**	**VAR00028**	.904	.549	VAR00013
.905	**.513**	**VAR00029**	.905	.513	VAR00014
.914	**-.82-**	**VAR00030**	.907	.413	VAR00015

To identify level of social responsibility towards the disabled among the special education students, the frequencies, percentages, arithmetic means, standard deviations and arrangement of the arithmetic means were calculated for the axis of social responsibility, and the following tables explain those results

Table 9. Arithmetic means(M), standard deviations (SD), t-values(t), (Chi) squares(X^2), effect sizes (S), significance levels (ρ),hypothetical arithmetic (HA) for the branch axes for the sample phrases measuring the social responsibility towards the disabled among students of the special education department

Level of social responsibility of special education department towards disabled	N	AVG	SD	T	X^2	S	ρ	HA	Results
First axis: self-responsibility (personal)	122	40.09	5.73	33.87	374.62	3.06	0.00	27	There is High Level
Second axis : Religious & Ethical Responsibility	122	47.19	7.6	31.49	113.7	2.85	0.00	33	There is High Level
Third axis : Collective Responsibility	122	26.79	4.12	31.56	315.82	2.86	0.00	21	There is High

									Level
Fourth axis : National Responsibility	122	31.09	4.78	31.42	292.59	2.84	0.00	21	There is High Level
Social responsibility towards the disabled for students of the special education department	122	145.18	20.89	33.13	141.63	3.00	0.00	102	There is High Level

Table-9 reveals that the (t) values for all axes of social responsibility are statistically significant at the (0.05) level. Upon comparing the averages with the hypothetical arithmetic mean for all axes, it was revealed that there was a high level of social responsibility for all axes. The axis of religious and ethical responsibility was first with an average of (47.19), followed by self-responsibility with (40.09), and then national responsibility with an average of (31.09). The hypothetical arithmetic of the total of (102) was significant at the (0.05) significance level and the effect size (3.00) was very big, which indicate the existence of a high level of social responsibility among the study sample. These results were confirmed by the study results of (Jaber. M, 2011), (Ibrahim, 2004). textbf-

Second Question: Are there differences in level of social responsibility of special education students according to gender (male/female)? To identify the differences in the responses of special education students about social responsibility towards the disabled according to gender, the differences between the averages of two groups' scores were assessed using the T-test. The results are shown in the following table.

Table 10. Results of the T-tests for the differences between students about their social responsibility towards disabled according to gender

Variable	Male N=(32)		Female N=(90)		t	Level of statistical significance	Statistical significance at (0.05)
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation			
First axis: self-responsibility (personal)	38.75	6.48	40.55	5.48	-1.52	0.05	Significant
Second axis : Religious & Ethical Responsibility	45.78	7.31	47.7	7.68	-1.22	0.77	Not Significant
Third axis : Collective Responsibility	25.09	4.5	27.4	3.83	-2.78	0.15	Not Significant
Fourth axis : National Responsibility	29.43	4.39	31.68	4.796	-2.33	0.753	Not Significant
Social responsibility towards the disabled for students of the special education department	139.062	20.20	147.34	20.87	1.944	0.427	Not Significant

Table-10 reveals that there were some not statistically significant differences between the sample responses of students of the special education department about social responsibility towards the disabled for the all tool axis according to gender and also for all branch axes except the first one, self-responsibility (personal). The results revealed that there were statistically significant differences between the sample responses of students of the special education department regarding the level of self-responsibility (personal) regarding gender in favor of females where the arithmetic mean of females was (40.55), and the arithmetic mean of males was (38.75). This result was in accordance with study of (Zalusky, 1988) that it revealed that females often personally appear contributions and activities more than males in field of community care and community responsibility. The study of (Al-Shayeb, 2002) was contrary to this and it revealed that males have higher feelings of social responsibility and better time organization than females. This great difference may be the differences in the feeling of social responsibility between males and females in previous studies being due to differences in cultures and traditions.

Table 11. Results of the One-way ANOVA for the differences in the sample responses about social responsibility towards the disabled according to specialty

Variable	Differentiation Source	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Level of Statistical Significance	Statistical Significance at (0.05)
First axis: self-responsibility (personal)	Between Groups	143.217	2	71.609	2.218	0.113	Not Significant
	Within Groups	3841.603	119	32.282			
Second axis : Religious & Ethical Responsibility	Between Groups	382.468	2	191.23	3.435	0.035	Significant
	Within Groups	6624.811	119	55.67			
Third axis : Collective Responsibility	Between Groups	56.543	2	28.267	1.677	0.191	Not Significant
	Within Groups	2005.343	119	16.852			
Fourth axis : National Responsibility	Between Groups	108.951	2	54.476	2.441	0.91	Not Significant
	Within Groups	2655.868	119	23.318			
Social responsibility towards the disabled for students of the special education department	Between Groups	2412.115	2	1206.057	2.846	0.62	Not Significant
	Within Groups	50434.549	119	423.82			

Table 12. Arithmetic means and standard deviations for the second axis of social responsibility: religious and ethical responsibility

Variable	Specialty	Arithmetic Mean	Standard Deviation
Second Axis : Religious and Ethical	Autism	46.79	2.82
	Mental Disabilities	46.07	2.81

Variable	Differentiation Source	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Level of Statistical Significance	Statistical Significance at (0.05)
Responsibility	Learning Difficulties	45.83		1.83			

Table 13. Results of One-way ANOVA for the differences in the sample responses about their social responsibility towards the disabled according to the cumulative average variable

Variable	Differentiation Source	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Level of Statistical Significance	Statistical Significance at (0.05)
First axis: self-responsibility (personal)	Between Groups	233.632	2	116.816	3.706	0.027	Significant
	Within Groups	3751.118	119	31.523			
Second axis : Religious & Ethical Responsibility	Between Groups	496.075	2	248.037	4.533	0.013	Significant
	Within Groups	6511.204	119	54.716			
Third axis : Collective Responsibility	Between Groups	13.176	2	6.588	0.383	0.683	Not Significant
	Within Groups	2048.701	119	17.216			
Fourth axis : National Responsibility	Between Groups	135.541	2	67.77	3.067	0.05	Significant
	Within Groups	2629.279	119	22.95			
Social responsibility towards the disabled for students of the special education department	Between Groups	2717.942	2	1358.971	3.226	0.043	Significant
	Within Groups	50128.722	119	421.250			

Third Question: Are there significant differences in the level of social responsibility recognized by students of the special education department re0garding scientific track (specialty)?

The One-way ANOVA was used to identify the level of differences between the averages of two groups' scores. The results are shown in the following table.

Table-11 and Table-12 reveal that there were no statistically significant differences between the sample responses from students of the special education department about their level of social responsibility towards the disabled for all tool axes according to specialty, and this result was in accordance with the studies of (Al-Shayeb, 2002), (Ibrahim, 2004) regarding the absence of an effect of specialty or academic track on the level of student social responsibility. The results of the current study also revealed that there were statistically significant differences between the sample responses from students of the special education department regarding their level of religious and ethical responsibility according to specialty. The arithmetic mean of students specializing in autism was (46.79), the arithmetic mean of those studying mental disabilities was (46.07) and that of students studying learning difficulties was (45.83).

Fourth Question: What are the differences in the level of social responsibility as recognized by students of the special education department regarding the cumulative average (pass, good, and excellent)?

To identify the differences in the responses of special education students about social responsibility towards the disabled according to the cumulative average variable, the differences between the averages of two groups' scores were calculate using the One-way ANOVA. The results are shown in the following table.

Table 14. Arithmetic means and standard deviations for the social responsibility towards the disabled of students of the special education department

Variable	Cummulative Average	Arithmetic Mean	Standard Deviation
self-responsibility (personal)	Pass	41.73	4.74
	Good	40.52	5.63
	Excellent	37.75	6.16
Religious & Ethical Responsibility	Pass	49.78	4.78
	Good	47.72	7.49
	Excellent	43.86	8.73
National Responsibility	Pass	32.87	3.36
	Good	32.12	5.00
	Excellent	29.62	4.82
Social responsibility towards the disabled for students of the special education department	Pass	151.39	15.55
	Good	146.35	21.44
	Excellent	137.44	21.6

Table-13 and Table-14 reveal that there were statistically significant differences between the sample responses from students of the special education departments about their level of their social responsibility towards the disabled for the all tool axis regarding the cumulative average variable in favor those that have been awarded a "pass" cumulative average had an arithmetic mean of (151.39). Meanwhile, the arithmetic mean of students who had been awarded a "good" cumulative average was (146.35) and that for students with an "excellent" cumulative average was (137.44). These results were in accordance with the studies of (Al-Zahrani, 1997),(Kurdi, 2003) that indicated there was a relation between the degree of feeling social responsibility and the level of academic achievement of students.

If we look at every independent axis, the study results revealed that there were statistically significant differences between the sample responses from students of the special education department in the first axis of self-responsibility (personal) in favor of those who had been awarded a "pass" cumulative average with an arithmetic mean of (41.73). Meanwhile, the arithmetic mean of the students with a "good" cumulative average was (40.52) and that for students with an "excellent" cumulative average was (37.75). The results also revealed that there were statistically significant differences in the sample responses from students of the special education department in the second axis of religious and ethical responsibility in favour of those who had been awarded a "pass" cumulative average with an arithmetic mean of (49.78). Meanwhile, the arithmetic mean for the students with a "good" cumulative average was (47.72) and that for the students with an "excellent" cumulative average was (43.86). The results also revealed that there were statistically significant differences in the sample responses from students of the special education department in the fourth axis of religious and ethical responsibility in favor of those who had been awarded a "pass" cumulative average with an arithmetic mean of (32.86). Meanwhile, the arithmetic

mean of the students with a "good" cumulative average was (31.12) and that of the students with an "excellent" cumulative average was (29.62). Finally, the results of the current study did not support any significant differences in the sample responses from students of the special education department in the third axis of collective responsibility regarding the cumulative average variable.

V. RECOMMENDATIONS

At the end of the current study, in the light of results towards developing social responsibility among the students that serve different community groups, the study recommends the following:

(a)   Conducting further survey studies to identify the reasons for and solutions to develop students' feelings of social responsibility towards the disabled.
(b)   Confirming that social responsibility towards the disabled is one of priorities and values that should be developed in students of special education departments,
(c)   Encouraging students to participate in the activities of local community associations in activities that serve disabled persons, and
(d)   Supporting extracurricular activities, such training course and workshops, that instruct students about the practice of social responsibility.

VI. PROPOSITIONS FOR FUTURE STUDIES

The current study proposes further studies and studies to identify the level of social responsibility towards the disabled for students in different departments and to identify the factors that develop students' feelings of social responsibility towards the disabled.

Acknowledgements

REFERENCES

1. Yakaw Hamad Abdullah, Salih Rasul Agala, and Peshkawt Abdullah Abdulkarim. The role of social responsibility accounting on achieving competitive advantages (an empirical study from perspectives of a number of employees in accounting and financial departments in a number of private universities in iraqi kurdistan region). International Journal of Multicultural and Multireligious Understanding, 7(3):212{235, 2020.
2. M Al-Shayeb. Social responsibility and its relation with time organizing. Magazine of Damascus University for Educational Science, 2002.
3. Al-Zahrani. Social responsibility and its relation with academic accordance and achievement from student sample at king abdulaziz university in jeddah. Master thesis, Umm Al-Qura University, Makkah., 1997.
4. Badr Abdullah M Alharbi. The ability of Islamic Religious Education to deliver Citizenship Education in elementary schools in the Kingdom of Saudi Arabia. PhD thesis, University of Exeter, https://ethos.bl.uk/OrderDetails.do?uin=uk.bl.ethos.668058, 2015.
5. Alev Girli, Hatice Yildirim Sari, Gunay Kirkim, and Selnur Narin. University students' attitudes towards disability and their views on discrimination. International Journal of Developmental Disabilities, 62(2):98-107, 2016.
6. Mythili Hazarika and Sandamita Choudhury. Attitude of general public, family members, and health professionals towards people with intellectual disabilities (pwid). In Developmental Challenges and Societal Issues for Individuals With Intellectual Disabilities, pages 208{235.IGI Global, 2020.
7. Sarah Mott Hopkins. Effects of short-term service ministry trips on the development of social responsibility in college students. PhD thesis, Graduate Department of Clinical Psychology, George Fox University, https://digitalcommons.georgefox.edu/psyd/285/,2000.
8. I Ibrahim. Relation of social responsibility with ethical judgment and some personality variables at students of teachers college in kingdom of saudi arabia. Educational Magazine, 2004.

9. Nasser A. Jaber. M, Zaki M.I. Role of universities in enhancement of social responsibility concepts at their students field comparative study between university of halwan and university of al-azhar in gaza. In Conference of Social Responsibility at Palestinian Universities. Al-Quds Open University, 2011.

10. S. A. Kurdi. Social responsibility and its relation with achievement motivation at students of college

11. of education in taif. Magazine of Psychology, https://www.abhathna.com/?q=node/44643, 2003.

12. H Maarouf. Role of Colleges of Education in Palestinian Universities in Service of Local Community. Master thesis, Al-Azhar University, Gaza, 2012.

13. Agnes Ebi Maliki, Elliot Sibiri Asain, and Janet Kebbi. Background variables, social responsibility and academic achievement among secondary school students in Bayelsa state of Nigeria. Studies on Home and Community Science, 4(1):27{32, 2010.

14. Shelly Meyers and David Lester. An attempt to change college students' attitudes toward individuals with disabilities. Comprehensive Psychology, 5: 2165222816648076, 2016

15. Ramzy Mortaji, Zaki. The role of faculties of education in Palestinian university in directing postgraduate students toward community service issues in Gaza governorate, the Islamic university as a model. In Research and Studies of Scientific Conference, pages 141{172. Islamic University, Gaza, 2011.

16. Touqan Obaidat, Kayed Abdel-Haqq, and Abdul Rahman Adass. Scientific research, its concept. Tools and Methods. 6th Edition, Dar Al-Fikr, Amman, 1998.

17. Maria Polikandrioti, Ourania Govina, George Vasilopoulos, Theodoula Adamakidou, Sotiris Plakas, Ioannis Kalemikerakis, Petros Galanis, and Georgia Fouka. Nursing students' attitudes towards people with disabilities. International Journal of Caring Sciences, 13(1): 480, 2020.

18. J. M Qassem. Effectiveness of Guidance Program in Development of Social Responsibility at Sample of Secondary Schools Students. Master thesis, Islamic University, Gaza, https://www.mobt3ath.com/uplode/book/book-1432.pdf, 2008.

19. Alice S Rossi. Caring and doing for others: Social responsibility in the domains of family, work, and community. University of Chicago Press, 2001.

20. William E Shafer, Kyoko Fukukawa, and Grace Meina Lee. Values and the perceived importance of ethics and social responsibility: The us versus china. Journal of Business Ethics, 70(3):265{284, 2007.

21. Sharon Zalusky. Social responsibility and empathy in adolescent volunteers. PhD thesis, California School of Professional Psychology, 1988.