The Social Responsibility Levelamong Faculty Members Atal-Quds Open University - Salfit Branch As A Model

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Abstract

The researcher aimed to identify the social responsibility level of Al Quds Open University professors / Salfit branch.An analytical descriptive approach has been used due to its suitability for study purposes. The researcherhas been using the comprehensive survey method for university professors (Full-time, part-time), totaling (46), where (46) questionnaires were distributed to them, and (40) of them were retrieved, which is almost accounted for (87%). The questionnaire was divided into two main parts, the first section contains personal information, the second section dealt with a set of questions that clarify the level of social responsibility of university professors.The consistencyof questionnaire paragraphs has been confirmed through the use of split-half method and Cronbach alpha coefficient. The study came up with several results, including: That the level of social responsibility is not affected by a university professor experience due to the clarity of meanings and related issues, and teachers are not required to teach and give their students practical experience because it is clear. It can be taught easily, especially as all formal and parallel education methods feed into the development of social responsibility, and that academic degree or academic qualification, which held by the faculty member provides him with scientific knowledge in teaching subjects, and qualifies him to play his role to the fullest.Consequently, the level of this qualification, as the results indicate, does not affect the nature of his role as a faculty member,especially since the issues of social responsibility that people live in their daily life, which makes it easier for them to perceive and practice them. The researcher recommended the necessity of participating in scientific activities of faculty members (lectures and seminars), which contribute to raising the level of community awareness and importanceof social responsibility concept, and strive to fight negative customs and traditions that hinder social responsibility in society.

Keywords: social responsibility, social responsibility areas of the university professors, Al-Quds Open University, Salfit branch.

Introduction

Universities are at the top of scientific and educational institutions, in terms of preparation, research and renewal, in addition to its role in enhancing community participation in all sustainable developmentareas. The university cannot provide a distinguished role unless it follows improvement and development policy for its staff and workers in various fields, which reflects on improving the quality of provided education to students and provides them with an innovative educational environment.Based on the fact that universities are high-level educational institutions in preparing qualified cadres, and preparation of scientific research required by the process of scientific and technological progress and development in society. Therefore, its role is dangerous through its

responsibilities in leading the scientific renaissance; expanding knowledge horizons; address the problems and challenges facing society when predicting future challenges.

In understanding these large tasks of universities, the role of university teaching body emerges as a pillar of the university and a basis of its foundations, as a result of the major role it plays in influencing students' personalities and their scientific formation. Their role is no longer just a transfer of knowledge, rather, their scientific contribution to making and developing knowledge through scientific discoveries and intellectual creativity in its various fields, in addition to the importance of its role in enriching human knowledge and developing it in dealing with the various problems of society.There is no doubt that social responsibility of faculty members is great in the light of the dynamic and continuous life changes, as well as the special situation of the Palestinian society, whereas, they are required to bear social responsibilities in ensuring its destiny, and to defend sanctities, and interact with their problems, and not to be confined within the walls of the university, and only to teach, rather, the university professor must be enabled to participate actively and positively in advancing his community, and treat its problems as a consensus and confidence subject in society.Social responsibility is one of the principles agreed upon by all races; laws; and regulations, because of its great role in the well-being of individuals and society. It is one of the social values that educators, religious, psychologists and sociologists urged to be important, and endorsed by religions and other human societies of different beliefs and behaviors, it is a comprehensive one for each of the members of society.

Social responsibility is a scientific requirement and a social need, because society as a whole, its systems and all institutions need a socially responsible individual. The high degree of commitment and a sense of community members of social responsibility is the standard by which to judge the evolution of that society and its growth, and the development of responsibility a sense in the hearts of society members is an absolute necessity, it is a task for the responsible social institutions for raising and growing individuals (Al Saud, 2005). It is a task that rests with all governmental and private departments and institutions; civilian and non-civilian; educational and social institutions in particular, because - in the short and long term – it is a society issue, and concern of an entire nation, and preparing a generation to bear the brunt in the future. Syed Osman (2010) defined social responsibility by saying: It is the individual responsibility for the group to which he belongs. It is the feeling of society members of their responsibility towards themselves by their commitment and responsibility towards themselves; other members of society; environment and country. Al-Shalawi (2007) said that "social responsibility reflects the psychological maturity of the individual; because the individual psychologically mature is the one who bears responsibility, and willing to do his share as an individual in the interest of society and feels that he owes it ".The definitions of social responsibility varied and differed according to the views of their authors and specialties, that ithas conditions and duties, which includes rights and duties" (Ahmad, 1999: 289). It is defined as the individual's personal responsibility for the group in front himself and God, it is also a feeling of social duty and ability to assume and do it (Zahran, 1984). It is also defined as a concept that expresses an individual's responses to his attempt to understand and discuss general social and political problems; cooperate and consult with colleagues; respect their opinions; make an effort towards them; mainining the group's reputation and respecting collective duties (Jaber, Mahdi, 2011). Social responsibility is defined from a university's perspective as "the university's commitment, in word and deed, to a set of principles and values that improve the quality of life for its employees; students; the indigenous community; and the entire society, which implemented through its basic functions of education; research; institutional management; social interaction; etc." (Kamal, 2011:34).

The importance of preparing a socially responsible person appears in that social responsibility representsan urgent need, and an important requirement in the process of preparing individuals in different societies, to assume their duties towards the group to which they belong and the society in which they live, as the upgrading and civilization progress in society is closely related to individual's awareness degree of his social responsibilities and his interest degree in carrying them out. Also, social responsibility plays an important role in the stability of life for individuals and societies, where it works to maintain community systems and preserve its laws and limits from abuse, and each individual fulfills his duty and responsibilities towards himself and his community, and works effectively to advance his nation, where the individual is in relation to society as the cell in relation to the body, just as the body is not healthy unless all of its cells are intact and have performed their functions, likewise, a society is healthy unless all its members fulfill their responsibilities and duties (Najati, 2002).Social workers have identified elements of social responsibility in three components, they complement and support each other, and one cannot do without one in the presence of the other (Al-Thabiti, 2000). These elements are as follows: Interest: It

includes the emotional attachment to the university, the individual's concern for its integrity, cohesion, continuity and achievement of its goals. Interest has four levels: Emotion with the group: It will be automatic, whereby the individual copes with emotional state of group in an involuntary way, without choice, intent, or self-awareness. Emotion in the group: It is in an administrative way, where the individual realizes himself during his activation with the group. Unite with the group: It is the individual's sense of crucial unity with it. Rationality of the group: where the group fills the individual's mind, idea, and entity and becomes the subject of his consideration and contemplation, and gives it a greater intellectual attention as he studies, analyzes and compares it to others. Understanding: The responsibility of understanding includes the individual's understanding of the group and the social significance of his behavior, which is divided into two parts: An individual's understanding of a group's past, present, and standards; an individual's understanding of behavioral social importance, which means an understanding of the significance and effects of his personal and social behavior on the group.Participation: It means the participation of the individual with others in the work of what dictates the interest and what the understanding requires of actions that help the group achieve its goals, where he is socially qualified for that, that is based on interest and understanding, it is also done through what the community spends, guides, and perfects its affairs. Participation shows the ability of the individual and stands out its position. Participation has three aspects: Acceptance: that is, the individual accepts the role or social roles he plays. Implementation: That is, positive active participation and working with the group in interest and care within the limits of the individual's capabilities and abilities. Evaluation: that is, critical evaluation of interest and confrontation at the same time (Al-Dulaimi, 1989).

A socially responsible personis the person who is ready and willing to accept the results of his behavior and to be trustworthy and relied upon by others, and a sense of commitment to his community, not necessarily to be a socially responsible leader in his group and intelligence above average (Musa, 1987). The manifestations of social responsibility are as follows (Sharett, 2003): Responsibility for parents, children, kin, orphans, poor, and others; professional responsibility and dedication to work, accomplished, dedication and exert maximum effort; legal responsibility, respect for the law, discipline, and respect for promises; the moral responsibility of chastity, honesty and altruism; responsibility for public service and participation in charitable societies; and the responsibility to preserve and defend the reputation of the group and its property. The researcher believes that the feeling of social responsibility of individuals towards their society depends on extent of their sense of belonging and loyalty to their community. The more sense of belonging and loyalty, the more sense of social responsibility towards it, and that the feeling of social responsibility indicates the extent of the individual's ready to carry out the responsibilities assigned to him in different situations, and that the responsible socially person has the following characteristics: Self-reliance, carrying out duties, diligence, interaction and cooperation with others, and holding responsible for his views and actions.

The university teaching staffmember represents the cornerstone of the university's course, and no university can perform its functions and achieve its goals effectively without the availability of qualified manpower, which is expected to fulfill its social responsibilities either individually or collectively, which makes educational institutions achieve their goals successfully. The responsibilities of a university faculty member have increased in this era, where no longer limited to the delivery of knowledge, but it went beyond this to work to establish values and spread knowledge and skills in society (Nawar, 1990). The responsibilities of a university faculty member are formed on the basis of the nature of his profession that makes him a pioneer for his students, and that achieving the needs of university youth depends mainly on what the young people receive in preparing and training in university institution in line with their future aspirations and ambitions (Al-Rasheed, 1995). The social responsibility of a university faculty member was classified in the following fields: (Sharett, 2003), his responsibility towards his students, which includes teaching, guidance, direction and interest in shaping positive trends they have towards understanding contemporary problems, and formation attitudes towards taking moral, individual and university responsibility towards their societies. His responsibilities towards the institution in which he works, by participating in the activities committees, scientific bodies and participation in meetings and represent social institution in scientific and literary forums. His responsibilities towards surrounding community, which includes serving institutions related to local community and disseminating societal culture, and providing consultations, conducting studies and research that address issues of interest to society or contribute to addressing its problems, and contribute to strengthening the university's relationship with local community institutions. His responsibilities towards himself and his position in his profession, include his quest to develop himself

professionally through knowledge and research, in addition to his family responsibilities.Despite that social responsibility is a subjective value that represents one's self-control, but in the process of its building is a social product that is learned through various social institutions, where learning from a young age in the family begins with the process of upbringing and socialization. In the later stages, social responsibility is acquired through education in the various institutions of society, and it is therefore adjustable and fixable. Promoting and developing social responsibility does not happen in a vacuum, but it takes place in social institutions, specifically educational institutions (Sharett, 2003). The importance of the social institution is highlighted in supporting the roles and responsibilities of a university teaching staff member by employing the following proposals: (Al-Fatlawi, 2008) Encouraging joint development research work between academics, economists and educators, given that universities and higher education institutions are the primary embrace for scientific research. Holding scientific, educational and humanitarian seminars and conferences at the local level and participating in previous activities at the regional level. Holding periodic meetings between university employees to review international developments and changes, with the aim of continuous improvement and developing the teaching staff in field of dealing with students and community service. Focusing on the ethical role of all university employees by consolidating values of responsibility, commitment, fairness, accountability, and group participation. Forming units to ensure the quality of education at university, which will assume the task of promoting social responsibility through strategic plans of universities. And work to enhance the position of the university professors through material and moral support as well as emphasizing the field of assuming social responsibilities towards the student, university and society.

A study by the researcher, Sheldan and Saim (2014), entitled "Social Responsibility of Members of the Teaching Staff at the Islamic University and Ways to Activate it", it was applied to the teaching staff members of Islamic University, the researchers used the descriptive analytical research method, the main objectives of the study were to identify the social responsibility of teaching staff members of the Islamic University and ways to activate it. The results of the study clarified that the social responsibility of teaching staff members at the university was very large, at 79.58%. And that there are no statistically significant differences due to the variables (sex, age) and social responsibility. And there are statistically significant differences due to the scientific degree and social responsibility in favor of professorship degree.Zayed Al-Harthy study (2014), entitled the reality of personal social responsibility among Saudi youth and ways to develop them, applied to Saudi youth, where he used analytical descriptive research approach, the main objectives of the study were to identify the reality of social personality of Saudi youth and ways of developing them. The result was a positive relationship between age variable and educational level of the respondents, and social responsibility and its dimensions. Also, there were statistically significant differences between gender variable and social responsibility in favor of male members. A study by the researcher Islam Hello (2013), titled The Role of Universities in Serving Society in the Light of Social Responsibility from the Viewpoint of Academic Staff Members, it was applied to full-time facultymembers at Al-Aqsa Governmental University, and the analytical descriptive research approach has used. The main objective of the study was to identify the role of Palestinian universities in serving local community in light of their social responsibilities from the viewpoint of faculty members, the study found that the role of universities in community service in light of their social responsibilities from viewpoint of faculty members was low degree.

The results also showed that there were no statistically significant differences at the level of significance (0.05) about the university's role in community service in light of its social responsibilities due to variables (gender, age, years of service, and workplace). A study by Al-Manhrawi Researcher (2015), entitled "The University's Role in Enabling its Students to Community Participation to Achieve Sustainable Development". It was applied to a university in Egypt and used the case study methodology, interview and direct observation. The study aimed to define the realistic role of university education in Egypt, through the opinions of students and lecturers, and to identify the university values that help students to participate in voluntary work, challenges and constraints that limit students' social participation. The study, through its results, reached the formulation of future scenarios in light of future alternatives referred to by professors and students at the university by dividing the proposed scenarios for university education into an extension scenario, a reformist scenario, and a transformational scenario. A study by the researcher Al-Shammari (2014), titled appreciation of university leaderships of the university's role towards social responsibility in public universities in Riyadh city, as it was applied to public universities in Riyadh city, the survey descriptive approach and the questionnaire were used as a collection data tool. The study aimed to assess the university leaders 'role of governmental universities towards social

responsibility, and to present proposals to improve the universities' performance in this aspect, its results showed that the role of universities towards social responsibility (generally good), and that it is still not specified in what makes it a clear task with organized rules, a specific methodology and budget, and what is presented in universities so far falls within framework of community service function. Alkhliwi Study (2015), entitled Activating Social Responsibility with Governmental Universities in Riyadh: A Suggested Strategy, it was applied to the public universities in Riyadh city, and the descriptive survey method was used, and a questionnaire as a tool. It aimed to find out the reality of activating social responsibility at public universities in Riyadh from the viewpoint of teaching staff members and academic leaders, and determine the requirements in universities to activate social responsibility, and to reveal the obstacles that limit their activation, and building a proposed strategy to activate the social responsibility of government universities in Riyadh.

The results showed that the university contributes to sustainable national development when it succeeds in activating social responsibility, and that achieving the social responsibility of universities requires including it in their functions, and that the most important obstacles that limit the role of university in activating social responsibility are the lack of financial incentives allocated to university employees in activating the social responsibility of university, Lack of allowances for supporting social responsibility in university budget, and the absence of mechanisms for evaluating social responsibility results in university's activities, and deficiencies in training of university employees on the social responsibility concepts and how to practice it, and the weakness of volunteerism and community work culture with university employees. Al-Faris study (2015), entitled The Degree of Social Responsibility Practice among Academic and Administrative Leaders at King Saud University, as it was applied to academic and administrative leaderships at King Saud University, the study used the descriptive survey method, and the questionnaire as a tool. The study aimed to determine the degree of practicing social responsibility among academic and administrative leaders at King Saud University, and the obstacles that prevent them from adopting social responsibility.

The study found that academic and administrative leaders at King Saud University has always practice social responsibility, there are obstacles hindering the academic and administrative leaders' practice of social responsibility, most importantly, the lack of incentives allocated to workers in social responsibility activities, the weakness of social responsibility concept in the student community, and the scarcity of awareness-raising training courses on concept of social responsibility and how to practice it. Nejati et al. (2011) study, titled Shared Social Responsibility and Universities: A study on the best (ten) leading universities in the world, applied to Harvard, Cambridge, Yale, London, Empiral College, Oxford, Chicago, Princeton, Massachusetts and California technicians Institutes. The study used content analysis as an approach, and it aimed to identify the reality of the interest of the world's leading universities in social responsibility, and to know the extent of these universities 'commitment to the concept. The results showed that the leading international universities are committed to their social responsibility in general, although there are some differences in the fields, it also found that universities are committed to transparency, especially with regard to organizational governance. Dahan and Senol study (2012), titled Shared Social Responsibility in Higher Education Institutions: The Case of Istanbul University, where the study used the descriptive and documentary approach, the case study and interview as the study have been used. The study aimed to identify successful implementation mechanisms to achieve shared social responsibility in Turkish universities and to identify the factors that help them to succeed. The results showed that university's success in achieving social responsibility is linked to its adoption of a clear strategy that is able to translate it into specific and realistic procedures, and the senior management's belief in social responsibility, and its support for its endeavors to achieve it at university, as that its achievement and success requires deepening university's commitment to social responsibility at operational and academic levels, and that the meaningful and distinguished integration between university and community works to build an added value for university, and contributes to improving its image, giving it a good reputation, and gaining a competitive advantage.

Most of the previous studies used the descriptive survey method, and the study population in them was focused on universities and the professors working in them. The researcher benefited from previous studies in building appropriate theoretical framework for the current study and choosing appropriate curriculum for it, building and designing the study tool (questionnaire), and choosing appropriate statistical methods.

Study problem:

Social responsibility is considered by society members in general, and the educated class of university teaching staff in particular is very important, in terms of identifying factors that raise or lower their level in individuals, where Palestinian society seeks to achieve great strides in building and development like other societies, despite the obstacles imposed by wars and internal struggles for power. Among the elements of this building is social responsibility, which is basic pillar in building society, and the importance of social responsibility appears more if society trained its members to perform their roles properly. The vast scientific wealth and knowledge that the developed world possesses, which enabled it to achieve progress, social welfare and civilized advancement, universities had the leading role in them. This huge scientific and knowledge balance was created and developed by bright minds, which universities had an important role in embracing, formulating and creating conditions for their growth and creativity. Accordingly, the importance of research has emerged, as well as the above, that its responsibility to achieve the educational goals that university education seeks to achieve, rests with the members of the university teaching staff. As the education process is closely related to preparing students to contribute to the growth and development of their societies. Accordingly, the current study problem is determined by answering the following main question: What is the level of social responsibility of the university professors at Al-Quds Open University / Salfit branch?

Study Objectives

Based on the foregoing, this research paper attempts to identify the reality of practicing social responsibility among the members of the teaching staff at Al-Quds Open University - Salfit branch by identifying the following topics:
1. Identify the level of social responsibility of university professors by variables (age, sex, years of experience, academic degree).
2. Knowing the reality of practicing social responsibility among university professors towards students.
3. Knowing the reality of practicing social responsibility among university professors towards the university.
4. Knowing the reality of practicing social responsibility among university professors towards society.

Study Importance

The scientific importance of the research lies in the fact that it constitutes an incentive for members of university teaching staff to know their social responsibility practice reality, and qualifying the concept of social responsibility with them at Al-Quds Open University / Salfit branch. In practice, its importance lies in activation of third function of the university, which is a community service function that benefits those in charge of higher education affairs in general and universities in particular,by planning and implementing what ultimately is in the interest of society.

Study questions:

1. What is the level of social responsibility of the university professors according to the variables (age, sex, years of experience, academic degree)?
2. What is the reality of practicing social responsibility among university professors towards students?
3. What is the reality of practicing social responsibility among university professors towards university?
4. What is the reality of practicing social responsibility among university professors towards society?

Study limits:

Time limits: This research will be completed during the first semester (1191) of 2019/2020.
Human frontiers: full-time and part-time faculty members at Al-Quds Open University, Salfit branch.
Spatial limits: Al-Quds Open University / Salfit branch.

Study hypotheses:

There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the level of social responsibility of the university professors according to the variable (age).

There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the level of social responsibility of university professors according to the variable (sex).

There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the level of social responsibility of university professors according to the variable (years of experience).

There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the level of social responsibility of university professors according to the variable (academic degree).

Study terms:

Social responsibility: is defined from the universities' perspective as "The university's commitment, in word and deed, to a set of principles and values that improve the quality of life for its employees, students, the local community, and the entire society. And implementing it through its basic functions of education, research, institutional management, community interaction, etc."(Hello, 2013).Procedurally social responsibility is defined as the self-commitment of university professors at Al-Quds Open University, Salfit branch, towards students, university and society.

University professor: Anyone who holds the job as a lecturer with different academic ranks in a university (Kamal, 2011, p. 34).

Study methodology:

To achieve the aims of this study, analytical descriptive approach was used.

Study population:

The population of this study is the full-time and part-time professors at Al-Quds Open University / Salafi branch, whose number was (46) in the first semester of the year 2019/2020, so that Salfit branch was taken as a case to apply the study to it.

The study sample:

A survey sample was chosen deliberately, included all the study population, and the number of retrieved questionnaires and valid for analysis was (40) questionnaires.A response rate of (87%) of the study population. According to sex variable, the highest percentage of the study sample was male, at a rate of 75% of the sample size, while females represented 25% of the study sample.According to academic degree variable, the highest percentage represented by the study category PhD so that reached 52% of the study sample, while the MA represented 48%.According to years of experience variable, the highest percentage represented by the study group was from 6-10, so that their percentage reached 45% of study sample, while from 1-5 years it represented 15% of it. According to age variable, the highest percentage represented by the study group was 45-55 years, so that it reached 36% of the study sample, while 25-35 years and over 55 years represented 18% of the study sample.

The study tool:

The study questionnaire was developed by making use of the experience of educational supervisors and previous studies. The questionnaire consisted of two parts: Where the first section contained general information (age, sex, years of experience, academic degree). The second section consists of (34) paragraphs, divided into three axes. Where the first axis of (15) paragraphs measure the reality of practicing social responsibility among faculty members towards students. The second of (10) paragraphs measure the reality of practicing social responsibility among faculty members towards the university. And the third of (9) paragraphs measure the reality of practicing social responsibility among faculty members towards society. All the paragraphs involved in measuring the level

of social responsibility of the university professor at Al Quds Open University / Salfit branch. After preparing the study tool initially, it was presented to a number of experienced and specialized arbitrators in order to verify its validity and ensure the correctness of the content of the paragraphs composing the questionnaire, and its suitability for the study objectives and its variables, and they indicated some appropriate modifications to become in its final form that was distributed to the study sample.

The researcher calculated the reliability by using internal consistency method and calculated the Cronbach alpha coefficient, where the result was (0.88), which is a high result that confirms the reliability of the tool and its suitability to achieve the objectives of the study.

Study variables:

Age: 1. 25-35 years old   2. 36-45 years old   3. 46-55 years old   4. Over 55 years old.

Sex: (male, female).

Years of experience: 1. 1-5 years   2. 6-10   3. 11 years and above.

Academic degree: (1. Master 2. PhD).

Statistical processes:

The data were statistically processed by extracting numbers, percentages, arithmetic means, standard deviations, Person correlation, Paired Sample t-test, and Cronbach's alpha reliability equation, using SPSS statistical packages.

Correction keys

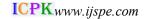| Degree of impact	Degree
Less than 50%	Strongly Agree
%59.9 - %50	Agree
%69.9 - %60	Undecided
%70 - %79.9	Disagree
80% and above	Strongly Disagree

Results:

This study aimed to identify the level of social responsibility of the university professors at Al-Quds Open University / Salfit branch, through the study sample answers on the questionnaireparagraphs. To achieve this, the study tool (the questionnaire) was developed and its validity and reliability factor were verified. And then it has the distribution process and collection of questionnaires were coded and entered into a computer and processed statistically using the Statistical Package for Social Sciences (SPSS), the following are the results of the study according to the questions and hypotheses.

The answer to the main question: What is the social responsibility level of the university professors at Al-Quds Open University / Salfit branch? To answer the previous question, the arithmetic means and standard deviations of social responsibility level of the university professors at Al-Quds Open University / Salfit branch were extracted, as shown in Table (6).

Table (6): The arithmetic means and standard deviations of social responsibility level of the university professors at Al-Quds Open University / Salfit branch

The scale	Arithmetic mean	standard deviation	Reality
The level of social responsibility at the university professors at Al-Quds Open University / Salfitbranch	4.48	0.29	High

We notice from the previous table and through the data contained in the table that social responsibility level of the university professors at Al-Quds Open University / Salfit branch was high, as the arithmetic mean was (4.48) with a standard deviation of (0.29).

The main question has been divided into the following sub-questions:

The first sub-question: What is the reality of practicing social responsibility among faculty members towards students?

In order to answer previous question, arithmetic means and standard deviations of reality of social responsibilitypracticing of faculty members towards students were extracted, as shown below:

Table (7): Arithmetic means and standard deviations of reality of practicing social responsibility among faculty members towards students

No.	Paragraph	Arithmetic mean	Standard deviation	The response rate	Degree of impact
1	I urge students to abide by the lectures' dates.	4.68	0.53	94%	Very high
2	I encourage students to love others.	4.52	0.55	90%	Very high
3	I develop students love of voluntary teamwork.	4.57	0.64	91%	Very high
4	I urge my students to help others and stand by them in times of trouble.	4.53	0.64	91%	Very high
5	I make students desire to be dedicated to serving parents.	4.45	0.68	89%	Very high
6	I make students desire to take responsibility and perform it to the fullest.	4.48	0.51	90%	Very high
7	I urge students to make the most of their time	4.55	0.55	91%	Very high
8	I encourage students to be intolerant of their opinion and disrespect the opinion of others	1.58	1.22	32%	Very low
9	I encourage students to be considerate of how others feel	4.43	0.59	89%	Very high
10	I avoid harsh words and strict looks towards students	4.43	0.84	89%	Very high
11	I provide the appropriate environment during the lecture for students	4.58	0.50	92%	Very high
12	I make time for students to listen to their inquiries, including their problems	4.40	0.67	88%	Very high
13	I provide required psychological support for humanitarian cases of students	4.53	0.55	91%	Very high
14	I provide classroom activities that help students to express themselves	4.20	0.91	84%	Very high
15	I work on linking educational content with students' social issues	4.50	0.75	90%	Very high
The total score for the first axis		**4.29**	**0.28**	**86%**	**Very high**

The contained data in previous table indicate that arithmetic means and standard deviations of the axis of reality of practicing social responsibility of faculty members towards students, which related to questionnaireparagraphs. The highest paragraph contained in the questionnaire questions is paragraph No. (1) with an arithmetic mean (4.68) and a standard deviation (0.53), where the impact rate reached (94%), which is a very high percentage, which states: (I urge students to abide by the lectures' dates). And the lowest paragraph is No. (8) with an arithmetic mean (1.58) and a standard deviation (1.22), where the impact rate is (32%), which is a very low

percentage, which states: (I encourage students to be intolerant to their opinion and disrespect the opinion of other). And the total score of the study sample's trends towards paragraphs of reality of practicing social responsibility among the faculty members towards all students amounted to (86%), which indicates that approval rate was very high.The researcher's interpretation of it is due to awareness of faculty members of importance of dialogue and oral discussions that take place in or outside the lecture, and their non-compliance with the teaching of academic courses that sometimes abandoned those activities. As well as for their keenness to have good relations between them and students, which facilitates the means of cooperation between them, and the competition between faculty members requires high skill in acquiring students 'love for them and their satisfaction with them, as well as the awareness of faculty members and their interest in human dignity and taking into account students' feelings. University laws do not allow faculty members to insult, humiliate, or even diminish any student, and urge them to promote good human relations between them and students.

The second sub-question: What is the reality of practicing social responsibility among faculty members towards the university?

To answer the previous question, arithmetic means and standard deviations of practicing social responsibilityreality among faculty members towards the university were extracted as shown in table (8):

Table (8): Arithmetic means and standard deviations of practicing social responsibilityreality among faculty members towards the university

No.	Paragraph	Arithmetic mean	Standard deviation	The response rate	Degree of impact
1	I do my best to complete the work and the tasks entrusted to me	4.87	0.34	97%	Very high
2	I feel upset if I am late to do anything	4.70	0.46	94%	Very high
3	I deal with the administration at the university in a spirit of respect and appreciation	4.83	0.45	97%	Very high
4	I adopt the method of cooperation with the faculty members	4.73	0.45	95%	Very high
5	I help my colleagues when they ask me for help	4.73	0.45	95%	Very high
6	I work with my colleagues on joint missions in a team spirit	4.55	0.60	91%	Very high
7	I apologize when an error or default is made of me	4.80	0.46	96%	Very high
8	I advise my colleagues appropriately on request	4.68	0.57	94%	Very high
9	I take care not to interfere in other people's affairs	4.83	0.45	97%	Very high
10	I feel proud to be one of the university's employees	4.93	0.27	99%	Very high
The total score for this axis		**4.76**	**0.32**	**95%**	**Very high**

The data contained in the previous table indicate that the arithmetic means and standard deviations of the reality of practicing social responsibility among the faculty members towards the university, and related to the questionnaireparagraphs.The highest paragraph was No. (10) with an arithmetic mean (4.93) and a standard deviation (0.27), which is a very high percentage, which states: (I am proud to be one of the university's employees). And the lowest paragraph is No. (6) with an arithmetic mean (4.55) and a standard deviation (0.60), where the impact rate reached (91%), which is a very high percentage, which states: (I work with my colleagues on joint tasks in a team spirit). The total score of the study sample's trends towards paragraphs of the reality of practicing social responsibility among the faculty members towards university was (95%), and this indicates that approval rate was very high. This is due to faculty members 'keenness on the existence of good human relations between them and the officials based on respect, appreciation and exchange of different opinions, and their

awareness of the importance of human relations in upgrading any institution to the quality and improvement of its production, and the continuous senior management meetings with members of the faculty and to identify their problems and contribute to their treatment enhances positive treatment among them, as they feel their responsibilities towards their university and the speed in completing the work, and the follow-up of senior management of faculty memberswork continues through paper correspondence or e-mail, as well as the connection of the work to a timetable that determines the process of completion.

The third sub-question: What is the reality of social responsibility practicing among faculty members towards society?

To answer the previous question, the arithmetic means and standard deviations of social responsibilitypracticingreality among faculty members towards society were extracted, as shown in table (9):

Table (9): Arithmetic means and standard deviations of social responsibilitypracticingreality among faculty members towards society

No.	Paragraph	Arithmetic mean	Standard deviation	The response rate	Degree of impact
1	I feel that I have a role in community service	4.73	0.45	95%	Very high
2	I contribute in membershipfields in charitable and cultural societies	4.48	0.85	90%	Very high
3	I participate in the activities of associations, including cultural institutions	4.25	0.90	85%	Very high
4	I initiate to cooperate with community members and institutions	4.33	0.86	87%	Very high
5	Personally, I contribute to volunteer work in community service	4.20	1.07	84%	Very high
6	I am interested in participating in the revival of national events	4.50	0.88	90%	Very high
7	I participate in financial donations to the needy according to my ability	4.65	0.58	93%	Very high
8	I strive to fight negative customs and traditions in society	4.53	0.55	91%	Very high
9	I participate in scientific activities (lectures and seminars) that contribute to raising awareness of society	4.73	0.60	95%	Very high
The total score for this axis		**4.49**	**0.57**	**90%**	**Very high**

The data contained in the previous table indicate that arithmetic means and standard deviations of the axis ofsocial responsibilitypracticingreality of faculty members towards the society, which related to the paragraphs of questionnaire were the highest paragraph is No. (9) with an arithmetic mean (4.73) and a standard deviation (0.60). Where the impact rate reaches (95%), which is a very high percentage, which states: (I participate in scientific activities (lectures and seminars) that contribute to raising the level of awareness of society). And the lowest paragraph that contained the questionnaire questions is paragraph No. (5) with an arithmetic mean (4.20) and a standard deviation (1.07), where the impact rate reaches (84%), which is a very high percentage, which states: (Personally I contribute to volunteer work in community service), and the total degree of the study sample's trends towards paragraphs of the axis is amounted to (90%) This indicates that approval rate was very high by the surveyed sample. This is due to the fact that the faculty members' sense of the importance of the societal role is an innate feeling consistent with the fact that the human being is a social being by nature, and the prevailing societal culture enhances social cohesion in light of the difficult conditions in which the Palestinian society lives, which drives all groups of society, especially the educated elite and university professors. To realize their role and responsibility in serving society and contributing to meeting its needs.

Table (10): The total arithmetic means and standard deviations of social responsibilitylevel of university professors at Al-Quds Open University / Salfit branch

The scale	Arithmetic mean	Standard deviation	Relative weight	Impact degree
The level of social responsibility of university professors at Al Quds Open University / Salfit Branch	4.48	0.29	%90	very high

We note from previous table and through the data contained in, that the effect of social responsibilitylevelaxes of university professors at Al-Quds Open University / Salfit branch was very high, as arithmetic mean reached (4.48) with a standard deviation (0.29) and a degree of impact (90%), which is a very high.

Results related to the study hypotheses

Results for the first hypothesis:

In order to study the validity of the hypothesis that "there are no statistically significant differences at the level of significance (α≤0.05), in terms of social responsibilitylevel of the university professors at Al-Quds Open University / Salfit branch, due to sex variable.The t-test was used for independent variables and the results were as shown in the following table:

Table (11): Results of (T) test for two independent groups for differences on the total score of the sex variable

Sex	N	$\overline{X}$	SD	DF	(t) value	Sig.
Male	30	4.49	0.31	38	0.36	0.71
Female	10	4.45	0.26			

* Statistically significant at the significance level (α≤0.05).

It was found from the above table that the value of the significance level is 0.71, and this value is greater than specified value in the hypothesis, which is (0.05), therefore, we accept the validity of the hypothesis and say that "there are no statistically significant differences at the significance level (α≤0.05) in terms of the level of social responsibility of the university professors at Al-Quds Open University / Salfit branch due to the variable of sex. From the researcher's point of view that there are no differences between faculty members at the university in the degree to which they practice their social responsibility towards students, the university and society, as male and female faculty members comply with the instructions issued by the higher management.
Results related to the second hypothesis:

In order to study validity of the hypothesis "there are no statistically significant differences at the level of significance (α≤0.05), in terms of social responsibility level of the university professors at Al Quds Open University / Salfit branch, due to academic degree variable. The t-test was used for independent variables and the results were as shown in the following table:

Table (12): (t) test results for two independent groups for differences on the total score of academic degree variable

Academic degree	N	$\overline{X}$	SD	DF	(t) value	Sig.
Master	19	4.45	0.34	38	-0.59	0.28
PhD	21	4.51	0.25			

* Statistically significant at the significance level (α≤0.05).

It was found from the above table that the value of the significance level is 0.28, and this value is greater than thespecified value in hypothesis, which is (0.05), therefore, we accept the validity of the hypothesis "there are no statistically significant differences at the significance level (α≤0.05) in terms of social responsibility level of the university professors at Al-Quds Open University / Salfit branch due to academic degree variable. The researcher attributes that to the fact that the faculty member is more appreciative of the university's role and responsibility towards it, regardless of academic degree. As for society, the university professor has reached a stage in which he has surpassed the teaching stage only and has started researching community issues and problems and working to

improve them and develop society through scientific research and studies. And this drives him to the need to participate in various fields that improve his society and reduce it problems.

Results for the third hypothesis:

In order to study the validity of the hypothesis that "there are no statistically significant differences at the level of significance (α≤0.05), in terms of social responsibility level of university professors at Al Quds Open University / Salfit branch due to years of experience. The arithmetic means and One Way ANOVA test were used for independent samples and the results are as shown in following two tables:

Table (13): The arithmetic means and standard deviation of total score of the tool due to the experienceyears' variable

Years of Experience	N	$\overline{X}$	SD
From 1-5 years	6	4.55	0.14
From 6-10	18	4.57	0.30
11 years and over	16	4.48	0.33
Total	**40**	**4.48**	**0.29**

It is clear from the above table that there are differences between the arithmetic means for the experienceyears' variable categories. To verify whether the differences in the arithmetic means have reached the level of statistical significance, the one-way analysis of variance test was used, and the following table explains that:

Table (14): Results of one-way analysis of variance (ANOVA) to extract the significance of the total differences of the tool due to experienceyears' variable

Source of Variance	Sum of squares (SS)	df	Mean squares (MS)	F (Calculated)	P-value (Sig)
Between Groups	0.03	2	0.02	0.18	0.84
Within Groups (Error)	3.29	37	0.09		
Total	3.33	39			

* Statistically significant at the significance level (α≤0.05).

It was found from above table that the value of the significance level is 0.84, which is greater than the specified value in the hypothesis, which is (0.05). Therefore, we accept the validity of hypothesis and say that "there are no statistically significant differences at the level of significance (α≤0.05), in terms of social responsibility level of the university professors at Al Quds Open University / Salfit branch, due to years of experience variable.

Results related to the fourth hypothesis:

In order to study the hypothesisvalidity that "there are no statistically significant differences at the significance level (α≤0.05), in terms of social responsibility level of the university professors at Al-Quds Open University / Salfit branch, due to agevariable." The arithmetic means and One Way ANOVA test were used for the independent samples and the results are as shown in the following two tables:

Table (15): The arithmetic means and the standard deviation of total score of the tool due to age variable

Age	N	$\overline{X}$	SD
25-35 years old	7	4.46	0.25
36-45	11	4.51	0.29
46-55	15	4.45	0.35
Over 55 years old	7	4.54	0.25
Total	**40**	**4.48**	**0.29**

It is evident from the above table that there are differences between the arithmetic means for the age variable categories. And to verify whether the differences in the arithmetic means have reached the statistical significance level, the one-way analysis of variance test was used, and the following table shows that:

Table (16): The results of the one-way analysis of variance (ANOVA) to extract the significance of total differences of the tool due to age variable

Source of Variance	Sum of squares (SS)	df	Mean squares (MS)	F (Calculated)	P-value (Sig)
Between Groups	0.06	3	0.02	0.21	0.89
Within Groups (Error)	3.27	36	0.09		
Total	**3.33**	**39**			

* Statistically significant at significance level (α≤0.05).

It was found from above table that the value of the significance level is 0.89, which is greater than specified value in the hypothesis, which is (0.05). Therefore, we accept the validity of hypothesis and say that "there are no statistically significant differences at the level of significance (α≤0.05), in terms of social responsibility level of the university professors at Al Quds Open University / Salfit branch, due to age variable.

Discussing the results:

This study aimed to identify the social responsibilitylevel of university professors at Al-Quds Open University / Salfit branch, by getting to know the answers of study sample about the paragraphs of questionnaire. The following are the results of the study according to its questions and hypotheses. To answer the main question: What is the level of social responsibility of the university professors at Al-Quds Open University / Salfit branch? After extracting the arithmetic means and the standard deviations, it was found that the social responsibilitylevel of the university professors was high, as the arithmetic mean was (4.48) with a standard deviation of (0.29).

Results related to the first sub-question: What is the reality of social responsibilitypracticing among faculty members towards students? To answer this question, means and standard deviations were extracted, where the data refer to the axis of reality of practicing social responsibility of faculty members towards students, which related to the paragraphs of questionnaire, the highest paragraph that questionnaire questionscontained was paragraph No. (1), where the impact rate reaches (94%), which is a very high percentage, which states (I urge students to abide by the lectures' dates). And the least paragraph that contained is paragraph No. (8), where the impact rate is (32%), which is a very low percentage, which states: (I encourage students to be intolerant of their opinion and disrespect the opinion of others).And that the total score of the study sample's attitudes towards all the paragraphs of the axis was (86%). This indicates that approval rate was very high for it by the surveyed sample.
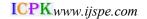
Results related to the second sub-question: What is the reality of social responsibilitypracticing among faculty members towards the university?

In order to answer the previous question, the arithmetic means and standard deviations were extracted, where the data indicate that the arithmetic means and standard deviations of the reality of social responsibilitypractice of faculty members towards the university, which are related to the paragraphs of the questionnaire, the highest paragraph of the questionnaire was paragraph No. (10), where the impact rate reaches (99%), which is a very high percentage, which states: (I feel proud to be one of its workers). And the lowest paragraph is No. (6), where the impact rate reaches (91%), which is a very high percentage, which states: (I work with my colleagues on joint tasks in a team spirit). And that the total score of the study sample's attitudes towards all the paragraphs of the axis was (95%), and this indicates that the percentage of approval was very high for it by the surveyed sample.

Results for the third sub-question:

What is the reality of social responsibility practicing among faculty members towards society?

Where the data indicate that the arithmetic means and standard deviations of the axis of reality of social responsibility practice of faculty members towards society, which are related to the paragraphs of the questionnaire, the highest paragraph of questions was paragraph No. (9), where the impact rate reached (95%), which is a very high, which states: (I participate in scientific activities (lectures and seminars) that contribute to

raising awareness of the society).And the lowest paragraph of the axis questions is Paragraph No. (5), where the impact rate reached (84%), which is a very high percentage, which states: (Personally, I contribute to voluntary work in community service). And the total score of the study sample's attitudes towards all the paragraphs of the axis reached (90%), and this indicates that the percentage of approval was very high for it by the surveyed sample. The results of the study showed that the university professor's role in developing students 'social responsibility was to a high degree.

According to researcher's knowledge, perhaps this is due to the efforts of Al Quds Open University in all its branches by holding educational workshops and cultural seminars to the faculty members have had a role to get this good percentage in the role of professors towards development of social responsibility among students. And also the role that scientific books play through their contributions in some courses in focusing on the value side of professors, as the professor is a role model for his students.

Results related to the study hypotheses:

Results for the first hypothesis:

The hypothesis states, "There are no statistically significant differences at the significance level (α≤0.05), in terms of social responsibilitylevel of university professors at Al-Quds Open University / Salfit branch, due to sex variable. It turns out that the value of the significance level is 0.71, and this value is greater thanspecified value in the hypothesis, which is (0.05). Therefore, we accept the validity of the null hypothesis and say that "there are no statistically significant differences at the level of significance (α≤0.05), in terms of social responsibility level of university professors at Al-Quds Open University / Salfit branch, due to sex variable". The researcher attributes this result to the fact that all professors admitted that they instill social responsibility among students, in addition to the same geographical environment that includes all, so that there is no chance for differentiation between males and females in terms of geographical, religious, national and social influence that affects the response on the questionnaire paragraphs. In addition, the curriculum that is taught is same, as well as the sources from which professors received their academic and educational achievement are the same, whether it is from universities and educational institutions in the Salfit branch or the rest of country governorates.

Results for the second hypothesis:

The hypothesis states, "There are no statistically significant differences at the significance level (α≤0.05), in terms of social responsibility level of university professors at Al-Quds Open University / Salfit branch, due to academic degree variable". It was found that the value of the significance level is 0.28 and this value is greater than the specified value in hypothesis is (0.05), therefore, we accept the validity of the null hypothesis and say that "there are no statistically significant differences at the significance level (α≤0.05) in terms of social responsibilitylevel of the university professors at Al-Quds Open University / Salfit branch due to academic degreevariable. The researcher attributes this result to the fact that academic degree or scientific qualification that the professor holds provides him with scientific knowledge in teaching subjects, and qualifies him to perform his role to the fullest, and therefore the level of this qualification, as the results indicate, does not affect the nature of the professor's role, especially since the issues of social responsibility experienced by people in their daily lives, which makes it easier for them to perceive and practice them.

Results for the third hypothesis:

The hypothesis states, "There are no statistically significant differences at the significance level (α≤0.05), in terms of social responsibility level of university professors at Al-Quds Open University / Salfit branch, due to years of experience variable". It turns out that the value of significance level is 0.84 and this value is greater than the specified value in the hypothesis, which is (0.05). Therefore, we accept the validity of the hypothesis and say that "there are no statistically significant differences at the significance level (α≤0.05) in terms of social responsibility level of the university professors at Al-Quds Open University / Salfit branch due to years of experience variable. The researcher attributes this result to the fact that the development of social responsibility is not affected by the university professor's experience for the clarity of meanings and issues related to it, and there is no need for teachers in teaching it and providing their students with practical experience, for it is clear, and it can be taught easily, especially since all the formal and parallel methods of education contribute to social responsibilitydevelopment.

Results for the fourth hypothesis:

The hypothesis states, "There are no statistically significant differences at the significance level (α≤0.05), in terms of social responsibility level of university professors at Al-Quds Open University / Salfit branch, due to age variable". It turns out that the value of the significance level is 0.89, and this value is greater than the specified value in the hypothesis, which is (0.05), therefore, we accept the validity of the hypothesis. From the researcher's point of view, this is due to the homogeneity of the professors and student's community, regardless of their age. They were righteous model and keen on values and religion, and they enjoyed an authentic culture and sincerity of belonging to this country, so they must find these professors the listening ears of students.

The researcher based on the outcome of the current study and the results of previous studiesseesthat feeling of social responsibility of individuals towards their society depends on the extent of their sense of belonging and loyalty to their society, and the greater the sense of belonging and loyalty to the community, the greater the sense of social responsibility towards it. And that the feeling of social responsibility indicates the extent to which the individual is prepared to carry out the responsibilities entrusted to him in different situations, and that the socially responsible person is distinguished by the characteristics of the most important of which are: self-reliance, carrying out duties, diligence, interaction and cooperation with others, and bearing responsibility for his opinions and actions.

Recommendations:

1. The necessity of good preparation for academics before and during service in order to deepen the spirit of social responsibility among students and accept criticism and self-criticism.
2. Encouraging students and opening opportunities for them to employ knowledge and information in applied practical way that serves their community.
3. Disseminating training and awareness programs for academics to enable them to develop the capabilities of their students to choose their representatives, and to develop in them the spirit of social responsibility more and more.
4. Conducting more studies related to analyzing the academic curricula of different universities, to reveal strengths and weaknesses in a way that opens the way for further development and advancement for the benefit of society and students in terms of social responsibility.
5. Urging those in charge of educational counseling in universities to develop a sense of social responsibility among students, especially students of the Social Work and Education faculties, so that teachers in them are properly educated.
6. Draw attention to the interest in conducting complete studies on the relationship of social responsibility as social behavior with cognitive methods such as cognitive behavior.

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