

The Effectiveness Of A Psychological Guidance Program To Develop Social Responsibility Among Students Of The Second Grade Of Primary School From The Point Of View Of Teachers

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Abstract:

This study aimed to identify the effectiveness of a psychological counseling program to develop social responsibility among second-grade students in the light of some variables in Al-Ahsa region, Kingdom of Saudi Arabia (KSA). The study sample consisted of 60 male and female students from public and private school children of primary education divided into two groups, an experimental group numbering (30) and a control group numbering (30) aged 7 years old. A measure of social responsibility was designed, and a psychological counseling program was designed. Arrivals from the vicinity of doping? This is because from the point of view of the children's teachers that the level of social responsibility reached an arithmetic average of (0.209) and that there is a high level of the social environment after an indicative application for community development in children, given that the arithmetic mean of the responses reached to 2.618 with a standard deviation (S.D) 0.466, which showed and effectiveness of the indicative program for the development of social responsibility

Introduction

Children are the core and main nucleus of society because what they are brought up on in early childhood is the impact in all their lives later. Accordingly, the ability of parents and educational institutions that children go to in early childhood to install the criteria and parameters of positive and effective communication with others and the possibility of qualifying children to assume social responsibility and act in accordance with the different dimensions associated with social responsibility is necessary (Abdullah, 2018).

Accordingly, individuals always have a sense of social responsibility towards each other. Low rates of sense of responsibility give rise to

many individual and social problems in many people (Bakhith, 2017).

The topic of social responsibility has also been addressed by many researchers and scholars in the fields of childhood, through which the different dimensions of social responsibility in children are identified and the social responsibility is linked to the psychosocial compatibility of children and the possibility of relying on the social environment of the child and the extent to which it promotes the social responsibility of such children (Fouad, 2020).

Problem statement:

Social responsibility is an important and necessary obligation if dealing with others in a common environment. Accordingly, learning about children's social responsibility during early

childhood helps them to integrate into the surrounding society and act on the basic norms and controls of this society to ensure positive and effective acceptance and communication.

Childhood levels starting from the beginning of schooling are among the most important in which children learn to integrate with their peers, as this age stage is characterized by frequent mobility and instability in one place, as well as by tradition and a love of participation among children (Najah Saeed, 2020).

Parents and teachers are required to undertake a range of actions during periods and stages of development. By intervening in increasing the effectiveness of the mental, psychological, and social development stages associated with the children's age of time, to ensure that they are psychologically and socially motivated to conform to their environment and can work towards high rates of communication and communication characterized by a sense of social responsibility towards themselves and others.

The study's problem stated and reflected in a main question:

- What is the effectiveness of a psychological counselling program for social responsibility development for students in the secondary grade of primary school's

Study Questions:

The following sub-questions differ from the main question:

- What is the effectiveness of a psychological counselling program to develop the social responsibility of secondary graders?

Which branches out the following questions:

1. How much is a child's psychosocial preparedness in the secondary grade?
2. What are the differences between children (male and female) in the degree of psychosocial preparedness of children in the second primary grade?
3. What are the different years of female teachers' experience in promoting social responsibility for children in the second-grade primary?
4. What is the age and relationship to children's psychosocial preparedness in the second grade?

Study hypotheses:

To answer the question of the problems of the study came the following assumptions:

First hypothesis:

There are statistically significant differences at the indicative level ($0.05 \geq \alpha$) in the social responsibility scale scores between the individual experimental and dimensional groups in favor of the pilot group when applying a psychological indicative program for the development of social responsibility.

Second hypothesis:

There is a high level of significance for the psychosocial preparedness for children's social responsibility in the second grade.

Third hypothesis:

There are statistically significant differences at the indicative level ($0.05 \geq \alpha$) between children (male-female) in the degrees of psychosocial preparedness for social responsibility.

Fourth hypothesis:

There are statistically significant differences at the indicative level ($0.05 \geq \alpha$) between female teachers' ability to promote social responsibility in children in the second grade of

primary school that are attributable to the different years of experience in female teachers.

Study Objectives:

The present study seeks to achieve several objectives:

- Recognize the psychosocial preparedness of the child in the second grade.
- Identifying differences between children (male and female) in the degree of psychosocial preparedness of children in the second grade.
- Recognize the different years of female teachers' experience in promoting social responsibility for children in the second grade.
- Identification of age and its relationship to children's psychosocial preparedness in the second grade.

The research significance:

The importance of current research is demonstrated by recognizing the theoretical and applied importance as follows:

First, the theoretical significance:

The results of the current study contribute to enriching the theoretical heritage with scientific research that adds to theoretical aspects.

Highlight age-specific counselling and treatment programmes that are of interest to early childhood researchers because of their strong influence on the child's personality and future relationships.

Second, the practical significance:

- 1- The results of the research raise research points to study the effectiveness of the psychological counselling program for the development of social responsibility in the pupils of the second grade.

- 2- Take advantage of the results of the current study of the preparation of training programs to qualify teachers to address children's problems at this age stage.
- 3- Provide libraries with a tool that meets the appropriate SEKO conditions to measure children's social responsibility in early childhood.
- 4- Provide libraries and researchers with new studies and new tools that help and benefit in the development of indicative and therapeutic programmes.
- 5- The results of the present study benefit social workers, psychologists and children's workers in terms of identifying ways of diagnosing and treating problems in early childhood.
- 6- Recognize and translate children's reaction to social responsibility through the development of training programs for teachers and specialists that will gain them the tasks of the theory of treatment in reality.
- 7- The results of the present study help to adopt educational, educational, educational and mentoring methods proposed to deal with children's behaviors in early childhood.

Research Terminology:

Psychological guidance:

It is an essential branch of applied psychology that is interested in studying the psychological and professional aspects between the parties. One is a specialized person, the psychological guide, and the other is the person in need of assistance. The psychological support and psychological counselling services are provided based on the nature of that person's needs. This category is entitled to provide psychological counselling (Amara, 2020)

The psychological mentoring program:

The Psychological Counselling Program is the overall process and procedure for providing assistance, support and development and the possibility of participating in improving the psychological components of a subject. All aspects of the psychological counselling programme include the possibility of participating in improving the situation, solving a problem or overcoming a psychological order. The psychiatrist is the one who develops a psychological counselling program in line with people's needs and ability to adapt to their surroundings (Ammar, 2020)

The social responsibility:

Social responsibility means the total of the processes acquired and trained as a result of the total educational conditions and factors and the environment surrounding the person, since they take place at a variety of different stages during the psychosocial development stages through the use of a set of ethics and behaviors that benefit society and the possibility of participating with others in an ethical and social framework based on the education and socialization of the family, the school group and educational groups. Decreasing social responsibility rates also leads to many problems in life and adversely affects people's ability to adapt to society and the ability to exercise social requirements to the extent appropriate and required. (Fekry, 2020)

Theoretical framework

First: Social responsibility and its upbringing with children:

Social responsibility is associated with the total acquired and educated processes resulting from the various educational and social conditions and factors to which people may be exposed at the beginning of the different stages of development in life, which are largely linked to the ways in which people perform actions that reflect their

sense of social responsibility and the ability of educational institutions to measure their social role (Fekry, 2020).

It was noting that the social responsibility is also linked to the proposed moral theory in many social aspects, beginning with joy, social orientation, the ability to acquire socially and educationally different skills and the process of regulating the ethical rules of conduct of individuals consistent with the circumstances of their environment. Social responsibility is also a cumulative pedagogical process linked to people's ability to adapt psychosocially and socially to their circumstances and as a process that leads to greater social support for all parties involved. (Al Samhi, 2020)

Accordingly, the need to develop and strengthen the social responsibility of individuals must emerge from children in early childhood through broad and broad attention in guiding educational and ethical processes and the possibility of raising awareness of the social elements associated with the social development of children and benefiting from children's innocence in the social and moral orientation of different ethical norms, which increase children's effectiveness in society as actors of a degree of responsibility themselves. (Ammar, 2020)

Second: The directions of the Kingdom of Saudi Arabia to disseminate the values of social responsibility of its citizens.

The Kingdom of Saudi Arabia provides many directives on the dissemination of its citizens' social responsibility values through a variety of actions: (Saudi Arabia's experience in social responsibility initiatives)

- Promote social responsibility activities in government and private institutions.
- The need for attention to aspects of social responsibility in charities.

- Supporting social responsibility activities in schools and colleges.
- Provide free services to those who are unable.
- Interest in instilling norms and principles of disagreement associated with social responsibility in the curriculum of early students as well as university students.
- Supporting and promoting the Kingdom of Saudi Arabia's directions in Vision 2030 by establishing a general and key framework that includes all criteria of acceptance, difference and respect for difference and urges the need to adhere to social ethics in interaction and direct communication.

Accordingly, the directions of the Kingdom of Saudi Arabia to support and promote social development activities and all activities and actions that help to increase the growth and effectiveness of social growth and adherence to social responsibility standards and controls in all formal and informal institutions, since they contribute significantly to the growth of the social aspect as an important and necessary aspect in order to achieve high rates of social progress and to achieve social controls that stabilize Saudi society and affect the rates of compatibility between people and each other. (Saudi Social Network)

Third: Inculcate children's social responsibility towards (family - school - community)

There are also many institutions responsible for supporting, developing and developing people's social responsibility: (Ammar, 2020)

- Family: The family plays a very important role in raising children's awareness of ethical and social controls and developing interconnected norms with a very important social function. The role of the family also extends to the overall ethical and organizational

controls that help children to raise awareness of the need to adhere to social responsibility and related aspects of children's social framework.

- School: The school also has numerous and diverse functions in increasing children's social sensitivity by enhancing social communication skills and social development based on community ethics.
- Society: Society and the social environment surrounding a person are of great importance at the stages of children's social development, through a clear impact on people's behaviors, habits, attitudes and values and the possibility of benefiting from comrade groups in the development of people's social sense. Also, the media is a powerful influence on people's behaviors as psychosocial connotations that affect self-feeling as well as the development of positive and effective social communication between people and each other.

Accordingly, social responsibility as a common and balanced sense between people and each other, and the social, moral and educational framework prevailing among members of society, through rooting in the development of social behavior through the operationalization of various indicative programs that support growth and social effectiveness, as social responsibility is an intermediary between persons and each other.

Fourthly, The indicative program:

Guidance programs are the process through which the actual and practical implementation of the concept of psychological counselling is committed, since the guidance programs are the practical steps to solve the psychological problems facing the psychologist or psychologist by shedding light on the problem and ways to solve it. The organizational schemes that are applied as direct guidance services are indirect by the possibility of applying

individually and collectively. The process and the way the psychological guidance program is provided through the guide itself is determined by a variety of activities and methods in order to reach useful results in the field of scientific and applied research. (Intellectual, 2020)

Previous studies

A study by Bakhit, Magda (2017) entitled: The impact of civic education on the development of belonging, citizenship and social responsibility of the kindergarten child.

The present study aims to study the aftermath of civic education in the development of affiliation, citizenship and social responsibility among kindergarten children by focusing on a sample of 60 children and first and second-level children on the basis of the semi-experimental curriculum based on the design of two experimental groups and a female officer, with a view to exploring Ray information on the role of civic education in the development of affiliation, citizenship and social responsibility of kindergarten children. The study concluded a series of results, the most important of which is the existence of statistically significant differences in civic education in the development of certain concepts of belonging, citizenship and social responsibility of kindergarten children.

After the application of the program for the benefit of the pilot group, this confirms the effectiveness of the proposed program.

The second study: Abdullah, Shehnaz (2018) Entitled: The effectiveness of buds activities in achieving expected learning outcomes and developing social responsibility for kindergarten children.

The study aimed to measure the effectiveness of buds activities in achieving expected learning outcomes and developing social responsibility for kindergarten children. This is done by drawing on a sample of 160

children and children at Kom Abu Shiel Elementary School, based on a set of tools, namely the Buds Activities Program, the Graded Scale and the Graphic Social Responsibility Scale. The study found a series of results, the most important of which was the existence of statistically significant differences between the grades of the average grades of the study group in tribal and distance application for the study group, which demonstrates the effectiveness of the program.

A third study by Fekry, Eman(2020) Entitled: A program based on a strategy of positive thinking in developing social responsibility skills.

The current study aims to ascertain the effectiveness of a program based on a positive thinking strategy in developing social responsibility skills. This is based on a sample of 160 students and the social responsibility scale. The study referred to a set of results related to the fact that there are statistically significant differences between the average grades of tribal and postgraduate applications in the social responsibility scale and positive thinking in favor of remote application. The value of n-tabular which is equal to 2.63 at the level of 0.05 is a statistical function.

The fourth study by Shiri Pearlman-Avni and Moor GreenSky (2017) Entitled: Homeschooling, Civics, and Socialization. Education and Urban Society

The study aimed to identify the role of homeschooling, civic education, socialization and urban community education by drawing on the measure of socialization in measuring the rates of social development and psychological preparedness of students and students. The study relied on a sample of 150 individuals and produced a set of results, namely, that there were statistically significant differences between the average grades of tribal and postgraduate applications in the measure of children's social

responsibility in children exposed to community and urban education and attention to the development of social responsibility rates in children.

Fifth study by Robert Kinsman (2018) Entitled: Homeschooling Socialization skills, values and citizenship.

The current study aims to recognize the role of socialization processes in supporting and enhancing citizenship skills and values and thus the possibility of increasing social responsibility rates in the study sample. The study relied on a range of different components such as the social responsibility test in the 60-odd study sample. The study found a set of results, namely, that there are statistically significant differences between the average scores of tribal and postgraduate applications in the social responsibility scale due to the remote test.

The sixth study by Ari Neuman and Oz Gattermann (2016) Entitled: What are we educating towards? Socialization, acculturation

The study aimed to learn about the implications of socialization by focusing on the elements of socialization that help increase the growth and effectiveness of a sense of social responsibility. The study relied on a random sample of 150 individuals to apply and link the measure of socialization and social responsibility. The study referred to a series of findings: there are statistically significant differences between persons raised on the need to respect social responsibility controls and their future psychosocial compatibility.

This study's comments on previous studies:

From the previous studies, there was considerable agreement on the effectiveness of psychological counselling programmes associated with social responsibility by measuring statistically significant outcomes of the remote test and its results from the sample study. All studies agreed

that relying on a psychological counselling program based on enhancing social responsibility rates in the sample study is highly effective and has a great impact on the sample study and on their consensual abilities.

And this study's researcher benefited from a review of previous studies on the possibility of elaborating the research topic, understanding the various dimensions of the research topic and monitoring the objectives of a psychological mentoring program on the possibility of enhancing children's social responsibility rates, participating in the resolution of social communication disorders in children and their inability to adapt socially and low rates of social responsibility.

Study methodology and procedures:

Study Design:

The study drew on the pilot curriculum in a pilot and control group manner by comparing the response scores on the questionnaire tool - the social responsibility measure before and after the application of the psychological guidance programme for the development of social responsibility and by using statistical methods and methods to reach results through which the study's objectives can be achieved.

Study Population:

The current study has been applied to a group of primary schools in Saudi Arabia.

Study's sample:

The current study sample consisted of two categories, comprising elementary second-grade teachers in primary education. As a result of the difficulty of reaching all the school community, the simple random sample to which the study tools were applied was relied upon and the questionnaire form was distributed to the (60) A teacher in a neighbourhood (60) children were selected in a random manner and divided into two

groups equally (Control Group - Pilot Group)
Each group has 30 pupils and pupils.

Study Instruments:

1. Social Responsibility Measure, prepared by the researcher
2. Psychological mentoring program, prepared by the researcher

The need to follow a psychological counselling program shows the possibility of working on a developmental, preventive or therapeutic approach by preparing and planning in advance and setting goals related to the need to overcome a particular problem or solve different psychological problems or overcome individual or social problems. This is when the program is planned through the following (Fouad, 2020)

- Defining the program's objectives.
- Identification of means of implementation.
- Identify budgets and material resources for the program's implementation.
- Identify a specific time and venue for the implementation of the program.
- Identify a set of procedures to evaluate the program.

The management of the present study is the social responsibility questionnaire of Samih Abu-Ghali (2002). The questionnaire consists of (22) phrases. The quinquennial Licert scale was used (I strongly agree - agree - hesitant - disagree - strongly disagree).

Degree	strongly agree	agree	hesitant	disagree	strongly disagree
	1	2	3	4	5

The scale's response levels were divided into five levels:

Level	Degree
High level of social responsibility	2.333 -1
Intermediate level of social responsibility	3.500 -2.334
Low level of social responsibility	5-3.501

Accordingly, a comprehensive and integrated program will help the psychologist to find a set of solutions to the psychological problems he faces, as well as the possibility of benefiting from these solutions realistically and socially on the ground and in the working environment.

There are a range of steps to be taken to ensure that the indicative program is achieved rather than targeted, since errors in the procedures followed in the implementation of the indicative program may in turn lead to a range of errors,

problems and negative consequences for the lives of persons or groups if the program is directed collectively and the implementation of extension programs requires a range of steps: (Al-Samahi, 2020)

First: Work towards the effective conduct of the indicative session.

Second: Promote the development of human relations between the program's participants and beneficiaries.

Third: Work to make in-session learning meaningful and enjoyable. Participants and beneficiaries of the program were advised to do so.

Fourth: Working to prepare the guides to think and strengthen the positive relations between them and each other.

Fifth: Evaluate what is going on in the guideline and make amendments to it if necessary.

Accordingly, work on evaluating the indicative program through various aspects of the evaluation, whether the inputs or the indicative procedures or in relation to the indicative sessions and the possibility of writing the final report. (Ammar, 2020)

Psychological Guidance Program for the Development of Social Responsibility in its Final Form

This program was prepared using the frameworks of psychological theories and studies of psychological and collective guidance and the guidance of specialists and experts. The program's sessions were divided into 5.

Targeted group for program setting:

Second grade primary students.

The objective of the program:

Social Responsibility Development for Secondary Primary Pupils

First session:

Session Name: Preface and Acquaintance

Duration: 30 minutes

Objective: To receive and welcome students and create an atmosphere of alphabet

Session procedure: Children participating in the programme were received at the exact place and time of the session and

assisted in sitting at an angle to achieve the skill of communication between the guide and the children.

The mentor himself knew, and a course in the program: I am the mentor and work here and my role is to help you develop some useful skills and methods in the field of social responsibility development by organizing ideas, managing constructive, positive and effective dialogue and giving feedback on the extent and nature of social responsibility.

Second session:

Session name: Explanation of the concept of social responsibility, its manifestations and associated misconceptions.

Duration: 30 minutes.

Its objective is:

- Clarification of social responsibility ideas
- Pupils' participation in defining a clear concept of social responsibility
- Clarification and multiplicity of manifestations of low social responsibility.

Session procedure:

- The guide asked about the concept of social responsibility
- Listening to pupils and their perceptions
- Compilation of ideas and a general and comprehensive perception of the concept of social responsibility

Third Session:

Session Name: Social Responsibility for Oneself

Duration: 30 minutes

Its objective is:

- Training in self-responsibility - whether in academic achievement or jealousy
- Clarify the risks of irresponsibility to oneself.
- Clarify problems of poor collection and lack of responsibility.
- Perception of responsibility towards oneself and respect for others.

Session procedure:

- A small paper was distributed to the pupils and his book asked them to look at themselves and the school.
- Link the lack of awareness of social responsibility and therefore lack of self-responsibility.
- Pupils discuss ways to increase self-responsibility rates.
- Explain and clarify aspects of self-responsibility and the need to increase the sense of responsibility associated with increased social responsibility rates.

Fourth Session:

Session Name: Responsibility to the Community

Duration: 30 minutes

Its objective is:

- Explanation of the concept of other people's rights
- Explanation of the concept of our duties to others
- Explanation of the nature of the relationship between colleagues and each other

Session procedure:

- Pupils discuss how they understand others' rights

- Discussing pupils in ways to increase the sense of responsibility towards others

- Participation in a written activity of a painting urging order and respect for others

Fifth Session:

Session Name: Religious and Moral Responsibility

Duration: 30 minutes

Its objective is:

- Understanding the relationship between social responsibility and religious affiliation
- Linking religious, social and moral responsibility
- Conclusion of the concept of religious responsibility.

Session procedure:

- Invitation to a religious preacher to participate in the meeting
- Pupils' discussion on religious, moral and social responsibility
- Listening, dialogue and discussion
- Emphasize the need to uphold religious beliefs and good morals for the need to develop social responsibility.

Statistical methods used in the study:

The current research relied on the SPSS program to analyze data obtained through the study tool using the following methods:

- Alpha coefficient: to measure the stability of phrases and test assumptions.
- Percentages and repetitions: to describe sample personnel

- Computational average, standard deviation and relative weight: to describe the response of study sample individuals.
- Pearson's correlation coefficient: to determine the level of internal homogeneity of his study.
- Tests: T-test, Kolmogorov-Smirnov - Shapiro-Wilk test

To verify the requirement of moderate study data

- T-Test: to compare the experimental and control groups to verify study assumptions.

- ANOVA Test: To recognize the differences that are attributed to the different diagnostic characteristics of the study sample individuals.

The study tool reliability:

The authenticity of the tool's internal consistency was achieved by placing it on a random sample of 10 second grade parameters to determine the instrument's internal homogeneity level using the Pearson binding coefficient, and reached the following results:

Table (1) Correlation transactions between each phrase's grade and the overall degree

Sentences	Significance	Pearson value
The child maintains his own property.	0.000	**0.900
The child observes school appointments.	0.000	**0.959
He is responsible for participating in the game until its completion.	0.000	**0.930
Accepts what the teacher asks of him easily and conveniently.	0.000	**0.955
He cooperates with his colleagues in finalizing the work entrusted to them.	0.000	**0.947
Provide assistance to his colleagues when asked to do so.	0.000	**0.950
He hesitates to give his opinion to others about a problem.	0.000	**0.920
Respects the rights of others at school.	0.000	**0.930
Adhere to school laws and regulations.	0.000	**0.950
Leaves the child free to exercise leadership roles.	0.000	**0.955
Flexible in dealing with others.	0.000	**0.978
Gives business with development in some things.	0.000	**0.947
Can overcome any difficulties encountered in school.	0.000	**0.930
It illustrates how it integrates with others its individuality in decision-making.	0.000	**0.950
Apologize when he makes mistakes.	0.000	**0.956
He wants to play all the games.	0.000	**0.965
He is committed to the performance of his domestic duties.	0.000	**0.958
He can do anything he asks with great skill.	0.000	**0.920
His work illustrates his individuality in accomplishing it subtly.	0.000	**0.950
Everyone shares an opinion without embarrassment.	0.000	**0.978
Preserves public property.	0.000	**0.949
Respects the rights of others.	0.000	**0.951

Significant at 0.01

The table shows that all correlation factors for all metric phrases were statistically significant at a morale level (0.01). This shows that the tool has a degree of honesty and internal consistency and is valid for study purposes.

Reliability of study tool:

The Alpha Kronbach coefficient was measured to measure social responsibility and the Alpha coefficient value was greater than 0.7, reaching 0.989 for all social responsibility metric phrases, emphasizing the validity and relevance of social responsibility metric phrases and the high stability level of the tool used in the study.

Table (2) Characteristics of Sample Individuals:

Data		Frequency	Percentage
Gender	Male	30	50%
	Female	30	50%
Teaching years of experience	1-3	5	33.3 %
	4-8	10	33.3 %
	More than 8	10	33.3 %

Analysis of the terms of the social responsibility measure prior to the application of the indicative program:

Table (2) Computational average, standard deviation, relative weight and arrangement of social responsibility measure phrases before application.

Sentence	Level	Order	Relative weight	S.D	Mean
The child maintains his own property.	Low	7	0.333	0.000	1.000
The child observes school appointments.	Low	3	0.398	0.402	1.94
He is responsible for participating in the game until its completion.	Low	6	0.366	0.301	1.97
Accepts what the teacher asks of him easily and conveniently.	Low	2	0.409	0.425	1.226
He cooperates with his colleagues in finalizing the work entrusted to them.	Low	1	0.452	0.486	1.355
Provide assistance to his colleagues when asked to do so.	Low	7	0.333	0.000	1.000
He hesitates to give his opinion to others about a problem.	Low	3	0.398	0.402	1.194
Respects the rights of others at school.	Low	4	0.387	0.374	1.161
Adhere to school laws and regulations.	Low	3	0.398	0.402	1.94
Leaves the child free to exercise leadership roles.	Low	5	0.376	0.341	1.129
Flexible in dealing with others.	Low	3	0.398	0.402	1.94
Gives business with development in some things.	Low	6	0.366	0.301	1.97
Can overcome any difficulties encountered in school.	Low	5	0.376	0.341	1.129
It illustrates how it integrates with others its individuality in decision-making.	Low	7	0.333	0.000	1.000

Apologize when he makes mistakes.	Low	3	0.398	0.402	1.94
He wants to play all the games.	Low	4	0.387	0.374	1.161
He is committed to the performance of his domestic duties.	Low	5	0.376	0.341	1.129
He can do anything he asks with great skill.	Low	3	0.398	0.402	1.94
His work illustrates his individuality in accomplishing it subtly.	Low	4	0.387	0.374	1.161
Everyone shares an opinion without embarrassment.	Low	7	0.333	0.000	1.000
Preserves public property.	Low	5	0.376	0.341	1.129
Respects the rights of others.	Low	3	0.398	0.402	1.94

The table shows the terms of the measure before the application of the indicative program. The responses to the phrases indicated that there is a low level of social responsibility in students in the second grade, since the total computational average of the responses was 1.097 with a

standard deviation of 0.209, which shows that there are particular problems with lower rates of social responsibility in children sample study. Consequently, an indicative programme to remedy this decline is important.

Table (3) Computational average, standard deviation, relative weight and arrangement of social responsibility measure phrases after application.

Sentence	Level	Order	Relative weight	S.D	Mean
The child maintains his own property.	High	5	0.874	0.494	2.621
The child observes school appointments.	High	3	0.908	0.455	2.276
He is responsible for participating in the game until its completion.	Intermediate	7	0.759	0.528	2.276
Accepts what the teacher asks of him easily and conveniently.	High	1	0.954	0.351	2.862
He cooperates with his colleagues in finalizing the work entrusted to them.	High	1	0.954	0.351	2.862
Provide assistance to his colleagues when asked to do so.	High	2	0.943	0.384	2.828
He hesitates to give his opinion to others about a problem.	Intermediate	7	0.759	0.528	2.276
Respects the rights of others at school.	High	3	0.908	0.455	2.276
Adhere to school laws and regulations.	High	1	0.954	0.351	2.862
Leaves the child free to exercise leadership roles.	High	5	0.874	0.494	2.621
Flexible in dealing with others.	High	4	0.897	0.471	2.690

Gives business with development in some things.	High	6	0.805	0.568	2.414
Can overcome any difficulties encountered in school.	High	3	0.908	0.455	2.276
It illustrates how it integrates with others its individuality in decision-making.	High	5	0.874	0.494	2.621
Apologize when he makes mistakes.	Low	3	0.398	0.402	1.94
He wants to play all the games.	Intermediate	7	0.759	0.528	2.276
He is committed to the performance of his domestic duties.	High	3	0.908	0.455	2.276
He can do anything he asks with great skill.	High	5	0.874	0.494	2.621
His work illustrates his individuality in accomplishing it subtly.	Intermediate	7	0.759	0.528	2.276
Everyone shares an opinion without embarrassment.	High	5	0.874	0.494	2.621
Preserves public property.	High	5	0.874	0.494	2.621
Respects the rights of others.	Intermediate	7	0.759	0.528	2.276

The previous table shows the terms of the Social Responsibility Measure after the implementation of the Social Responsibility Development Indicative Program that all the terms came at a high or medium level, which shows that there is an increase in the evils of social responsibility. The arithmetic average of responses is 2.618 with a total standard deviation of 0.466, demonstrating the success and effectiveness of the programme for children to develop children's social responsibility rates.

Study Assumptions Test

First hypothesis:

There are statistically significant differences at the indicative level ($0.05 \geq \alpha$) in the social responsibility scale scores between the individual experimental and dimensional groups in favour of the pilot group when applying a psychological indicative program for the development of social responsibility.

To verify the test of this individual relied on the use of the experimental design known as tribal dimensional design through the use of two equal sets. One experimental and one female officer by following these steps:

- Application of tribal research tools to the two groups.
- Application of the pilot group only for the independent variant is the indicative program.
- Do not expose the control group to the program.
- Apply dimensional search tools to the two groups.

Measurement of verification rates of parameter statistical requirements:

- Sample size should be large: It was explained that sample size 60 children were divided into experimental

group and another control. The first condition of the bar is metric.

- The level of the affiliate variable is digital: the dependent variable's data are digital. Achieving the second condition of the metric bar.

- Moderate sample distribution: By relying on the Kolmogorov-Smirnov - Shapiro-Wilk test to test the hypothesis that the data is from natural distribution The data for the two tests are as follows:

Table No. (5) Normality test.

	Shapiro-Wilk test			Kolmogorov-Smirnov		
	Degree of significance	Frequency	Statistical tool	Degree of significance	Frequency	Statistical tool
Tested Group	0.45	30	0.966	0.30	30	0.520
Control Group	0.25	30	0.985	0.14	30	0.700

The table shows that both groups' indicative level in both tests is not statistically significant at 0.05, confirming that the data are moderate and that the data are from a natural distribution, including the requirement of moderation.

This demonstrates that the previous results are subject to all the requirements and controls of the data parameter census.

Second hypothesis:

The high level of psychosocial preparedness for children's social responsibility

in the second grade is at statistical indicator ($05.0 \geq \alpha$) in the social responsibility scale scores between the members of the two pilot groups and the control group on the dimensional scale for the benefit of the pilot group when applying the indicative program.

To verify the authenticity of this individual, the T test was used to compare the experimental and control groups in the application of the indicative program before the test - tribal test - and after commercial procedure - the dimensional test. The results show the following:

Table No. (6) shows the comparison between the tested and control groups prior to the application of the indicative program.

Study group	Frequency	Significance	Value of t	Mean difference	Sum of orders	Mean of orders
Control Group	30.0	0.210	1.009	1.40	1.077	35.900
Tested Group	30.0	0.210	1.009	1.40	1.035	34.500

The table shows that there are no statistically significant differences between the

averages of the experimental sample responses and the control prior to the application of the

indicative program. The indicative level was 0.21, greater than 0.05, indicating that there were no statistically significant differences between the averages of the pilot and control groups'

scores prior to the application of the indicative program. That is, there is parity between the two groups before the experiment is conducted.

Table No. (7) shows the comparison between the tested and control groups after the application of the indicative program.

Study group	Frequency	Significance	Value of t	Mean difference	Sum of orders	Mean of orders
Control Group	30.0	0.000	**22.412	20.5	1.077	35.900
Tested Group	30.0	0.000	**22.412	20.5	462	15.400

The previous table shows that there are statistically significant differences between the averages of the scores of the experimental and control groups after the application of the indicative program - the dimensional test - where the indication levels are equal to (0.000) which is less than 0.05, indicating that there are statistically significant differences and these differences are in favor of the experimental group with an average rank of 15,400 versus an average rank of 35,900.

This shows that the implementation of the Social Responsibility Development Guidance Program has helped to increase the control

group's sense of higher rates of social responsibility and this result answers the first question from the study.

Third hypothesis:

There are statistically significant differences at the indicative level ($0.05 \geq \alpha$) between children (male-female) in the degrees of psychosocial preparedness for social responsibility.

To determine the validity of this assignment, the T test was used to compare male and female children in the social responsibility scale score. The results showed the following:

Table (8) Comparison of male and female children in the social responsibility scale

Study group	Frequency	Significance	Value of t	Mean difference	Sum of orders	Mean of orders
Control Group	30.0	0.168	1.395-	3.900	711	23.700
Tested Group	30.0	0.168	1.395-	3.900	828	27.600

The previous table shows that there are no statistically significant discrepancies between the average scores of male and female children in the scores of the social responsibility scale since the indicator level is equal to 0.168, which is greater than 0.05, indicating that there are no statistically significant differences between the average scores of male and female children and that there is parity in the scores of the measure. This illustrates the invalidity of the third imposition.

Fourth hypothesis:

There are statistically significant differences at the indicative level ($0.05 \geq \alpha$) between female teachers' ability to promote social responsibility in second-grade children that are attributable to different years of experience in female teachers.

To test the veracity of this assignment, the ANOVA test was relied upon to compare the difference in the ability of female teachers to promote social responsibility in children.

Table (9) shows the comparison between female teachers' ability to promote social responsibility in children that is comforting to the different years of experience I have.

Group	Frequency	Significance	Value of F	Mean of orders
1-3 years	20	0.596	0.634	26.200
4-8 years	20	0.596	0.634	23.533
More than 8 years	20	0.596	0.634	24.267

The previous table shows that there are no statistically significant differences attributable to the teacher's years of experience in influencing her ability to promote social responsibility in children. This leads to the invalidity of the fourth imposition.

Conclusion

- There is a low level of social responsibility prior to the implementation of an indicative program for the development of children's social responsibility. This is because from the viewpoint of the children's teachers, the level of social responsibility averaged 1.097 by a standard deviation of 0.209.
- There is a high level of sense of social responsibility following the implementation of an indicative program for the development of social responsibility in children, considering that the average computational response reached 2.618 by a standard deviation of 0.466, thus demonstrating the effectiveness of the indicative program for the development of social responsibility,
- There are no statistically significant differences attributable to the species.
- There are no statistically significant differences attributable to the teacher's years of experience.

- There are no statistically significant differences between the pilot group and the control prior to the application of the program.
- There are statistically significant differences between the pilot group and the control after the application of the program in favor of the pilot group.

Recommendations:

- The need to take care of children's social responsibility rates from early childhood.
- The need to encourage parents to strengthen children's social responsibility rates at home.
- Attention to community participation and the need for active participation between children and each other.
- Emphasize the need for communication and communication between relatives and each other.
- The need to pay attention to children's rates of psychosocial compatibility around others and the desire to integrate with them.

Proposed research

- Study the impact of mother's education and father's work on all responsibilities of children.
- Training programs to treat the behaviors of children who have dependence on others.

- Training programs to qualify teachers and teachers to raise children's social responsibility.

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Appendix

Social Responsibility Measure Arbitration Form

Dear Dr.

After greetings,

The researcher is preparing a study entitled "Effectiveness of a psychological indicative program for the development of social responsibility in the students of the second grade primary". Please kindly refine this measure, which is prepared by the researcher. (I strongly agree - I agree - hesitant - disagree - strongly disagree) Your sofas and observations will have the effect of advancing this study, knowing that all information and data in the note are confidential and for scientific research purposes only.

Social responsibility means:

A state of psychological and mental willingness to accept children with their thoughts, values, customs and culture, which observes their interaction with each other, the extent to which the individual is sensitive to these relationships and the possibility of diagnosing the proper relationship between the group (Al Tai, 2006)

Social responsibility is linked to the concept of social compatibility, which is to respect one's prevailing social values and traditions as standards of behavior and respect for one's neighbors and friends, as well as to respect for the rights and work of others for the community (Al-Qaisi, 2004).

And thank you very much,

Researcher

1-First Axis: Social Responsibility

General statements:

Child Gender:

Male () Female ()

Number of years of experience:

- From one to three years
- From 4 to 8 years old
- More than 8 years

	Sentences	Sentence Clarity		Sentences appropriateness		Suggested modifications
		Clear	Vague	Appropriate	Un appropriate	
1	The child maintains his own property.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
2	The child observes school appointments.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		

3	He is responsible for participating in the game until its completion.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
4	Accepts what the teacher asks of him easily and conveniently.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
5	He cooperates with his colleagues in finalizing the work entrusted to them.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
6	Provide assistance to his colleagues when asked to do so.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
7	He hesitates to give his opinion to others about a problem.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
8	Respects the rights of others at school.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
9	Adhere to school laws and regulations.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
10	Leaves the child free to exercise leadership roles.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
11	Flexible in dealing with others.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
12	Gives business with development in some things.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		

13	Can overcome any difficulties encountered in school.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
14	It illustrates how it integrates with others its individuality in decision-making.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
15	Apologize when he makes mistakes.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
16	He wants to play all the games.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
17	He is committed to the performance of his domestic duties.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
18	He can do anything he asks with great skill.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
19	His work illustrates his individuality in accomplishing it subtly.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
20	Everyone shares an opinion without embarrassment.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
21	Preserves public property.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
22	Respects the rights of others.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		