

## Patterns of Faculty Participation in the Areas of Social Responsibility

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### Abstract

The study aimed to identify the patterns of participation of faculty members in the areas of social responsibility. To achieve the objectives of the study, the social survey method was relied on the sample. The study sample consisted of (136) faculty members in a university in the Saudi higher education sector. The questionnaire was used to collect data. Its stability coefficient was (0.830) and it was applied electronically to the study sample. The results of the study revealed that there is daily interaction between a faculty member, students and community institutions to contribute to all areas of responsibility and spread its culture, in addition to the tendency of the educational institution (the field of study) to achieve balance and harmony between its fields (teaching, community service / scientific research) so that the faculty member can participate in all the desired activities and events and adapt to the requirements of the institution and society, there are also some obstacles such as lack of funding for research and studies Common and directed by the faculty member towards the community, the imposition of routine procedures from the university that hinder the faculty member from participating in community initiatives, the lack of opportunities for community partnerships between the university and the private and public sectors of the state and NGOs.

**Keywords:** Social Responsibility – Participation Pattern – Institutions.

### Introduction

Social responsibility has an important role at the institutional and societal levels in the governmental and private sectors. And it participates with many institutions in the development of these societies, and this comes through a number of applicable procedures, such

as developing effective programs, projects, plans and community initiatives in a number of aspects, including: the social, environmental, health, educational and economic aspect within the Saudi society, and therefore social responsibility occupies an important role in building a strong relationship between institutions and society in

all its segments, so it constitutes an important requirement in the process of preparing individuals in societies, and achieving advancement and progress is linked to a degree of awareness. The individual has social responsibilities. The promotion and development of social responsibility does not happen in a vacuum, but takes place through educational institutions.

The university is one of the most important organizations and the role of the science and education industry in the world, as it is an umbrella that covers its interests in various aspects of society, and the faculty member in it represents the cornerstone in its path and no university can perform its functions and achieve its goals effectively without the availability of qualified manpower, and the responsibility of faculty members. The social situation is great in light of the dynamic and continuous life changes, as they are required to assume this responsibility towards their society and on the basis of the nature of their profession (Al-Mukhtar, Samir, 2019: 135).

This was confirmed by the theoretical heritage and scientific literature, where a study (Kuang-Cheng, C., De-Cong, X., Chin-Piao Yeh, Hao-Ran, L., & Zhen-Xin Cui., 2022). showed that Social responsibility must be based on specific and well-established laws in university institutions that result in a positive impact to enhance areas of responsibility within society, and the study (Adegbola, E. Abimbola, 2014). confirmed that social responsibility has a significant impact on the performance of university institutions and maximizing efficiency in the educational and professional system. The study of Friedrich, L., & McKinney, M., 2010) reported that corporate social responsibility (CSR) is a recognized and common part of business activity, and aims to establish reciprocal relationships of social ties with society. The study of Afhami, S., 2021) and the study of (Körükçü, M., & Tangülü, Z., 2021) confirm that there are three dimensions of social responsibility that are closely related to each other, which are (responsibility towards students, teaching and the social environment), and they are According to the reports (Social Responsibility Analysis 2019),

it must set specific standards for it within university institutions that are related to the rights and duties of its affiliates; In addition to working to spread the culture of responsibility within the community and trying to confront the obstacles that prevent it, This was confirmed by the report (USA Strategic Center, 2018) and added that social responsibility needs to mobilize efforts to achieve community participation in society, and to remove obstacles that prevent optimal performance. (Friedrich, L., & McKinney, M., 2010) , so we can say, according to the vision of (Gaski, J. F., 2022) that social responsibility requires a social conscience to meet the goals and achieve the general welfare in society.

Based on the foregoing, the importance of social responsibility emerges through its ability to contribute to the survival of organizations, and their obtaining support from the masses, because institutions have helped themselves to build a good reputation through community plans, projects and initiatives, and then work to increase social solidarity, belonging among individuals and improve The quality and quality of life in the community, and the profitability rates of institutions that have an interest in social responsibility programs and activities are 18% higher than those organizations that do not have any programs and activities, in addition, opinion polls indicate that 73% of business leaders in Europe agree that taking care of social responsibility programs can contribute positively to increasing production and profit in the organization. In the field of social responsibility in the United States of America, you mentioned that institutions that balance their interests with those of shareholders have achieved growth rates and skilled labor four times more than other institutions. In addition, research and studies have proven that interest in educating employees in institutions about the concept of social responsibility And their participation in some social responsibility programs, contributes to alleviating the burdens caused by absence and health bills by 30%. (Antonio Argandoña,2017:2)

### **The Problem Study and its importance**

There is a demand from all segments of society

for the governmental and private sectors to achieve sustainable development in society, and it is worth noting that in order for these two sectors to be able to achieve an accurate response to the needs of society, they must face great challenges and difficulties, because they have an influence on local community institutions. The institutions of the two sectors have faced many great challenges in the course of their work and their interaction with members of society, in order to seek to meet their needs, achieve their desires and improve the standard of living of individuals, and all institutions, whether from the public and private sectors, are keen to make social responsibility part of the strategy of interaction with the external environment.

This is confirmed by the study of both (Friedrich, L., & McKinney, M. 2010 (Adegbola, E. Abimbola ,2014 (Körükcü, M., & Tangülü, Z.,2021 (Gaski, J. F. ,2022 ) Social responsibility aims to achieve cooperation and interdependence between the various individuals within the institutions, as it represents an effective response to the changes that occur in society, its transition to social needs and the realization of an aspect of the individual's personality and organizations.

**Based on the foregoing, the problem of the study crystallizes in a main question: What are the patterns of faculty members' participation in the areas of social responsibility?** The importance of the current study stems from the importance of its topic, which is the study of the patterns of participation of faculty members in the areas of social responsibility at Imam Abdul Rahman bin Faisal University; Where the current study deals with an important topic in achieving the lofty goal of the vision of the Kingdom of Saudi Arabia 2030, and to determine the nature and extent of the participation of government institutions, including universities, in the areas of social responsibility, through plans, programs and activities of social responsibility inside and outside the university through supporting programs, projects and community initiatives, It would contribute to achieving sustainable development, especially in light of contemporary social, economic, cultural and technological

changes. Also enriching the local and Arab library in this subject, as it is the first study - within the knowledge of the research team - which linked the areas of social responsibility of university government sector institutions that promote the process of sustainable development at the institutional and societal levels, in addition to what the results of the study may provide to provide The opportunity for decision-makers to contribute to the formulation of a viable policy regarding social responsibility measures and its development through effective strategies in the university government sector.

### Study objectives:

The study aims: to identify the patterns of participation of faculty members in the areas of social responsibility. Several sub-goals are derived from this goal:

- i. Determining the areas of practicing social responsibility for a faculty member at the Faculty of Arts, Imam Abdul Rahman bin Faisal University, and it can be measured through:
- ii. His responsibility towards his students (teaching - guiding and directing - forming positive trends)
- iii. His responsibility towards his institution by participating in (activities - initiatives - scientific and literary forums).
- iv. His responsibility towards his community (dissemination of societal culture - conducting community studies and research)
- v. Determining the most important difficulties for the participation of faculty members in the areas of social responsibility.
- vi. Presenting a proposed concept that contributes to enhancing the social responsibility of the faculty member.

### Study questions

- i. What are the patterns of participation of faculty members in the areas of social

responsibility?

ii. What are the difficulties involved in the participation of faculty members in the areas of social responsibility?

iii. What is the proposed vision that contributes to strengthening the social responsibility of a faculty member?

iv. Are there statistically significant differences between the mean scores of the study sample according to the age variable?

v. Are there statistically significant differences between the mean scores of the study sample according to the academic degree variable?

vi. Are there statistically significant differences between the mean scores of the study sample according to the variable of scientific specialization?

vii. Are there statistically significant differences between the mean scores of the study sample according to the variable of experience?

viii. Are there statistically significant differences between the mean scores of the study sample according to the variable of training courses?

## Background

### The Study's Concepts -

#### a- Social responsibility (concept, theoretical implications)

Social responsibility has emerged under various names Accountability 'Corporate Ethics ' Corporate Citizenship 'Corporate Obligations. (Najat, Hayat, 2012: 3).

Khamidullina, F. I., & Ilurovich, G. R. (2022) define social responsibility as an ideological construct that originated in the evolution of industrial society and evolved more from economic to legal to social content, a social commitment to promote the common good in every possible way.(Gaski, J. F. (2022) believes that responsibility needs to be dismantled in order to reach a scientific concept that is entrenched in the minds and collective

conscience. Bikeeva, M.V. (2017)) asserts that it is the institutional altruism that contributes to solving pressing social problems. Maslova, T. (2019) showed that it is the duty of institutions to make decisions and pursue desirable activities from the point of view of general goals and values in society. Nurtdinova (2015) recognized that the concept of social responsibility must "take into account the interests of the entire society while maintaining social peace and preventing social unrest. Dickson, Marsha A. & Eckman, Molly 2006, p 181) have explained that it is "a comprehensive and integrated set of policies, practices, and programs that are integrated into decision-making processes". Lim, Alwyn, & Tsutsui, Kiyoteru (2012)) believe that it is "the individual's awareness of commitment to a cognitive basis of the need to direct his voluntary actions towards the group."

#### Common elements between the previous definitions:

i. Increasing social support among the segments of society and creating a sense of belonging by individuals and different groups.

ii. Achieving social stability as a result of providing a level of social justice.

iii. Improving the quality of life in the community.

iv. Taking rational decisions to ensure the performance of the roles and general objectives of the institution with integrity and transparency.

v. Enhancing community participation and forming positive attitudes towards it.

vi. Facing the difficulties that prevent achieving the desired social responsibility goals.

The procedural definition of social responsibility: "The responsibility of a faculty member to himself, his students, his institution to which he belongs, and his community.

#### - Theoretical Framework for the Study

The current study was based on an integrative theoretical conception that emerged from the theories of social order, social action and social

capital, to interpret the study topics and analyze patterns of participation in the areas of social responsibility.

### **a- Social System Theory:**

Parsons defines the social system as "a group of individuals motivated by a tendency to optimally satisfy their needs. As for the prevailing relationships among the members of this group, they are determined according to a pattern of complex and common cultural patterns. This issue, like many of the issues included in Parsons' writings, needs a detailed explanation based on the constant reference to the antecedent analysis of the social act"; Individuals are driven to better satisfy their needs that dominate defensive orientation, as Parsons defines the relationship of individuals to their social attitudes in light of their cultural patterns (Wolfgang, 2004: 178-180).

The term relationship refers to what is called guidance in another context; In this context, Parsons refers to the other main components of the actor's orientation towards the situation, which is the complementary orientation. The social serves as a bridge between the now social and cultural stems; The social system implies something that belongs to the culture (Luhmann, 2013:25-40).

Parsons also mentioned the way the social system works; Through that each format must find a solution to a number of problems, and these problems or conditions are called functional obligations or functional requirements, and these functions consist of: adaptation, goal achievement, integration, and finally maintaining the pattern and stress management (Talaat Lotfi, Kamel Al-Zayyat, 2009: 73).

### **b- Social Action Theory**

The sociologist Weber defines the social action as he sees that the action is the one that carries a meaning and takes into account the actor, whether the actor is an individual or a group, and Weber takes into account the other interviewees, whether they are an individual or a group, and in addition to that he believes that individual actions are the basis of what is formed from Buildings, systems and groups, and based on the above, it

includes the reality of social reality, and it is evident in the meanings carried by the actors, and that discovering that reality is linked to trying to understand it through interpretation and deduction. It can be said that Weber classified social action into ideal patterns, and as indicated by (Omar Maan, 2006: 386): The rational social action associated with an end: that is, it takes place for a purpose, and he has given it other names such as: the final or instrumental action, and in addition to the rational social action associated with a value: that is, the actor is invoked when choosing the course of action to Oriented social value. The same applies to traditional social action: it is the one in which the experiences of the actor are directed by the traditions, norms, and values of the group to which he belongs. Finally, the social and affective action: it is the action that is directed by feelings and emotions. As for Parsons, he believes that social action represents the basic unit of social life, and in addition to that it represents the forms of social interaction between people, based on the above, the social action of Parsons represents the link between individuals and groups. For Parsons, action is the unit through which the researcher can monitor social phenomena and explain the problems that individuals and institutions suffer from according to their development (Muhammad Morsi, 2001: 55-78).

### **c- Social capital theory**

Social capital refers to the ability of individuals to work together within networks of common relationships, in a way that facilitates social action to face the problems that these individuals may encounter in the context of their movement within society, and that collective action requires balances of social cohesion, the ability to integrate, and trust in others, Tolerance and acceptance of the other, and all of this is one of the manifestations of social capital, which is evident through the behavior and attitudes of individuals, meaning that the balances of social capital are closely related to social construction, but in order to fulfill their purpose they must be linked to social action, and these sources are represented in (Ahmed Zayed, 2006:9):

- Relationships and networks established by

individuals to achieve specific goals such as: public benefit associations, factional associations, and other relationships that establish a civil life.

- A system of values, on top of which are the values of trust, transparency, tolerance of the other, cooperation, rationality, flexibility and other values of modernity.

The network of relationships represents an essential axis of social capital, and the main idea in the approach of the network of relationships is that interaction helps to build societies and each individual feels committed to the other, and thus it supports the social fabric, a sense of belonging, and the prevalence of trust and tolerance relationships that can be of great benefit to individuals, And it becomes a common value, virtues, and expectations within society in general. Relationship networks constitute a resource available to achieve social interests and provide its members with collective capital and qualifications that enable them to obtain credit, through multiple channels: (Khalaf Al-Shazly, 2008: 119):

- Information flow (exchanging information and ideas in different fields)
- Criteria for reciprocity or mutual assistance that depend on the network of horizontal and vertical relationships and include: networks related to customs and traditions, networks related to ties within groups, and networks related to bridging ties between groups.
- Collective work that depends on social networks.
- Trust that leads to mutual benefit.

And about forms of social capital: there is formal social capital, which includes social ties and relationships that are formed within the framework of formal social structures such as government institutions and NGOs, and there is informal social capital, which is formed within the framework of traditional, informal social structures (such as family relationships, kinship networks, and social relations). Neighborhood and friends) and contribute to the formation of trust that stimulates community participation, and there are three ideal types of social capital networks, which are (Humnath Bhandri, 2010: 4-

10):

- A. A pattern of an economic nature, in which the transactions of individuals are linked to economic factors.
- B. A status-based pattern, in which individuals are motivated by the variables of reputation, status, and centers of power.
- C. A pattern based on promiscuity, i.e. it is motivated by the tendency to intermingle and relate to others.

Hence, social scientists tend to consider social capital as an analytical tool both at the individual level and at the level of small groups.

**Hence, the current study proceeds from an integrative theoretical framework directed at it, and is based on a number of assumptions:**

- 1- Each format must face at least four problems. In order to be able to continue and survive and achieve balance.
- 2- The basis of society is the tendency towards balance, harmony, and the main processes that help the systems to function and interrelate with each other.
- 3- The sources of empowerment and participation differ from one format to another, and these formats must find ways to adapt to the requirements of society.
- 4- Social capital constitutes the raw material upon which faculty members rely for empowerment and participation in areas of responsibility, and this is produced through daily interactions between members and community institutions in order to provide an area of social responsibility, and to monitor the reality of the practice of social responsibility among faculty members. .
- 5- Universities, as official organizations, carry out social action and willful behavior directed towards social responsibility, through community initiatives in which faculty members participate in order to present them to the local community. Social action can be classified into four ideal patterns, which are as follows: The university, as

an educational institution, takes community initiatives for a purpose, such as improving its reputation or improving its productive efficiency. In addition, the traditional social action indicates that the universities undertake community initiatives based on the prevailing customs and traditions in society. As for the emotional social action, it indicates that the university undertakes community initiatives in order to achieve a balance between the layers of society, by reducing feelings of deprivation and meeting the needs of individuals. In the local community, and finally the rational social action associated with a value, as the organization carries out community initiatives by embodying the prevailing social values in society such as cooperation and social solidarity.

## **Methodology of the study**

The methodological procedures of the current study are as follows:

### **Type of study**

This study is a descriptive and analytical studies, which are mainly concerned with exploring the characteristics of the phenomenon in question, identifying the factors of its occurrence and its effects, the relationship between independent and dependent variables, and finding ways to treat them.

### **The method used**

Descriptive analytical method. A sample social survey method was used.

### **Data collecting instruments**

The current study is based on the (graded questionnaire) "Likert Triple Scale"; To measure the patterns of faculty members' participation in the areas of social responsibility" and it was applied electronically in the study community.

### **The validity and reliability of the research tool**

#### **Apparent validity "the opinions of the arbitrators A-**

The questionnaire was presented to a number of arbitrators from faculty members specialized in

the field of social sciences; To verify the apparent validity of it, and with the aim of judging the suitability of the questionnaire's items to the characteristics it measures, in addition to judging and expressing an opinion regarding the various elements of the questionnaire and the modification, deletion, addition or reformulation; as they see fit; In order to achieve the objectives of the current study.

#### **b- Structural validity:**

A small group was tested as a random prospective sample of "46"; In order for the study tool to be closer to accuracy and clarity, the sample members were informed; With the aim of testing the tool and applying it to them, and the need to comment on the questions and encourage them to ask questions to find out what is ambiguous or difficult to answer; To ensure the structural validity of the study tool.

#### **The stability of the study tool**

The internal consistency method was relied on, which depends on the extent to which the phrases are related to each other within the questionnaire and the correlation of the degree of each phrase with the total score of the questionnaire in general by analyzing the items. (0,340 - 0.872), and this indicates the strength of the internal coherence and consistency of the questionnaire statements.

#### **Population**

The empirical material for the study was collected from Imam Abdul Rahman bin Faisal University in the Eastern Province of the Kingdom of Saudi Arabia using the comprehensive survey method as a spatial field, where the university includes a number of literary, scientific and qualitative disciplines.

#### **Sample**

The study sample was taken by snowball method, and it is a deliberate sample consisting of (136) faculty members in a number of tracks (health - management sciences - arts - education) in the institution, the field of study, and based on the demographic characteristics of the study sample, it was found that (73.5%) of the The sample members range in age from (40-50 years), and

we find that the highest percentage of the respondents is professors, reaching (55.9%) because the university attracts higher academic ranks and seeks to encourage faculty members for promotion, as the results of the table indicate That (63.2%) of the respondents are from the management science track at the university, the field of study.

## Results and Discussion

**First: the patterns of participation of faculty members in the areas of social responsibility.**

**Table No. (1) shows the total weights, the mean and the percentage of the study sample's responses to the questionnaire n =136**

N	Axis	Total Weights	Mean	Percentage
1	Responsibility towards students in teaching	3982.00	29.2794	97.59
2	Responsibility towards guidance and direction	2596.00	19.0882	90.89
3	Responsibility towards shaping students' positive attitudes	2818.00	20.7206	98.66
4	Responsibility towards his organization to participate in community activities	2246.00	16.5147	68.81
5	Responsibility towards his organization to participate in the initiatives	1774.00	13.0441	72.46
6	Responsibility towards participation in scientific forums	1828.00	13.4412	74.67
7	Responsibility towards his community in spreading community culture	2336.00	17.1765	81.79
8	Responsibility towards his community in providing scientific advice	1460.00	10.7353	71.56
9	Responsibility towards his society in conducting research and scientific studies	2398.00	17.6324	73.46
10	Responsibility for health and safety	1210.00	8.8971	74.14

It is evident from Table (1) that the highest percentage of achieving the areas of social responsibility for faculty members was associated with social responsibility towards its students and related to the formation of positive attitudes to them at a rate of 98.66%, which was

found by encouraging students to discuss and respect the other opinion, and to avoid using inappropriate words with students He urged students to participate in classroom and extra-curricular activities that enhance the values of cooperation and work, in addition to avoiding



mentioning students' faults and mistakes in front of each other and keenness to develop their spirit of loyalty, belonging and citizenship towards society and directing them away from extremist ideology, and this was confirmed by the Social Responsibility Analysis Report, 2019, that Social responsibility has specific standards within organizations that relate to rights and duties.

The second place came in the areas of social responsibility of the faculty member, the responsibility towards students in teaching, with a rate of 97.59%, and this was evident through the keenness to attend lectures at the time allotted for teaching the course, and the commitment to strictly applying university laws and instructions with students, in addition to encouraging students to continuous learning. Use a variety of methods to suit the different abilities of students, and ensure that their abilities for independent thinking are respected in the lecture.

Then came in the third position the responsibility of the faculty member towards guidance and direction with a percentage of 90.89%, through contributing to providing psychological support for humanitarian cases of students, discovering and developing talents and creative abilities among students, in addition to taking into account students with special needs by providing them with various programs and ensuring that Provide effective procedures to monitor student progress.

And in the fourth concern is the responsibility towards his community, represented in spreading societal culture by 81.79%, by respecting the prevailing customs and traditions, respecting cultural diversity in society and trying to raise the degree of public awareness among students towards development projects and using positive

support methods to enhance students' behavior towards community issues and ensuring the organization Awareness and educational field campaigns, and this was agreed with a study (Gaski, J. F., 2022)

here the study confirmed that social responsibility needs a social conscience to meet the desired goals of institutions and achieve the well-being of society, and was confirmed by one of the theoretical statements "social capital", which called for the importance of daily interaction between a faculty member, students and community institutions to contribute in all areas of responsibility and spread its culture.

Finally, with a percentage of 68.81%, the responsibility of the faculty member towards his institution came with regard to participation in activities that reflect a weak participation of faculty members in this axis through: participation in camps that benefit specialization, participation in organizing fixed or mobile awareness exhibitions for students, in addition to Forming volunteer teams of students to serve the community and urging them to organize celebrations of international days within the community's civil institutions, and to participate in cultural clubs inside and outside the university, this confirms that institutions must tend to balance and harmonize their fields (teaching, community service/scientific research) so that a faculty member can participate in all the desired activities and events and adapt to the requirements of the institution and society. This is according to Parsons' theoretical view.

**Second: Obstacles to the participation of faculty members in the areas of social responsibility**

**Table (2) shows the average scores of the study sample's responses to the obstacles to participation in the areas of social responsibility n = 136**

N	Axis	Total Weights	Mean	Percentage
11	Obstacles to practicing social responsibility by a faculty member	2262.00	16.6324	69.30

The responses of the study sample with a percentage of 69.3% indicated that there are obstacles that prevent the participation of university faculty members in the areas of social responsibility, including the lack of funding for joint research and studies directed by the faculty member towards society, imposing routine procedures from the university that impede the faculty member from participating in community initiatives, Lack of opportunities for community partnerships between the university and the private and public sectors of the state and NGOs, lack of training courses and workshops on an ongoing basis, lack of an organizational structure for social responsibility at the university, weak response of the university to community needs and problems, weak presence of a rewards program to support socially responsible practices

at the university,

These results are consistent with the report of the Strategic Center in USA 2018, which stated that there are many obstacles that prevent achieving optimal performance in the areas of social responsibility in institutions, such as weak participation inside and outside the organizational environment, and low employee motivation; The report stressed the necessity of overcoming these obstacles and searching for the best ways to achieve the goals of social responsibility. which prevent the achievement of its objectives.

**Third: suggestion to enhance the participation of faculty members in the areas of social responsibility**

**Table (3) The average scores of the study sample's responses to suggestion to enhance participation in the areas of social responsibility n = 136**

N	Axis	Total Weights	Mean	Percentage
1	Suggestions for activating the faculty member's practice of social responsibility	3614.00	26.5735	80.52

The study sample showed a high response to proposals to enhance and activate the participation of university faculty members in the areas of social responsibility by 80.52%. To reveal community issues, in addition to holding continuous workshops to discuss strengthening the university's orientations towards issues of social responsibility, encouraging joint and community-oriented research and studies, and partnership with the private and public sectors of the state and civil associations to draw plans and directions of the university in social responsibility, this is confirmed by Weber's theoretical conception of social action, as he saw the university carrying out a meaningful and effective social action by activating all initiatives, conferences and community events that serve

many groups of society and improve their productive efficiency, in addition to participating in meeting the social needs of individuals and establishing Ideal values and standards that the community believes in and help achieve its goals.

**Fourth: the results of the significance of the differences between the study variables and the results of the questionnaire using ANOVA**

A- The results related to the answer to the question (fourth) in the study:

Are there statistically significant differences between the mean scores of the study sample due to the age variable?

**Table (2) shows the value of (F) for the scores of the study sample according to (age) (n = 136)**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	19883.271	3	6627.757	22.525	.000
Within Groups	38839.200	132	294.236		
Total	58722.471	135			

It is clear from the previous table that there are statistically significant differences at the level of 0.01 between the responses of the study sample according to age, where the value of (P) was

22.52, and to identify the direction of the differences, the LSD test was used as shown in the following table:

**Table (3) shows multiple comparisons between variables using the LSD test for the variable age**

(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.
Less than 30	From 30 to less than 40	-26.30000*	9.39526	.006
	From 40 to less than 50	6.00000	8.74651	.494
	From 50 and over	-14.50000	9.90347	.146
From 30 to less than 40	Less than 30	26.30000*	9.39526	.006
	From 40 to less than 50	32.30000*	4.20169	.000
	From 50 and over	11.80000	6.26351	.062
From 40 to less than 50	Less than 30	-6.00000	8.74651	.494
	From 30 to less than 40	-32.30000*	4.20169	.000
	From 50 and over	-20.50000*	5.24043	.000
From 50 and over	Less than 30	14.50000	9.90347	.146
	From 30 to less than 40	-11.80000	6.26351	.062

	From 40 to less than 50	20.50000*	5.24043	.000
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The trends of the differences are clear in this table. In the field of comparison between the age groups of the less than 30-year-old group and the age group (30-less than 40), the differences were in favor of the second group, as the average score for the first category was 209, and the second category was 235.30, and this may be due For experience in the field of work at the university, and in the field of comparison between the age group of less than 30 years and the age group of (40-50) the differences were in favor of the first group of less than 30 years, as the average of the first group was 209, and the second category was 203, and compared to the first age group less than 30 years old and the age group of 50 and over were in favor of the second category, as the average for the first category was 209, and the second category was 223.50, this may be due to

the awareness of this age group of faculty members of social responsibility in the university and its various fields, and these differences confirm the discrepancy between faculty members and areas of social responsibility in the university, and this was confirmed by the study (Friedrich, L., & McKinney, M. 2010) where She saw that the employees in the institutions differ according to their vision of the requirements of the profession and good employment procedures and their concern for participation in the areas of social responsibility. layout as a whole.

**B - The results of the answer to the question (fifth) in the study:**

Are there statistically significant differences between the mean scores of the study sample according to the academic degree variable?

**Table (4) shows the value of (F) for the scores of the study sample according to (scientific degree) (n = 136)**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	19411.631	4	4852.908	16.172	.000
Within Groups	39310.839	131	300.083		
Total	58722.471	135			

It is clear from the previous table that there are statistically significant differences at the level of 0.01 between the responses of the study sample according to the academic degree, as the value of

(P) was 16.172, and to identify the direction of the differences, the LSD test was used as shown in the following table:

**Table (5) shows multiple comparisons between variables using the LSD test for the scientific degree variable**

(I) scientific degree	(J) scientific degree	Mean Difference (I-J)	Std. Error	Sig.
Teaching Assistant	Lecture	19.16667	13.23058	.150
	Assistant Professor	24.07692	12.71153	.060

	Association Professor	27.40000*	12.84700	.035
	Professor	46.42105*	12.40926	.000
Lecture	Teaching Assistant	-19.16667	13.23058	.150
	Assistant Professor	4.91026	6.04554	.418
	Association Professor	8.23333	6.32543	.195
	Professor	27.25439*	5.38102	.000
Assistant Professor	Teaching Assistant	-24.07692	12.71153	.060
	Lecture	-4.91026	6.04554	.418
	Association Professor	3.32308	5.15226	.520
	Professor	22.34413*	3.93575	.000
Association Professor	Teaching Assistant	-27.40000*	12.84700	.035
	Lecture	-8.23333	6.32543	.195
	Assistant Professor	-3.32308	5.15226	.520
	Professor	19.02105*	4.35346	.000
Professor	Teaching Assistant	-46.42105*	12.40926	.000
	Lecture	-27.25439*	5.38102	.000
	Assistant Professor	-22.34413*	3.93575	.000
	Association Professor	-19.02105*	4.35346	.000

The trends of the differences are clear. In the field of comparison between the academic degree / teaching assistant and lecturer, the differences were in favor of the first category, with an average score of 246, and the second category 226, and in the field of comparison between the first category (demonstrators) and the second category (assistant professor), the differences were in favor of the first category, which averaged 246, and the second category 221.92, and in the field of comparison between the scientific degree of teaching assistant / and the degree of associate professor, the differences were in favor of the first category, as the average score reached 246 and the second 218.6, Where the (US Strategic Center Report 2018) stressed

the need to mobilize continuous efforts to maintain competitiveness, and these results are consistent with one of the theoretical arguments on which the (social capital) theory depends, which is that the efforts made in institutions through cooperation and coalition among all members are what Dig social sharing.

### C - Results related to answering the sixth question in the study:

Are there statistically significant differences between the mean scores of the study sample according to the scientific specialization variable?

**Table (6) shows the value of (F) for the scores of the study sample according to (scientific specialization) (n = 136)**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	16573.670	2	8286.835	26.149	.000
Within Groups	42148.800	133	316.908		
Total	58722.471	135			

It is clear from the previous table that there are statistically significant differences at the level of 0.01 between the responses of the study sample according to the scientific specialization, where

the value of (F) was 26.149, and to identify the direction of the differences, the LSD test was used as shown in the following table:

**Table (7) shows multiple comparisons between variables using the LSD test for the scientific specialization variable**

(I) scientific specialization	(J) scientific specialization	Mean Difference (I-J)	Std. Error	Sig.
Health	Management Science	26.67442*	12.73339	.038
	Art and Education	3.95833	12.84743	.758
Management Science	Health	-26.67442*	12.73339	.038
	Art and Education	-22.71609*	3.20737	.000
Art and Education	Health	-3.95833	12.84743	.758
	Management Science	22.71609*	3.20737	.000

The trends of the differences in this table are clear according to the scientific specialization. In the field of comparison between the first category (health track) and the second category (science and management), the differences were in favor of the first category with an average score of 228 and the second category with an average of 201, and in the field of comparison between the health track, literature and education, it was in favor of the category The first with an average of 228 and the second category with 224, and this may be due to the nature of the work of faculty members in these colleges and their presentation of

community plans, projects and initiatives that contribute to improving the quality of life for individuals in society, according to what he referred to (Antonio Argandona, 2017:2)

**D- The results related to the answer to the (seventh) question in the study:**

Q: Are there statistically significant differences between the mean scores of the study sample due to the experience variable?

**Table (8) shows the value of (F) for the scores of the study sample according to (experience) (n = 136)**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	23131.674	4	5782.919	21.285	.000
Within Groups	35590.796	131	271.685		
Total	58722.471	135			

It is clear from the previous table that there are statistically significant differences at the level of 0.01 between the responses of the study sample according to the years of experience, where the

value of (P) was 21.285, and to identify the direction of the differences, the LSD test was used as shown in the following table:

**Table (9) shows multiple comparisons between variables using the LSD test for the variable of experience**

(I) experience	(J) experience	Mean Difference (I-J)	Std. Error	Sig.
Less than 5	From 5 to less than 10	25.45000*	6.64446	.000
	From 10 to less than 15	37.85789*	5.54467	.000
	From 15 to less than 20	18.20000*	7.05755	.011
	20 and over	10.56364	6.28633	.095
From 5 to less than 10	Less than 5	-25.45000*	6.64446	.000
	From 10 to less than 15	12.40789*	4.53378	.007
	From 15 to less than 20	-7.25000	6.29451	.252
	20 and over	-14.88636*	5.41569	.007
From 10 to less than 15	Less than 5	-37.85789*	5.54467	.000
	From 5 to less than 10	-12.40789*	4.53378	.007
	From 15 to less than 20	-19.65789*	5.12008	.000
	20 and over	-27.29426*	3.99051	.000
From 15 to less than 20	Less than 5	-18.20000*	7.05755	.011
	From 5 to less than 10	7.25000	6.29451	.252
	From 10 to less than 15	19.65789*	5.12008	.000
	20 and over	-7.63636	5.91522	.199

20 and over	Less than 5	-10.56364	6.28633	.095
	From 5 to less than 10	14.88636*	5.41569	.007
	From 10 to less than 15	27.29426*	3.99051	.000
	From 15 to less than 20	7.63636	5.91522	.199

The trends of the differences in this table are clear according to the years of experience. In the field of comparison between years of experience of less than 5 years and the second category (5-10), the differences were in favor of the first category with an average score of 237.2 and the second category of 211.75. In the area of comparison between the first category of less than 5 and the second category From (10-15) years, it was in favor of the first category, as the average of the second category was 199.34. In the field of comparison between the first category of (15-20) and the second category (20 or more), the differences were in favor of the second category, as the average of the first category was 219 and the second category 226, this indicates that the greater the years of experience, the keener the faculty member is to participate in the

areas of social responsibility and his knowledge of its various dimensions, and this is also confirmed by Parsons in his conception of (the social system), in which he stated that social empowerment occurs to the individual within the institution whenever he achieves comprehensive adaptation through understanding the foundations and criteria of his job, duties, and rights, and this is not certain for the individual except through acquisition and experience.

#### **E - Results related to the answer to question (eighth) in the study:**

Are there statistically significant differences between the mean scores of the study sample according to the training courses?

**Table (10) shows the value of (F) for the scores of the study sample according to (training courses) (n = 136)**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3809.499	2	1904.749	4.613	.012
Within Groups	54912.972	133	412.879		
Total	58722.471	135			

It is clear from the previous table that there are statistically significant differences at the level of 0.05 between the responses of the study sample according to the training courses they attended, where the value of (F) was 4.613, with a

significance level of 0.012, and to identify the direction of the differences, the LSD test was used as shown in the following table :

**Table (11) Multiple comparisons between variables using the LSD test for the variable of training sessions of responsibility**

(J) training sessions	Mean Difference (I-J)	Std. Error	Sig.
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(I) training of responsibility sessions of responsibility				
	1-3	-9.16667	8.96003	.308
There is no	From 3 to less than 6	2.92908	8.55603	.733
1-3	There is no	9.16667	8.96003	.308
	From 3 to less than 6	12.09574*	3.98261	.003
From 3 to less than 6	There is no	-2.92908	8.55603	.733
	1-3	-12.09574*	3.98261	.003

The directions of the differences are clear in this table. In the field of comparison between those who did not receive training courses related to responsibility and the second category who obtained courses from (1-3), the differences were in favor of the second category with an average of 218.50 and the first category 209.3, and in the field of comparison between the first category of (1 -3) And the second category of (3-6) sessions, the differences were in favor of the first category with an average of 218.50 and the second category 206.40, and this indicates the necessity and importance of holding workshops continuously to discuss strengthening the university's orientations towards issues of social responsibility.

### Conclusion and Recommendations

The study proposes formulating a vision to enhance the practice of social responsibility for faculty members at Imam Abdul Rahman bin Faisal University, according to a set of steps represented in defining a set of premises on which this perception depends, and setting a set of foundations and goals that it seeks to achieve.

#### 1- The starting points and challenges of the proposed visualization

#### (a) Strengths

- Formation of positive attitudes of students.
- Develop the spirit of loyalty, belonging and citizenship among students.
- Participation of faculty members in electronic awareness initiatives that serve the university's goals to promote social responsibility.
- Faculty member cooperation in providing electronic scientific lectures inside and outside the university.
- Faculty member cooperation in providing electronic scientific lectures inside and outside the university.

#### (b) Weaknesses:

- The large number of teaching and administrative burdens that hinder a faculty member from contributing to the community.
- Non-funding of joint research and studies directed by the faculty member towards the community.
- Imposing routine procedures that impede the faculty member from participating in community initiatives.

## 2- The foundations on which the proposed concept is based

- a- Results of previous studies and research
- b- Theoretical framework of the current study
- c- Results of the current study
- d- Suggestions of the study sample

## 3- Objectives of the proposed vision

A - Determining the strategies that enable the promotion of the practice of social responsibility for faculty members and can be achieved through:

- Collaborative action strategy: by urging and motivating faculty members to participate in interdisciplinary joint research between different disciplines to serve the community.
- Continuous training strategy: by training faculty members on how to design community initiatives that achieve solidarity and social solidarity and lead to increased loyalty and belonging to the community.
- Creative and innovative thinking strategy: by encouraging faculty members to provide scientific and practical advice to solve community problems in an innovative way and to propose and activate purposeful community initiatives stemming from the reality of the community, its needs and problems.

B- Determining the tools used to promote the practice of social responsibility through:

- Training courses: to provide faculty members with the university's social responsibility procedures.
- Seminars: to exchange information about everything related to scientific research and its contribution to community service and to enrich the knowledge side with concepts of social responsibility.
- Conferences: To enrich experiences and knowledge among faculty members, while attending local, regional and international conferences to refine experiences and contribute to spreading a culture of responsibility within the community.

- The periodic scientific meeting (scientific seminar): at the level of the scientific department to discuss societal issues, which motivates the faculty members to deal with the outside community.

## Recommendations

- Preparing programs and mechanisms to direct faculty members towards social responsibility.
- Partnerships with the state's public and private sectors to chart the university's social responsibility orientations.
- Form qualified and trained teams to work on initiatives presented to the community.
- Holding periodic meetings between university employees to learn about international developments and changes with the aim of continuous improvement and development with regard to social responsibility.
- Establishing centers within the university concerned with communicating with institutions to serve the outside community.
- Honoring the faculty members who interact with the issues of the external community.
- Designing initiatives that contribute to the establishment of scientific salons to spread community awareness.

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