The Role of Public Education Schools in Developing Social Responsibility in the Light of Contemporary Global Trends

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Abstract

The study aimed at recognizing the reality of the role of public education schools in developing social responsibility (which includes the following responsibility dimensions: towards the self, towards family, towards friends, towards society, and the dimension of loyalty and national responsibility). The important obstacles were specified, and activation mechanisms in the light of contemporary global trends were identified. The study adopted the analytical descriptive approach, with a random sample being selected from the population of the study, and a questionnaire used for data gathering. The results of the study demonstrated that the reality of the role of public education schools in developing social responsibility was in the range of "strongly agree". The dimension of loyalty and national responsibility ranked first, and its highest-scoring response was the female teachers' continuous care for their students' acquirement of the importance of national unity among all individuals in society. The dimension of responsibility towards friends came at the fifth and final rank, and its highest response was the teachers' demonstration of bad company effect on the students concerning their values and ideas. The study provided many recommendations.

Keywords

Public Education Schools, Development, Social Responsibility, Contemporary Global Trends

1. Introduction

The Study Problem:

Developing social responsibility in children is widely viewed as the route towards creating more cohesive and harmonious societies, as evident by the results

of the study conducted by Dielini et al. (2021). Their findings showed the importance of social cohesion and development as well as their implementation in the education of socially responsible young people. They also stated that social cohesion plays a major role in working towards sustainable development and the 17 United Nations Sustainable Development Goals (SDGs). Not surprisingly, the Kingdom's Vision 2030 and Ministry of Education initiatives have identified social responsibility as a vital requirement in preparing the younger generation to become engaged and responsible citizens. An individual who accepts social responsibility can make a positive and pragmatic contribution to the well-being of their community. Social responsibility is not an innate value, and it must be learned and developed so that it becomes an acquired discipline that guides individuals (Abdel & Marwa, 2019).

The Rules and Regulations of the Ministry of Education, 2nd edition emphasized the importance of activating community partnerships through the Community Participation Committee. The aim is to develop social responsibility amongst the school staff and to enhance integration and cooperation in ways that will benefit the community and the future professional lives of the students (Ministry of Education, 2013). This aim, amongst others, is evidenced by the Ministry of Education's "Fatten" Program: a national program designed to develop the social character of students. The MOE is dedicated to producing a self-assured and self-confident generation that belongs to the country and the nation (Ministry of Education, 2018).

Justifications for This Study:

- The Eastern Region Council for Social Responsibility aims to enhance the culture of social responsibility in public education; facilitating community participation beyond the school will contribute to achieving the desired sustainable development of society.

- Educational institutions are instrumental in spreading the culture of social responsibility amongst all students.

Fitriah (2010) emphasized that educational institutions perform an important twofold function in fulfilling their mission. Firstly, the institution provides and disseminates knowledge to students through education and teaching. The management staff (who have high levels of technical and administrative skills) are deployed across various work sites to achieve social and economic development. Secondly, the institution plays an educational and guiding role in the community by providing social services, raising public awareness, supporting social trends and promoting desirable human values (Al-Subaie, 2019).

Studies by Al-Khatib & Al-Morsi (2018) emphasize the importance of training teachers in the methods used to develop social responsibility among their students.

- Despite the strict measures taken by the government, societal problems (including car drifting) are on the increase thereby highlighting the need for diverse recreational activities aimed at developing social responsibility amongst

young people (Alhajj & Abeer Bakri, 2019).

- Studies by Al-Qahtani and Alabbad (2020) emphasize the need to link activities with community institutions to activate their role in the development of social responsibility.
- Decreasing levels of commitment to the values of social responsibility are manifested in student behavior: the list includes non-compliance with school regulations, a lack of social responsibility in school, negativity, complacency and selfishness, neglect of homework, non-participation in the classroom, a failure to maintain public properties, a lack of loyalty and belonging to the school, writing on the school walls, which makes them very ugly-looking, uttering bad dirty words, physical and verbal aggression against younger students, decreasing levels of cooperative participation in school activities, avoidance of social and political participation and weak social relations (Al-Zahrani, 2018).
- These problems must be addressed to realize the third strategic objective of the National Transformation Program for Vision 2030: "To consolidate positive values and build an independent personality for the country citizens, and to provide them with the knowledge and skills necessary to meet the needs of the labor market and develop the skills of young citizens and make good use of them" (Ministry of Education, 2016).

The current study will address these problems by posing the main research question: **What is the role of public education schools in developing social responsibility in the light of contemporary global trends?**

Study Sub-Questions:

To answer the main research question, three sub-questions will be posed as follows:

1) What is the actual role of public education schools in developing social responsibility (defined as personal responsibility, responsibility to the family, responsibility to friends, responsibility to society or neighborhood, having a sense of belonging and national responsibility)?

2) What are the main obstacles facing public schools in the development of social responsibility?

3) What are the main mechanisms for activating the role of public schools in the development of social responsibility?

Study Objectives:

1) To identify the role of public sector schools in developing social responsibility.

2) To identify the main obstacles that limit how public sector schools are developing social responsibility.

3) To identify effective mechanisms for activating the role of public schools in developing social responsibility.

The questions were devised to garner information that will contribute to solving the problems that justify the study. By clearly establishing the role of

public education schools in developing social responsibility, the foundations of further fostering that social responsibility can be built. The identification of obstacles and facilitators for social responsibility will enable schools to work on minimizing and maximizing them, respectively.

Significance of the current study:

The scientific and practical significance of the current study can be stated as follows:

Scientific significance:

1) To instill a sense of social responsibility in students so that they adopt this value to guide their attitudes and behavior. Modern educational systems stress the importance of facilitating socially responsible behaviors and attitudes among students of public educational institutions, which serve the community and fulfill MOE goals.

2) The Kingdom's Vision 2030 stresses the importance of education in the progress of society. Students cannot deal with the challenges of a globalized society unless they acquire a sense of collective social responsibility, as acknowledged in the MOE fifth objective (2017-2030) which states: "Strengthening students' basic values and skills as a form of social responsibility" (Saudi Arabia Vision Document, 63).

3) A scientific forum organized by Majmaah University on the Gulf Universities Forum and Social Responsibility: strategic visions in 2015, compared social responsibility in schools with social responsibility in universities.

4) From a contemporary perspective, education is a comprehensive and integrated whole with all stages of public education providing the vital foundation for a university education.

5) This study will contribute to knowledge on how public education schools are developing social responsibility amongst their students. The Saudi library will derive particular benefit and the Arab library in general will also benefit.

6) The study aims to encourage researchers to examine this issue from the perspective of teachers.

Practical Significance:

1) To promote interest and raise staff awareness (at all levels of the educational organization) about how they can help students to acquire a sense of social responsibility. Active partnerships between schools and the communities they serve are one feature of education in developed countries, which helps to facilitate social responsibility.

2) To provide the MOE with potentially important feedback on their Vision 2030 national transformation goals.

3) To identify effective practices and indicate areas in need of improvement thereby diminishing the obstacles to achieving the strategic goals.

4) To reveal the extent to which the academic content of the curriculum coupled with classroom and extracurricular activities is raising awareness of social responsibility among all public education students.

5) To inform the MOE about the current level of social responsibility demonstrated by public education teachers.

Study Limitations:

The study was limited to public sector schools in the General Administration of Education in the Eastern Province only. The study population was limited to female teachers at three stages of public sector schools. The theoretical framework of the study was restricted to the four dimensions of social responsibility as defined by the researcher: personal responsibility, responsibility to the family, to friends, to society or the neighborhood, having a sense of belonging and national responsibility. The study was conducted in the second semester of 2019.

Terminology:

Social responsibility is conventionally defined as a set of related activities or behavioral frameworks, carried out by an individual, to achieve what is expected of them in certain situations. The individual's behavior in different situations can be predicted. The roles for individuals are defined by the actions and duties that they will perform (Atwi, 2012).

This research will examine how teachers in public sector schools are developing a culture of social responsibility through their classroom practices. The research will focus on the behavioral frameworks or associated activities that teachers use to develop each dimension of social responsibility.

According to Melham social responsibility is defined as "a set of activities that aim to achieve qualitative improvement (education outcomes and processes), and quantitative improvement (impact on society) when carrying out various educational activities with the aim of serving the community in all fields" (Melhem, 2018).

On a practical level, social responsibility can be understood as the student developing an awareness of their peer group, their place within the group and accepting a sense of responsibility towards that group. When students accept their social roles and obligations towards others, there are benefits for the wider community in terms of greater cohesion and harmony.

Contemporary Global Trends

Social responsibility has become a contemporary global trend. Within an educational context, this concept can be understood as the practices adopted by developed countries that aim to activate the partnership between public sector schools and the communities they serve. This research examines the role played by public sector schools in realizing the social responsibility goals set out in Vision 2030 and the MOE initiatives.

Theoretical Framework:

First—Social Responsibility in the Educational fi5eld:

Within education, social responsibility has multifarious definitions across knowledge fields. According to Ghanem & Al-Qalyubi (2010), a socially responsible student will recognize how their behavior is affecting their self and others (family, friends, groups to which the individual belongs, community, country

and religion) and will take responsibility for the consequences of that behavior in terms of reward or punishment.

Low (2016) defines social responsibility as a moral concern and commitment shown by an individual towards others which is influenced by social norms. Social responsibility becomes embodied in activities and participation in social life.

Rus, Chirica, Raiu, and Bban (2014) define social responsibility as "the continuous commitment of educational institutions to carry out their educational tasks in an ethical manner, and to contribute to economic development while improving the quality of life of the workforce and their families as well as the life of the local community and society as a whole".

According to Radwan (2019), an acceptance of social responsibility shows "the individual's close association with his/her community, the feeling of belonging to it, and the strong desire to participate in its advancement and prosperity. The individual who has a high awareness of social responsibility is interested in discussing and understanding the issues and problems that his/her community suffers from and cooperates with others in order to work on solving them".

According to a study conducted by Al-Qahtani and Alabbad (2020), social responsibility is "the commitment of the individual, consciousness, and control of behavior i.e.: social responsibility is linked to moral values, culture and awareness of society. It is an awareness of the individual's social identity".

Social responsibility includes a deep sense of commitment to the greater good, which can take varied forms: a commitment to policies, the pursuit of societal values and goals, the provision of information necessary to achieving those goals, the pursuit of certain activities and the provision of financial support. The commitment to respect ethical and global standards in work and performance is a mark of social responsibility. A commitment to the traditions, laws and systems of the society in which the individual lives and accepting the penalties resulting from violating them is socially responsible (Hawala & El-Shorbagy, 2015; Shazly, 2019).

Social responsibility includes religious and moral responsibility, for example, the extent to which the student commits to the correct religious and moral behavior. Social responsibility is collective in that it involves the student's acknowledgement of the importance of their role within the group to which they belong, whether family or friends.

Second—The importance of social responsibility:

The development of social responsibility is seen as a social and individual need. Al-Zahrani (2017) stated that the entire society, including its institutions and members, needs socially responsible and professionally qualified individuals to facilitate development. On a personal level, the individual cannot reach maturity without an understanding of their social group and their place within it. Maturity is linked to a sense of belonging and union with the wider community at present and in the future.

Morgaine (2014) has noted that the importance social responsibility comes

from accustoming students to actual work. Accepting socially assigned roles is a route towards becoming socially responsible. Work should include goals based on mutual interest, built on participation and love, between the individual and the group.

Third—The School's Role in Developing Social Responsibility:

Schools are one institution responsible for the social education of children. Schools must also prepare children to be good future citizens. Schools train students to work together, to take responsibility, and to learn about their rights and duties (Morjan, 2019).

School is a crucial environment for facilitating social interaction amongst students, consequently it plays a key role in shaping their personalities and determining their future (El-Maaloumi, 2015). Schools effectively promote acceptable behavioral patterns in children, encourage students to adopt positive psychological values and trends, develop their ideas and teach them knowledge.

School leadership is an important factor in developing social responsibility. School leaders set and implement educational plans; they provide the resources to develop and direct the academic, physical and spiritual growth of students.

The teacher must be a socially responsible role model in their use of words, actions, and behavior. The teacher must have a clear insight into the needs of the society.

Schools develop socially responsible children by meeting their psychological and educational needs, by teaching them self-reliance and how to accept responsibility, by teaching respect for the law and their rights and duties, and the importance of truth. Schools accustom students to thinking for themselves by engaging them dialogue and questioning. These practices develop patterns of sound social behavior, which prepares them for membership of the wider community.

School curricula develop interest and understanding by focusing on the importance of the group, its role in meeting individual needs, achieving common goals, and the importance of teamwork. The school curricula aim to interest students in the history, the present and the future hopes and goals of the society (Al-Qahtani & Alabbad, 2020).

Al-Qahtani and Alabbad (2020) examined how extracurricular activities developed social responsibility among public secondary school students in Riyadh, from the perspective of the school activity leaders. The study measured the extracurricular activities that promoted social responsibility, and it identified the obstacles that limited the values of social responsibility. The study revealed different responses from school activity leaders according to the study variables: type of school building, years of experience as an activity leader, and number of training courses provided for the programs.

The study tool—an electronic questionnaire—was distributed among participants, which were 244 female school activity leaders in public secondary schools in Riyadh. The significant results were as follows: the extracurricular activities promoting social responsibility among students were high from the point of

view of the activity leaders. The obstacles that limited the promotion of extra-curricular activities for the values of social responsibility among students were rated neutral among course leaders. Very high approval ratings were given on ways to develop social responsibility through extracurricular activities among female students.

A study by Escartí et al. (2018) developed a Teaching Model of Personal and Social Responsibility (TPSR) to promote responsibility and to teach life skills across different learning environments. The observation tool was used to assess implementation in two elementary schools. Seven teachers and 170 students aged 8 to 12 years (87 female and 83 male) were studied. The results showed that teachers adherence to the new model was good as these teachers used responsibility-based teaching strategies. Teachers scored significantly lower results in promoting life skills transfer. However, the strategies teachers used to promote responsibility were significantly associated with their students subsequently demonstrating responsible behaviors. The results demonstrated that the TPSR may provide an effective framework for promoting accountability and ensuring the quality of implementation across the curriculum.

A study by Al-Balal (2016) examined how public intermediate schools in Riyadh city were developing social responsibility, from the perspective of the school principals. The study identified levels of social responsibility and the obstacles limiting social responsibility and suggested solutions to overcome them. 157 school principals were involved. Results showed that the student's level of care towards her colleagues is excellent. The principals were satisfied with how the school's property was maintained. The results also showed that the most important obstacles limiting the school's role in developing social responsibility was the burdensome workload of school principals, which limited the monitoring and following-up of students' problems. Another obstacle was the failure of supervisors and observers to take into account the opinions of the school principals, notably concerning the improvement and development of the educational process. Respondents proposed the following solutions: promoting an understanding of societal problems amongst students and directing them to take advantage of their free time in a way that serves societal issues.

Annu and Sunita (2015) studied the effect of extracurricular activities on students' performance and on the development of their academic and social skills. Their study examined types of extracurricular activities in both private and public schools. The study also identified the effect of extracurricular activities on students with different abilities. The study used observation as the data collection method and an inductive approach to analyze the data. The results showed that extracurricular activities have a positive impact on the academic performance of students in public and private schools. Results also showed a positive impact on improving the skills of students in public and private schools when they are considered as part of daily school life. Extracurricular activities have a positive effect on the educational environment, which in turn, raises the aca-

demic performance of students and teachers. Practicing extra-curricular activities was shown to improve student behavior, enhance communication skills, promote cooperation, and reinforce a sense of responsibility and teamwork.

Fourth—Contemporary Global Trends of Social Responsibility:

Educating students to become socially responsible members of society is very important. Schools and universities are tasked with preparing students to become effective, compassionate, and competent individuals equipped with the skills to face all contemporary challenges. The real renaissance of nations is measured by how effectively the community passes on to its younger generation the correct values, skills, and opportunities that will help build sustainable societies for the future. A failure to acknowledge this trend implies ignorance, destruction, backwardness, and being left behind in civilization (Ramadan et al., 2020). According to Ibrahim (2013), community partnerships with public education schools in America serve to strengthen the relationship between the school and the local community so each can benefit from the knowledge and experience of the other; the participation of local communities, private bodies and organizations can support and monitor school performance.

A study by Droms and Stephen clarified the impact of incorporating the principles of social responsibility with the higher education curricula (Droms Hatch & Stephen, 2015). An analytical survey method was used by distributing a questionnaire to a random sample of (124) students from Butler University in the United States. The results revealed that teaching courses about social responsibility increased students' awareness of societal issues and increased communication with their community, which led to an increased sense of belonging. Students' problem-solving skills were also seen to improve.

In England, parents, the local community, and business owners involved in the social responsibility agenda. Community partnerships can be activated through supporting and improving the local authority resources. There are plans to determine the appropriate use of resources and the amount of funding required. To support the educational process, funding is based on the number of students enrolled in the school, and the actual needs and requirements of the school (Ahmed, 2015).

Many countries stressed the impact of the concept of social capital: any aspect of a social relationship that produces beneficial results for others. Holguin (2013, cited in Al-Qahtani and Alabbad, 2020) showed how secondary schools in Spain are able to build social capital. For example, by providing extracurricular activities which increase knowledge of other cultures are a form of social capital which can help students to develop their intellectual capabilities through constructive dialogue, and openness to world civilizations. Such activities can also provide students with opportunities for administrative and leadership training: covering issues such as cooperation, justice and integrity, accountability.

The social responsibility agenda in education performs a crucial function in preparing individuals to meet the challenges of life after school and university.

As a result, nation states are able to build more healthy, productive economies and sustainable communities (Al-Qahtani & Alabbad, 2020).

The Saudi government has adopted this social responsibility agenda with a new economic vision which views education as an investment in individual/social capital and an economic goal that can be reached through the school's partnership with the family and the local community. This vision is a key strategy for developing the educational system by improving teaching and learning, whilst simultaneously preserving societal values, customs, and traditions. This partnership helps to develop the local community, spread cultural and educational awareness, and aid diversification of the economy (Ministry of Education, 2018).

The Ministry of Education is responsible for activating the partnership between schools and families to encourage participation in the educational process: strengthening the components of society by instilling morals in students, providing students with the necessary knowledge and rules of conduct in order to develop their personalities by activating the role of school activities, and supporting educational, cultural and entertainment institutions (Ministry of Education, 2016). The Irtiqa initiative (part of the National Transformation Program 2020) aims to enhance the role of social responsibility in the educational process by building cooperative and integrated relationships between the school, family and community. To overcome the challenges facing schools, the goal is to improve educational performance, enhance the concept of citizenship, develop social responsibility among the partners, promote values and develop life skills for learners (Al-Amoud & Al-Muzaffar, 2021).

A study by Mohamed et al. (2020) stressed that the authorities in the Kingdom are required to consider education as a national responsibility, like all governmental and civil society organizations. Consequently, the Kingdom views active community participation as the primary strategy for developing the current educational system. The ultimate goal is to build a sustainable society based on cooperation, mutual respect and tolerance, and active citizenship.

2. Methodology

2.1. The Type of Study and Method Used

This is a descriptive analytical study which examines the role played by public sector schools in the development of social responsibility (personal responsibility, responsibility to the family, responsibility to friends, responsibility towards society or the neighborhood, and developing a sense of belonging and national responsibility). The study identifies the main obstacles facing public schools and reveals the main mechanisms for activating the role of public sector schools in the development of social responsibility.

Study Population: Female teachers in public education schools in the Eastern Province, East and West of Dammam, during the second semester of 2019. The total number of participants was (4583) distributed as follows: primary stage (1827) teachers, intermediate stage (1265) teachers and secondary stage (1491) teachers.

2.2. The Study Sample

The electronic questionnaire was distributed to a random sample of 542 teachers: 12% of the total study population. The sample comprised 205 primary stage teachers (11%); 162 intermediate stage teachers (13%) and 175 secondary stage teachers (12%). An analysis of the sample characteristics indicated that 453 teachers (83.6%) were qualified to Batchelor level. The results revealed 127 teachers (23.4%) specialized in the English language. 295 teachers (54.4%) had at least 15 years practical experience in education. A total of 380 teachers (70.1%) had undergone five or more training courses. This statistic can be divided as follows: 37.8% primary stage teachers and 32.3% of secondary stage teachers.

2.3. The Study Tool

To achieve the objectives of the study, the data collection method was an electronic questionnaire about the role of public sector schools in developing social responsibility in the context of contemporary global trends. The questionnaire included basic data: scientific qualifications, specialization, practical experience in education, number of training courses undertaken. The questionnaire comprised the following three topics: the actual role of public education schools in the development of social responsibility (as defined by the researcher). Social responsibility has the following dimensions: personal responsibility, which has 10 statements; responsibility to the family which has 9 statements; responsibility towards friends which has 6 statements; responsibility towards society which has 8 statements; belonging and national responsibility which has 10 statements. The second topic concerns the main obstacles that limit the role of public sector schools in the development of social responsibility, which has 13 statements. The third topic concerns the main mechanisms for activating the role of public education schools in the development of social responsibility which has 10 statements. Validity and constancy measures of the study tool have been conducted. The results are as follows: (strongly agree = 5), (agree = 4), (neutral = 3), (disagree = 2), (strongly disagree = 1).

The Study Tool Preparation Steps:

The field study tool went through the following two phases of preparation:

Constructing the Study Tool: the questionnaire used the theoretical framework of the study in addition to previous studies on social responsibility and its dimensions.

The Validity of the Internal Consistency of the Questionnaire:

1) The Validity of the Study Tool: calculating the apparent (external) validity and the internal consistency of the tool confirmed the validity of the questionnaire.

2) Calculation of the Apparent (External) Validity: the questionnaire was presented to a group of (6) specialist Pedagogy reviewers from King Saud University and Imam Abdul Rahman bin Faisal University. These reviewers were chosen to give their opinions on the suitability of the questionnaire statements

and the appropriateness of the five-point Likert scale for determining participant responses to each topic.

3) The validity of the internal consistency of the questionnaire: the internal consistency of the questionnaire was confirmed by calculating the Pearson correlation coefficient between the degree of each of the questionnaire's statements and the total score of the questionnaire.

Table 1 shows the Pearson correlation coefficients between the degrees of each dimension statement. The total score of the first, second and third topics, and the total score for each topic, and the correlation coefficients between the degree of each topic/dimension of the questionnaire, and the total score of the questionnaire is significant at level (0.01). These are positive values indicating a

Table 1. Pearson's correlation coefficient between the degree of each statement of the dimensions and the total degree of the topic, as well as the total degree of the questionnaire.

The 1st topic: The actual role of public education schools in the development of social responsibility in light of Contemporary global trends												The 2nd Topic: obstacles that limit the role of public education schools in the development of social responsibility		The 3rd Topic: Mechanisms of activating the role of public education schools in the development of social responsibility	
1st Dimension: responsibility towards oneself or personality		2nd Dimension: responsibility towards the family		3rd Dimension: responsibility towards friends		4th Dimension: responsibility towards society or the neighborhood		5th Dimension: belonging and national responsibility							
#	Correlation coefficient	#	Correlation coefficient	#	Correlation coefficient	#	Correlation coefficient	#	Correlation coefficient	#	Correlation coefficient	#	Correlation coefficient	#	Correlation coefficient
1	**0.498	1	**0.735	1	**0.720	1	**0.562	1	**0.724	1	**0.464	1	**0.706
2	**0.70	2	**0.701	2	**0.670	2	**0.752	2	**0.750	2	**0.336	2	**0.732
3	**0.682	3	**0.732	3	**0.655	3	**0.775	3	**0.708	3	**0.642	3	**0.800
4	**0.605	4	**0.725	4	**0.783	4	**0.715	4	**0.762	4	**0.489	4	**0.803
5	**0.683	5	**0.797	5	**0.754	5	**0.756	5	**0.780	5	**0.604	5	**0.806
6	**0.757	6	**0.772	6	**0.753	6	**0.732	6	**0.837	6	**0.718	6	**0.791
7	**0.668	7	**0.691			7	**0.707	7	**0.810	7	**0.693	7	**0.813
8	**0.735	8	**0.818			8	**0.678	8	**0.767	8	**0.468	8	**0.714
9	**0.456	9	**0.733					9	**0.829	9	**0.646	9	**0.674
10	**0.440							10	**0.837	10	**0.641	10	**0.714
										11	**0.636		
										12	**0.609		
										13	**0.565		
Correlation coefficient of the total score of the dimension with the total score of the questionnaire (**0.563)		Correlation coefficient of the total score of the dimension with the total score of the questionnaire (**0.585)		Correlation coefficient of the total score of the dimension with the total score of the questionnaire (**0.622)		Correlation coefficient of the total score of the dimension with the total score of the questionnaire (**0.623)		Correlation coefficient of the total score of the dimension with the total score of the questionnaire (**0.613)		Correlation coefficient of the total score of the dimension with the total score of the questionnaire (**0.682)		Correlation coefficient of the total score of the dimension with the total score of the questionnaire (**0.788)	

Correlation coefficient of the total score of the topic with the total score of the questionnaire (**0.639); ** = Significant at the significance level of 0.01 or less * Significant at the significance level 0.05 or less.

high degree of internal consistency and a strong correlation. These results confirm the validity and consistency of the questionnaire and its suitability for achieving the aims and objectives of the study.

Consistency of the study tool: The questionnaire is judged as consistent if it gives the same results when re-applied to the same sample of participants under the same conditions and circumstances. The researcher calculated the consistency of the study tool using the Alpha Cronbach coefficient. The results were as follows:

Table 2 shows the Alpha Cronbach coefficients are high across all topics of the questionnaire (ranging from 0.852 to 0.963). The questionnaire showed a high level of consistency: total consistency coefficient value (0.947).

2.4. Statistical Methods

Analysis and Discussion of Study Results:

First: Results Related to the First Question: To answer the first question, what is the actual role of public education schools in developing social responsibility (personal responsibility, responsibility to the family, responsibility to friends, responsibility towards society or the neighborhood, and a sense of belonging and national responsibility) in the context of contemporary global trends?

The researcher calculated frequencies, percentages, means, standard deviations, order, and degree of approval for the five dimensions to examine how public sector schools were facilitating the development of social responsibility.

Table 3 shows the role of public education schools in the development of social responsibility was rated (strongly agree): a mean of (4.53) with a standard deviation of (0.386). The dimension "belonging and national responsibility" scored first place: a mean of (4.59) with a standard deviation of (0.452). This result indicates that "belonging and national responsibility" are highly valued. This dimension concerns social capital: the shared values and understandings that enable societies to function for the benefit of everyone through constructive interactions (Al-Hamid & Al-Ajlan, 2020; Ganti, 2019).

The dimension "personal responsibility" scored second place: a mean of (4.55) with a standard deviation of (0.412). This result can be explained by the importance teachers placed on giving female students social responsibility. According

Table 2. Consistency coefficient for the questionnaire topics.

#	Topic	Number of Statements	Alpha Cronbach coefficient
1	The actual role of public education schools in the development of social responsibility in the context of contemporary global trends	43	0.963
2	The main obstacles that limit the role of public education schools in the development of social responsibility	13	0.852
3	Mechanisms for activating the role of public education schools in the development of social responsibility	10	0.910
	Total	66	0.947

Table 3. Means, standard deviations, order according to the highest value of the mean, and the lowest value of the standard deviation. The values of the mean are equal to the degree of agreement for all topics and the dimensions of the first topic and the entire questionnaire.

	Dimension	Mean	Standard deviation	Degree of Approval	Order
The First Topic	1st Dimension: personal responsibility	4.55	0.412	Strongly Agree	2
	2nd Dimension responsibility towards the family	4.54	0.446	Strongly Agree	4
	3rd Dimension responsibility towards friends	4.44	0.470	Strongly Agree	5
	4th Dimension responsibility towards the community or neighborhood	4.55	0.426	Strongly Agree	3
	5th Dimension: belonging and national responsibility	4.59	0.452	Strongly Agree	1
	Overall Mean for the 1st Topic	4.53	0.386	Strongly Agree	

to El-Gharib (2015) social responsibility is an individual need. The personality expands, integrates, matures, and transcends itself through reciprocal interactions within an organized social framework. These interactions should be characterized by care, compassion, and awareness. "Responsibility towards the community or neighborhood" scored third place: a mean of (4.55) with a standard deviation of (0.426). This result can be explained by the importance placed on correct social behaviors based on a sense of responsibility towards the community or the neighborhood. "Responsibility towards the family" scored fourth place: a mean of (4.54) with a standard deviation of (0.446). Responsibility towards the family is an essential dimension of social responsibility. The family is a key unit of socialization through which young people learn the appropriate behaviors that are necessary to maintaining the cohesion and stability of society.

"Responsibility towards friends" scored last place: a mean of (4.44) with a standard deviation of (0.470). This result can be explained by the fact that friends undoubtedly have an influence (negative or positive) on socially responsible attitudes and behavior.

Responses to the dimensions that explain the actual role of public education schools in the development of social responsibility in the context of contemporary global trends are as follows:

1) Responsibility towards self or personality:

Table 4 shows that all the responses scored (strongly agree): an overall mean value of (4.55) with a standard deviation of (0.412). Statement (5) "I instill the importance of adherence to general and private regulations and laws in the student" scored highest: a mean of (4.79) with a standard deviation of (0.441). This score indicates a correlative relationship between social responsibility, and accustoming students to abide by public and private laws and regulations. This behavior should become the norm in their daily lives. Statement (7) "I alert the student to the importance of choosing good companions" scored second place: a mean of (4.78), with a standard deviation of (0.511). This score indicates that companions and friends have a direct influence on the acquisition of socially responsible behavior. Consequently, teachers are keen to develop self-reliance in

Table 4. Frequencies, percentages, means, standard deviations, order, and degree of agreement for the statements of the dimension "personal responsibility" arranged in descending order according to the highest value of the mean, and the lowest value of the standard deviation in the case of equal mean values.

#	Statement		Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Mean	Standard deviation	Order	Degree of Agreement
5	I instill the importance of adherence to general and private regulations and laws in the student.	K	1		–	105	434	542	4.79	0.441	1	Strongly Agree
		%	0.2		0.4	19.4	80.1	100				
7	I alert the student to the importance of choosing good companions	K	1	2	12	86	441	542	4.78	0.511	2	Strongly Agree
		%	0.2	0.4	2.2	15.9	81.4	100				
4	I promote self-reliance in students	K		3	8	142	389	542	4.69	0.526	3	Strongly Agree
		%		0.6	1.5	26.2	71.8	100				
2	I teach the student about the rights and responsibilities that she must fulfill towards her community.	K		1	6	177	358	542	4.65	0.512	4	Strongly Agree
		%		0.2	1.1	32.7	66.1	100				
8	I teach the students about their social rights and duties.	K		1	19	174	348	542	4.6	0.567	5	Strongly Agree
		%		0.2	3.5	32.1	64.2	100				
1	I deal with student's tendency to imitate habits that are inappropriate to proper educational behaviors.	K	3	14	17	173	335	542	4.52	0.731	6	Strongly Agree
		%	0.6	2.6	3.1	31.9	61.8	100				
6	I encourage the students to constantly look at topics related to social responsibility.	K	2	8	26	211	295	542	4.46	0.691	7	Strongly Agree
		%	0.4	1.5	4.8	38.9	54.4	100				
3	I help students to participate in curricular and extra-curricular school activities.	K	1	3	32	227	279	542	4.44	0.648	8	Strongly Agree
		%	0.2	0.6	5.9	41.9	51.5	100				
10	I provide students with the knowledge and skills necessary to deal with different social situations and issues.	K		5	31	229	277	542	4.44	0.645	9	Strongly Agree
		%		0.9	5.7	42.3	51.1	100				
9	I seek to provide students with leadership skills.	K	1	5	48	241	247	542	4.34	0.693	10	Strongly Agree
		%	0.2	0.9	8.9	44.5	45.6	100				
	Overall Mean								4.55	0.412		Strongly Agree

their students as indicated by the responses to statement (4) which scored third place: a mean of (4.69) with a standard deviation of (0.529). Statement (9) "I seek to provide students with leadership skills" scored tenth place: a mean of (4.34) with a standard deviation of (0.693).

These results are consistent with Kim et al. (2013: p. 140) who stated that social responsibility is closely associated with prosocial behavior. People who are highly socially responsible believe that they have a moral responsibility to care for others, so they tend to behave in a socially acceptable manner (Kim et al., 2013). Social responsibility enhances self-development; a lack of social responsi-

bility increases indifference towards others (Meyzari Ali & Dasht Bozorgi, 2016). A study by (Escartí et al., 2018), confirmed that teaching the values of personal and social responsibility and the strategies teachers used to promote responsibility closely correlated with responsible behavior in the students; thereby stressing the need to support the development of social responsibility in the educational and pedagogical process in public schools.

2) Responsibility towards the family:

Table 5 shows that all responses scored (strongly agree), except for statement (7), which scored (Agree): a mean of (4.55) with a standard deviation of (0.412). Statement (4) "I explain to the students, through various educational situations,

Table 5. The frequencies, percentages, means, standard deviations, order, and degree of agreement for the dimension "responsibility towards the family", arranged in descending order according to the highest value of the mean, and the lowest value of the standard deviation in the case of equal mean values.

#	Statement		Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Mean	Standard deviation	Order	Degree of Agreement
4	I explain to the students, through various educational situations, the importance of helping parents at home.	K		1	4	122	415	542	4.75	0.46	1	Strongly Agree
		%		0.2	0.7	22.5	76.6	100				
3	I promote values of family belonging in students.	K		1	2	141	398	542	4.73	0.466	2	Strongly Agree
		%		0.2	0.4	26	73.4	100				
5	I explain to the students, through various educational situations, the rights and duties assigned to them towards their families.	K	1		8	163	370	542	4.66	0.525	3	Strongly Agree
		%	0.2		1.5	30.1	68.3	100				
6	I explain to students the types of activities used to teach them values of kindness and benevolence to parents.	K		1	18	156	365	542	4.64	0.556	4	Strongly Agree
		%		0.2	3.3	28.8	67.3	100				
1	I encourage the students to assume some family responsibilities that are commensurate with their physical and mental abilities.	K			14	191	337	542	4.6	0.541	5	Strongly Agree
		%			2.6	35.2	62.2	100				
9	I explain to the students the importance of educating their family members in a good manner.	K	2	1	22	181	336	542	4.56	0.619	6	Strongly Agree
		%	0.4	0.2	4.1	33.4	62	100				
8	I urge female students to treat relatives kindly and keep in touch with them continuously	K	2	1	28	183	328	542	4.54	0.639	7	Strongly Agree
		%	0.4	0.2	5.2	33.8	60.5	100				
2	I motivate the students on the importance of participating in solving family problems.	K	2	5	56	241	238	542	4.31	0.721	8	Strongly Agree
		%	0.4	0.9	10.3	44.5	43.9	100				
7	I ask the school administration to hold awareness seminars about the virtue and importance of kinship ties on an almost continuous basis.	K	4	17	125	203	193	542	4.04	0.882	9	Agree
		%	0.7	3.1	23.1	37.5	35.6	100				
	Overall Mean								4.54	0.446		Strongly Agree

the importance of helping parents at home" scored first place: a mean of (4.76) with a standard deviation of (0.46). This result indicates that developing social responsibility towards parents must come through practice in school, for example, targeted attitudes, behaviors, activities, programs, seminars, and other educational methods. Statement (3) scored second place: a mean of (4.73) with a standard deviation of (0.466). Statement (5) came in the third place: a mean of (4.66), and a standard deviation of (0.525). Statement (7) scored ninth place. These results agree with those of (Al-Hamid & Al-Ajlan, 2020) who showed that responsibility is not only personal but collective, including responsibility towards the family and the country. The findings of the current study align with modern global trends towards increased family participation in the educational process; a move that first requires activating the responsibilities of female students towards their families.

3) Responsibility towards friends

Table 6 shows that all responses scored (strongly agree): a general mean of (4.44) with a standard deviation of (0.470). Statement (3) "I explain to the students the influence of bad companions on us through the values and ideas they may transmit" scored first place: a mean of (4.73) with a standard deviation of

Table 6. The frequencies, percentages, means, standard deviations, order, and degree of agreement for the dimension "responsibility towards friends", arranged in descending order according to the highest value of the mean, and the lowest value of the standard deviation in the case of equal mean values.

#	Statement		Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Mean	Standard deviation	Order	Degree of Agreement
3	I explain to the students the influence of bad companions on us through the values and ideas they may transmit.	K			13	122	407	542	4.73	0.497	1	Strongly Agree
		%			2.4	22.5	75.1	100				
2	I teach the student to respect the point of view of others, even if it contradicts her point of view.	K	1		4	155	382	542	4.69	0.501	2	Strongly Agree
		%	0.2		0.7	28.6	70.5	100				
1	I train the student to form a healthy social relationship with her friends.	K	1	1	14	170	356	542	4.62	0.566	3	Strongly Agree
		%	0.2	0.2	2.6	31.4	65.7	100				
4	I train the student to bear the consequences of her negative behavior with her friends.	K	1	3	25	192	321	542	4.53	0.63	4	Strongly Agree
		%	0.2	0.6	4.6	35.4	59.2	100				
6	I explain to the student the importance of her participation in solving the problems facing her friends.	K		9	63	264	206	542	4.23	0.714	5	Strongly Agree
		%		1.7	11.6	48.7	38	100				
5	I am interested in training the student to sacrifice for the sake of others.	K	6	40	131	208	157	542	3.87	0.954	6	Agree
		%	1.1	7.4	24.2	38.4	29	100				
	Overall Mean								**4.44**	**0.470**		Strongly Agree

(0.497). This result shows how the values and ideas of unsuitable companions can have a negative effect on the student's acquisition of social responsibility. The student may also have a decreased sense of belonging and respect for others. Consequently, statement (2) "I teach the student to respect the point of view of others, even if it contradicts her point of view" scored second place: a mean of (4.69) with a standard deviation of (0.501). Statement (6) "I am interested in training the student to sacrifice for the sake of others" scored fifth place: a mean of (4.23) with a standard deviation of (0.714).

These results are consistent with Al-Qahtani and Alabbad (2020) who showed that companions have a greater influence than family or school on the behavior of adolescents. The influence may be positive if the adolescent is imitating a capable friend and is motivated towards fulfilling his scientific and social ambitions or engaging in greater cooperation and dialogue. Students can be negatively influenced by the company they keep which can be represented in the spirit of aggression that prevails in a group against other groups. Friendships which have a positive effect on self-image are undoubtedly important in shaping children's attitudes, values, and behavior at all stages of development.

4) Responsibility towards the community or the neighborhood

Table 7 shows that all responses scored (strongly agree): a general mean of (4.55), with a standard deviation of (0.426). Statement (4) "I realize the importance of motivating students to preserve and participate in the maintenance of public properties" scored first place: a mean of (4.72) with a standard deviation of (0.465). This result indicates the important role of the school in giving students a sense of responsibility towards the local community. Teachers are encouraging students to preserve public property and to participate in its maintenance as part of their personal and social responsibility towards the local community. Students are taught about environmental issues, for example, how to consume water appropriately as indicated in statement (7), which scored second place: a mean of (4.61) with a standard deviation of (0.568). Statement (8) "I cooperate with students in providing community services to the community surrounding the school" scored seventh place: a mean of (4.44) with a standard deviation of (0.688). Statement (6) "I provide the students with activities that enrich their knowledge of the history of the Kingdom and its unification" scored eighth place: a mean of (4.39) with a standard deviation of (0.692). These results are consistent with (Al-Hamid & Al-Ajlan, 2020) who emphasized the need for diverse programs of social activities designed to increase a sense of national responsibility amongst students, families, and the wider community.

These results are consistent with global educational trends: the experiences of schools and communities in America, England, and Japan. They also reflect the aims of the Kingdom's Vision 2030 and the Irtiqa program.

5) Belonging and national responsibility:

Table 8 shows all the responses scored (strongly agree): a general mean of (4.59) with a standard deviation of (0.452). Statement (1) "I continuously teach

Table 7. The frequencies, percentages, mean, standard deviations, order, and degree of agreement for the dimension "responsibility towards the community or neighborhood" arranged in descending order according to the highest value of the mean, and the lowest value of the standard deviation in the case of equal mean values.

#	Statement		Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Mean	Standard deviation	Order	Degree of Agreement
4	I realize the importance of motivating students to preserve and participate in the maintenance of public properties.	K			4	143	395	542	4.72	0.465	1	Strongly Agree
		%			0.7	26.4	72.9	100				
7	I show the students the importance of water and how to consume water appropriately.	K		1	20	167	354	542	4.61	0.568	2	Strongly Agree
		%		0.2	3.7	30.8	65.3	100				
3	I realize the importance of motivating students to preserve and participate in the maintenance of public properties.	K		2	11	188	341	542	4.6	0.55	3	Strongly Agree
		%		0.4	2	34.7	62.9	100				
6	I explained to the students the seriousness of some social problems and their negative impact on society and its cohesion.	K	1		15	185	341	542	4.6	0.565	4	Strongly Agree
		%	0.2		2.8	34.1	62.9	100				
1	I explain to the students the importance of adhering to common values and customs in society.	K	1	8	28	170	335	542	4.53	0.681	5	Strongly Agree
		%	0.2	1.5	5.2	31.4	61.8	100				
2	I always provide students with a positive interaction with the social issues of society such as poverty, unemployment, and others.	K		4	24	213	301	542	4.5	0.619	6	Strongly Agree
		%		0.7	4.4	39.3	55.5	100				
8	I cooperate with students in providing community services to the community surrounding the school.	K	3	2	37	209	291	542	4.44	0.688	7	Strongly Agree
		%	0.6	0.4	6.8	38.6	53.7	100				
6	I provide the students with activities that enrich their knowledge of the history of the Kingdom and its unification.	K		7	44	220	271	542	4.39	0.692	8	Strongly Agree
		%		1.3	8.1	40.6	50	100				
	Overall Mean								**4.55**	**0.426**		Strongly Agree

students the importance of national unity among all members of society" scored first place: a mean of (4.73) with a standard deviation of (0.459). This result indicates that strengthening the development of social responsibility in relation to belonging and national responsibility must be achieved by teaching students that society is one unified entity. This aim is emphasized in statement (5) which scored second place: a mean of (4.71) with a standard deviation of (0.505). Statement (8) "I apply practical activities that train students on the preservation of national historical facilities" scored tenth place: a mean of (4.3) with a standard deviation of (0.775).

Second: Results related to the second question: What are the most important obstacles that limit the role of public education schools in developing social responsibility in the light of contemporary global trends?

Table 8. The frequencies, percentages, means, standard deviations, order, and degree of agreement for the dimension "belonging and national responsibility", arranged in descending order according to the highest value of the mean, and the lowest value of the standard deviation in the case of equal mean values.

#	Statement		Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Mean	Standard deviation	Order	Degree of Agreement
1	I continuously teach students the importance of national unity among all members of society.	K			3	143	396	542	4.73	0.459	1	Strongly Agree
		%			0.6	26.4	73.1	100				
5	I educate students in a correct Islamic manner as this has a strong connection to deepening the value of belonging in them.	K			13	132	397	542	4.71	0.505	2	Strongly Agree
		%			2.4	24.4	73.2	100				
3	I always educate the students they have to obey and commit to Kingdom's leader regulations.	K	2		11	130	399	542	4.7	0.542	3	Strongly Agree
		%	0.4		2	24	73.6	100				
2	I always teach students the importance of solidarity among all members of society.	K			11	165	366	542	4.65	0.517	4	Strongly Agree
		%			2	30.4	67.5	100				
4	I am constantly observing and monitoring the source of information for students so that they do not fall into extremism.	K	1	1	19	149	372	542	4.64	0.578	5	Strongly Agree
		%	0.2	0.2	3.5	27.5	68.6	100				
10	I contribute to linking the student to the national history of her community and deepening her sense of belonging to her country.	K			17	184	341	542	4.6	0.551	6	Strongly Agree
		%			3.1	33.9	62.9	100				
9	I always highlight the prominent luminous aspects in the national history, which is full of glories and victories.	K		1	17	206	318	542	4.55	0.567	7	Strongly Agree
		%		0.2	3.1	38	58.7	100				
7	I always try to enrich the students' knowledge of national history.	K	1	2	31	201	307	542	4.5	0.64	8	Strongly Agree
		%	0.2	0.4	5.7	37.1	56.6	100				
6	I motivate students to read about national history because of its importance in the present and the future of the nation	K		2	41	196	303	542	4.48	0.651	9	Strongly Agree
		%		0.4	7.6	36.2	55.9	100				
8	I conduct practical activities that train students on the preservation and maintenance of national historical facilities.	K	1	8	76	201	256	542	4.3	0.775	10	Strongly Agree
		%	0.2	1.5	14	37.1	47.2	100				
	Overall Mean								4.59	0.452		Strongly Agree

Table 9 shows varied responses to the question of what constituted the main obstacles limiting public sector schools in the development of social responsibility. All the responses scored (Agree): a general mean of (3.91) with a standard deviation of (0.609). Statements (8, 4, 13) scored (Strongly Agree), and statements (5, 1, 11, 12, 10, 6, 9, 7, 2) scored (Agree). Statement (3) scored (Neutral). The responses to statement (8) "Excessive teaching load for teachers hinders their role in the process of activating social responsibility" put this in first place:

Table 9. The frequencies, percentages, means, standard deviations, order, and degree of agreement for the second topic statements, arranged in descending order according to the highest value of the mean, and the lowest value of the standard deviation in the case of equal mean values.

#	Statement		Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Mean	Standard deviation	Order	Degree of Agreement
8	Excessive teaching load for teachers hinders their role in the process of activating social responsibility.	K	4	7	16	138	377	542	4.62	0.68	1	Strongly Agree
		%	0.7	1.3	3	25.5	69.6	100				
4	The large amount of administrative and educational loads assigned teachers.	K	8	15	19	150	350	542	4.51	0.815	2	Strongly Agree
		%	1.5	2.8	3.5	27.7	64.6	100				
13	The weak role of the school library in achieving the goals of social responsibility.	K	5	28	53	214	242	542	4.22	0.888	3	Agree
		%	0.9	5.2	9.8	39.5	44.6	100				
5	The focus of the Ministry of Education (the school leaders) in evaluating the performance of the teacher on the achievement of students without paying attention to the importance of a teacher's positive impact on the behavior of the students.	K	13	58	47	154	270	542	4.13	1.102	4	Agree
		%	2.4	10.7	8.7	28.4	49.8	100				
1	The large number of students does not allow discussing social issues.	K	12	59	51	208	212	542	4.01	1.059	5	Agree
		%	2.2	10.9	9.4	38.4	39.1	100				
11	Weakness of the internal motivation of the student, which urges her to adhere to religion.	K	6	43	78	232	183	542	4	0.949	6	Agree
		%	1.1	7.9	14.4	42.8	33.8	100				
12	The contradiction between the ideals and standards upon which the students are raised and those in the society.	K	3	34	92	245	168	542	4	0.884	7	Agree
		%	0.6	6.3	17	45.2	31	100				
10	The role that the teachers play in developing the dimensions of social responsibility is not planned and it is based on personal diligence, there are no plans for optimal implementation of it to develop the dimensions of social responsibility.	K	5	58	79	215	185	542	3.95	0.999	8	Agree
		%	0.9	10.7	14.6	39.7	34.1	100				
6	The weak interest of the school in promoting opportunities for effective participation in community services.	K	16	100	93	184	149	542	3.65	1.152	9	Agree
		%	3	18.5	17.2	33.9	27.5	100				
9	The weak role of school leadership in supporting teachers and encouraging them to attend training courses that support their role in developing the dimensions of social responsibility among students.	K	14	114	112	167	135	542	3.54	1.151	10	Agree
		%	2.6	21	20.7	30.8	24.9	100				
7	The weak emphasis in the curriculum on developing a sense of social responsibility among students.	K	18	114	108	176	126	542	3.51	1.156	11	Agree
		%	3.3	21	19.9	32.5	23.2	100				
2	The teachers' focus on the educational aspect without paying attention to the development of the dimensions of social responsibility.	K	16	137	103	192	94	542	3.39	1.127	12	Agree
		%	3	25.3	19	35.4	17.3	100				

Continued

3	Not adapting proper ways to discuss the importance of the social issues.	K	10	143	125	181	83	542	3.34	1.082	13	Neutral
		%	1.8	26.4	23.1	33.4	15.3	100				
	Overall Mean								3.91	0.609		Agree

a mean of (4.62) with a standard deviation of (0.68). Excessive teaching load is identified as a major problem facing teachers across different specializations. This workload makes it difficult to implement the extra-curricular activities that must be integrated with an already full daily schedule. This prevents the active learning of social responsibility across all dimensions. These results are consistent with a study by Annu and Sunita, (2015), which revealed that when extra-curricular activities become part of daily school life, they make the educational environment a positive one. The large administrative and educational loads (statement 4) scored second place: a mean of (4.51) with a standard deviation of (0.815). The weak role of the school library in achieving the goals of social responsibility (statement 13) scored third place: a mean of (4.22) with a standard deviation of (0.888). Statement (2) scored twelfth place: a mean of (3.39) with a standard deviation of (1.127).

These results correspond to a study by Al-Balal (2016) which revealed that large workloads placed on principals made it difficult to follow-up on the problems of students. It should be noted that the current result is specific to teachers. However, a study by Al-Qahtani and Alabbad (2020) showed that the level of obstacles came to a medium degree.

Third: Results related to the third question: What are the most important mechanisms for activating the role of public education schools in developing social responsibility in the light of contemporary global trends?

Table 10 reveals school leadership as the crucial mechanism for activating the role of public education schools in developing social responsibility, as indicated by the responses to statement (1) which scored first place: a mean of (4.48) with a standard deviation of (0.668). It is clear that leaders must encourage students to participate in extracurricular events and activities that are designed to develop social responsibility. Statement (10) "Taking into account the teacher's application of the values and principles of social responsibility" scored second place: a mean of (4.44), with a standard deviation of (0.685). Statement (9) "Allocating lectures and seminars to conduct student activities on a semi-weekly basis" scored tenth place: a mean of (4) with a standard deviation of (0.949). These results are consistent with the study by Al-Qahtani and Alabbad (2020), which showed that social responsibility can be developed through education and socialization.

3. Discussion of Results

The study showed that most of the respondents strongly agree on the actual role of public sector schools in the development of social responsibility. Across the

Table 10. The frequencies, percentages, means, standard deviations, order, and degree of agreement for the third axis statements, arranged in descending order according to the highest value of the mean, and the lowest value of the standard deviation in the case of equal mean values.

#	Statement		Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Mean	Standard deviation	Order	Degree of Agreement
1	The school leadership encourages students to participate in events and activities that develop the dimensions of their social responsibility.	K		8	29	200	305	542	4.48	0.668	1	Strongly Agree
		%		1.5	5.4	36.9	56.3	100				
10	Taking into account the teacher's application of the values and principles of social responsibility.	K						542	4.44	0.685	2	Strongly Agree
		%						100				
5	Activating the national initiatives undertaken by the Ministry of Education to spread the culture of social responsibility in public sector schools.	K	1	4	26	238	273	542	4.44	0.639	3	Strongly Agree
		%	0.2	0.7	4.8	43.9	50.4	100				
3	Urging students to participate in the activities included in the social responsibility program in the school.	K	1	10	31	228	272	542	4.4	0.699	4	Strongly Agree
		%	0.2	1.8	5.7	42.1	50.2	100				
6	Training teachers on the mechanisms promoting social responsibility in the personalities of students through a planned and studied program.	K	1	9	44	207	281	542	4.4	0.724	5	Strongly Agree
		%	0.2	1.7	8.1	38.2	51.8	100				
4	The social responsibility development program must be a practical reality in the school's daily program, whether in terms of objectives, content. activities, teaching methods, and others.	K		11	41	228	262	542	4.37	0.712	6	Strongly Agree
		%		2	7.6	42.1	48.3	100				
2	The school leadership encourages teachers to attend training courses that support their role in developing social responsibility among their students.	K	2	19	46	201	274	542	4.34	0.806	7	Strongly Agree
		%	0.4	3.5	8.5	37.1	50.6	100				
7	Raising the competition among public education schools in spreading the culture of social responsibility and acquiring its dimensions.	K	2	19	47	221	253	542	4.3	0.799	8	Strongly Agree
		%	0.4	3.5	8.7	40.8	46.7	100				
8	Integrate student activities with academic content.	K	8	39	71	203	221	542	4.09	0.976	9	Agree
		%	1.5	7.2	13.1	37.5	40.8	100				
9	Allocating lectures and seminars to conduct student activities on a semi-weekly basis.	K	5	43	84	224	186	542	4	0.949	10	Agree
		%	0.9	7.9	15.5	41.3	34.3	100				
	Overall Mean								4.33	0.575		Strongly Agree

dimensions defined by the researcher "belonging and national responsibility" and "personal responsibility" scored first place. The dimension "responsibility towards friends" scored last place. With reference to the dimension "personal responsibility" the crucial teacher practice was cited in statement (5) about the need instruct students on the importance of adhering to public and private laws and regulations. With reference to the dimension "responsibility towards the

family" the crucial teacher practice was cited in statement (4) about the importance of "helping parents at home". With reference to the dimension "responsibility towards friends" the crucial teacher practice was cited in statement (3) concerning the need to instruct students on the influence of unsuitable friends. With reference to the dimension "responsibility towards the community or neighborhood" the crucial practice was cited in statement (4) on the importance of teaching students to respect and preserve public property. Lastly, with reference to the dimension "belonging and national responsibility" the crucial teacher practice was cited in statement (1) concerning the need to instruct students on the importance of national unity.

The excessive teaching and administrative loads borne by teachers cited in statements (8) and (4) were identified as the two top obstacles limiting the role of public sector schools in the development of social responsibility. The resources of the school library as cited in statement (13) were another main obstacle.

The role of school leaders and the need to encourage student participation cited in statement (1) was identified the crucial mechanism for activating the social responsibility agenda. In second in order of importance, statement (10) highlighted the need for an acknowledgement of how teachers are currently applying the values and principles of social responsibility. Statement (5) cites the importance of activating the national initiatives undertaken by the Ministry of Education.

4. Recommendations

This study proposes the following recommendations:

1) Despite the high level of agreement across all the dimensions of social responsibility amongst the respondents, there is an urgent need to implement and monitor the practices that will facilitate its development. These measures must be promoted across all public sector schools in the Kingdom. One approach to strengthening the culture of social responsibility would be through closer school and community partnerships and total quality, self-management, and decentralization.

2) Support should be given to educational research that will promote and develop the social responsibility agenda in schools and universities, in line with the strategic transformation goals set by the Ministry of Education and the Kingdom's Vision 2030.

3) Practical solutions must be found to limit/remove the obstacles (cited above) that are limiting the development of social responsibility. The Ministry of Education needs to pay attention to the important and positive impact of teachers on the behavior of students. This approach requires a shift away from evaluating student performance based solely on their level of achievement.

4) Activating mechanisms that will help in promoting social responsibility in the light of contemporary global trends:

- The school leadership should encourage students to participate in the events and activities designed to develop social responsibility.
- The teacher's role in applying the values and principles of social responsibility should be recognized.
- Measures should be put in place to facilitate the national initiatives undertaken by the Ministry of Education aimed at developing the culture of social responsibility in public sector schools.
- Teachers should be provided with a planned program of study and activities based on the most effective mechanisms for promoting social responsibility amongst their students.

Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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