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НАВЧАЛЬНІ ЗАКЛАДИ ТА РОЗВИТОК КОНЦЕПЦІЇ СОЦІАЛЬНОЇ ВІДПОВІДАЛЬНОСТІ

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EDUCATIONAL INSTITUTIONS AND THE DEVELOPMENT OF THE CONCEPT OF SOCIAL RESPONSIBILITY

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Анотація. Посилення конкуренції у системі вищої освіти внаслідок глобалізації та посилення ролі знань у суспільстві призвели до того, що заклади вищої освіти, виступаючи в ролі інтегруючих агентів суспільства, повинні вирішувати специфічні завдання, не притаманні їм раніше. Зокрема, система вищої освіти покликана задовольняти не лише потреби студентів у знаннях, але і враховувати інтереси великої кількості інших зацікавлених сторін (стейкхолдерів) при продукуванні знань і виконанні властивих їм функцій, що у свою чергу дозволить закладам вищої освіти отримувати стійкі конкурентні переваги на ринку освітніх і наукових послуг. Система освіти є рівноважною, якщо збалансовані соціально-економічні інтереси й узгоджені дії всіх інститутів та акторів. Якщо система освіти характеризується нерівністю або дискримінацією, нестійким буде й усе суспільство. Вирішення цих завдань можливе за умови формування системи соціальної відповідальності – усвідомлення своєї суспільної ролі, задоволення взаємних зобов'язань і вимог основними інститутами та акторами освітньої сфери щодо результатів спільної діяльності з виробництва – споживання освітніх послуг, формування всебічно розвинених, високоморальних громадян з метою соціально-економічного розвитку країни та її регіонів. Дане дослідження має на меті звернути увагу на роль навчальних закладів у просуванні та розвитку Концепції соціальної відповідальності серед студентів, особливо студентів вищої освіти, щоб студенти стали більш відповідальними перед колегами та друзями та родинами та університетами та суспільством загалом. Дослідник застосував описовий аналітичний підхід, спираючись на попередні дослідження, які зосереджувались на важливій ролі навчальних закладів у модифікації та вдосконаленні поведінки учнів. Результати показали, що навчальні заклади відіграють помітну роль у просуванні соціальної відповідальності серед учнів, додаючи деякі заходи та різноманітні ідеї всередині та поза класом.

Ключові слова: розвиток, навчальні заклади, соціальна відповідальність, діяльності аудиторії та позакласна робота.

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Annotation. Increased competition in the higher education system due to globalization and the strengthening of the role of knowledge in society have led to the fact that higher education institutions, acting as integrating agents of society, have to solve specific tasks not inherent in them. In particular, the higher education system is designed not only to meet students' knowledge needs, but also to take into account the interests of a large number of other stakeholders (stakeholders) in producing knowledge and performing their functions, which in turn will allow higher education institutions to gain sustainable competitive advantage. and scientific services. The education system is balanced if the socio-economic interests are balanced and the actions of all institutions and actors are coordinated. If the education

system is characterized by inequality or discrimination, society as a whole will be unstable. The solution of these problems is possible under the formation of a system of social responsibility - awareness of their social role, satisfaction of mutual obligations and requirements of major institutions and actors in the field of educational activities - the consumption of educational services, the formation of comprehensively developed, highly moral citizens. economic development of the country and its regions. This research aims to draw attention the role of educational institutions the promoting and Development of The Concept Of Social Responsibility among students, especially higher education students, So that students become more responsible toward their colleagues and friends and families and universities and the society as whole, The researcher used the descriptive analytical approach, relying on previous studies that focused about important role of educational institutions in modifying and improvement behavior of students. The results showed that educational institutions have a prominent role in promoting social responsibility among students by adding some activities and variety ideas inside and outside the classrooms.

Key words: development, educational institutions, social responsibility, activities classroom and extra-curricular.

Formulas: 0, fig.: 1, tabl.: 0, bibl.: 15

Introduction. The renaissance of societies depends on their members and the extent of their sense of responsibility in all aspects of their lives, and ignorance of responsibility and Weakness in its development represents a severe danger to society, The development of the social responsibility of the individual is the development of the human personality, because social responsibility is related to the human being and not to any other creatures.

And a person is not born knowledgeable or educated with responsibility, but has an innate willingness to learn, so he must learn to cooperate and respect as he learns to speak and walk.

Social responsibility is one of the pillars of important social life, as it is a means of individual and collective progress. The value of an individual in his society is measured by the extent of his responsibility towards himself and others, and the since education is one of the available and important paths for preparing and raising the responsible citizen and developing his social skills.

that the Learning life skills, including social responsibility, is an essential need for every individual, and one of the requirements of human development in the current age. The relationship that binds man with society is a necessity, and must be positive relationship not a negative relationship or a contradictory or opposing relationship, in all its features and its forms whether cultural, economic, political and spiritual , and through exchange and interaction of social roles, The individual achieves himself through the group and the group achieves its presence through the groups in its overall unity (society) for seek the progress.

Literature review. In a study by *Dr. Shorouk Kazim* (2013), Professor at the College of Education for Girls, University of Baghdad, see that the importance of social responsibility appears more if the community trains its children to perform their roles as they should, starting with the family, the local community and the nation And even the large human community through various means, including educational programs that relate to social relations between the individual and society and that develop the feeling by their responsibility toward the society .

In the study by *Mahdi* (1985) entitled "The relationship between participation and social responsibility among high school students" was conducted in Egypt, and the study reached the following results: There is a positive relationship between social responsibility, voluntary participation and free participation of high school students.

also in study by *Al-Khawaldeh* (1987) entitled "The concept of responsibility among university youth in Jordanian society and an invitation to generalize responsibility in school education." The researcher found that understanding the responsibility of young people is honesty and moral responsibility.

And in a study by *Omran and Abdel-Jawad* (1990) entitled "The relationship between social responsibility and ethical behavior among university students". One of the most important findings of this study is that students who are morally and religiously committed are more socially responsible than ordinary students.

There are some studies that addressed indicative programs for the development of social responsibility. it was the study by (*Luestein*,1982) entitled "Developing Social

Responsibility of Communities in Schools" This study aimed to find out the impact of extension programs and activities in developing social responsibility, and among the most important findings of the study was the presence of a positive impact of programs on developing social responsibility among students, especially in civilized cities.

Also, study by *Barakat* (1999) was entitled "The impact of the counselling program on developing social responsibility among behaviorally disturbed student." This study aimed to know the impact of the counselling programs to develop social responsibility among the behaviorally disturbed, and the most important findings of this study are:

- There is a positive relationship between the level of social responsibility and the student's age.

There is a positive relationship between social responsibility and behavior.

- There is a negative relationship between the level of education, moral responsibility and national responsibility And responsibility towards order and the environment.

In the opinion of (*Abdel-Zahir et al.*, 1993), social responsibility is a human characteristic in the first place, and the human is the one who meets the conditions of responsibility because it is provided with freedom, reason, and will, and it is the object that his instinct nominated to bear these burdens, so he became a responsible, honesty and influential person.

And *Maslow* (1959) believes that those who succeed in their lives and overcome their problems and decisions of their lives have the skill and ability to assume responsibility for their choice, while those who do not succeed in this are those who lack the power and responsible personality.

Through reviewing several previous studies, the researcher sees the following:

- That many studies dealt with different methods in developing social responsibility, whether through participation or through indicative programs or through various activities or through working within groups.

- There are many studies that deal with social responsibility and its development

among youth, university students, and schools in general.

- There are studies that deal with extra-curricular activities and emphasize the need to take care of them as an important axis

In developing the social responsibility of students in the different academic levels.

- Most of the previous studies and research emphasized the importance of social responsibility and its impact on academic achievement, commitment to moral values, social harmony, responsibility and practice of activities. Also, studies emphasized the strong relationship between personality traits, conscience awakening, and a high level of social responsibility.

- Social responsibility has a religious dimension, so the role of religious guidance in developing social responsibility should not be lost from childhood. Raising a child on moral and religious behavior is a social responsibility. Therefore, counseling programs must be designed to address the children of this stage.

He sees (*Shehata*, 2001, 17) "is that group of diverse experiences that educational institutions provide to learners, whether inside or outside the institution, to achieve integrated growth in building people, according a scientific plan and specific educational goals".

The concept of social responsibility :

Responsibility is the group of individual responses that indicate his interests toward the group to which he belongs, his understanding of his problems and his understanding of its solution, while *Zidane* believes "that social responsibility means a guarantee and reform of the harm to others on a society. Also", *Beck* says : "Social responsibility indicates that people help others who need help without having provided previous help", And for (*kough*,1952) "that social responsibility is the individual's sense by his social duty towards himself and the community that lives with". As for *Zahran* (1984: 229), "social responsibility is the individual's responsibility for the group in front of himself and in front of the group, and in front of God, and it is a feeling of social duty, the ability to bear it and stand up to it." and *Badi* indicates that the term of responsibility Social is synonymous

with a number of terms in the English language:

- Interest;
- Social conscience;
- Social sharing;
- Social response;

Through previous definitions can be defined social responsibility as an obligation or duties on human, that he must perform it toward himself, his family and his society, and to be learned it since childhood where he realizes his parents' responsibility while caring them and satisfy their material needs and moral, and how is social responsibility growth through the adaptation of the individual with himself and with others.

Aims. Although about fifty years have passed since the emergence of social responsibility initiatives, this concept is still not clear in educational institutions, or it may be absent in some educational societies, and this is evident through the weakness or absence of responsibility activities and the continuation of seeing negative phenomena within educational institutions. Thus, this research aims to clarify the role of educational institutions and its importance in promoting social responsibility among students in different societies at all levels of education, by answering the following questions:

1. What is the concept of social responsibility from the Arab and Western point of view?
2. What is the relationship of educational institutions with society?
3. Can educational institutions enhance the responsibility of students?
4. What are the activities of social responsibility in educational institutions?
5. What is the role of the teacher toward students in relation to social responsibility?

The researcher used the descriptive analytical approach, relying on previous studies that focused about important role of educational institutions in modifying and improvement behavior of students.

Results. After the analytical study of the literature, studies and scientific research related to educational institutions and their role in promoting social responsibility and modifying the behavior of students, the

researcher concluded that educational institutions will play an important and effective role in developing social responsibility and modifying student behavior by adding activities and ideas Social responsibility to educational curricula, by focusing on the following points:

1. Attention to the promotion of social responsibility in general, and personal responsibility in particular through the elements of social responsibility: (understanding, interest, participation, social duties).
2. Training students to respect instructions and regulations and adhere to moral values and social customs through various activities.
3. Encouraging students to be honest and faithful, and to fulfil their promise and integrity in all their behavior.
4. Helping students to solve their personal problems through the elements of social responsibility.
5. Focusing on the true happiness of a person when he carries out his social responsibilities towards himself, his family, colleagues and society, whether small society (educational institution) or large community (Motherland).

Social responsibility (Western perspective)

Advocates of ethics see that it is a fact of life that human beings are divided into individuals and groups whose actions affect each other, thus, Responsibility becomes meaningful in social existence.

There are relationships in which duties are specific,. The authority chooses to exchange duties and responsibilities, and here it is called contractual responsibility, such as the relationship of the worker to the employer, the relationship of the student to Educational Institution (school, university, ...ect). while the other type is called self-responsibility, which is the expression of the same individual without waiting for the invitation.

Idler the psychologist sees that the individual and society are two things that are Connected and depend on each other and that humans are social creatures affected by social forces more than they are affected by the biological aspect and humans should work in

a constructive way and in a manner of cooperation to serve the whole society. The individual's feeling that he is part of the group will make him work bravely to overcome his problems, and through this the individual's responsibility towards society is realized. Otherwise, he lives a selfish existence that does not serve the community.

As also (*Fromm, 2003*), he sees that man Naturally struggling for justice and truth, and that his endeavour and his attempt for that is the essence and heart of Social responsibility, and the failure of the individual to achieve his full potential is considered a deficiency that leads to unhappiness and low mental health, as he sees that a person is not born good or bad by nature, but becomes evil if he fails to grow and develop completely if the need for creativity is hampered He has for whatever reason.

(*Sullivan, 2010*) does not differ from "Fromm" in his view of the human being in this aspect, because he cannot live in isolation from society and from others, for he is a conscious creature, and that the basis of his thought about himself is based on his relationship with others as a social being that seeks to integrate into the group as it affects and is affected And the isolation from them is caused by a lack of security, which is one of the indicators of a lack of social responsibility. And «Sullivan» has portrayed or describe a person in a positive and hopeful way, the sense of responsibility is what governs change and determines its paths on the basis of the family and social environment of the individual in developing a sense of social responsibility and the possibility of strengthening it through believing in the importance of the individual and his role in society and the importance of society in caring for its members and preparing them to interact with life .

"Stronk", the author of the social impact theory, believes that interaction depends on the individual's ability to be a source of strength and attraction to others so that their experiences are useful and they are able to successfully perform their social tasks and responsibilities. Directing it in the best direction. *Stronk* has linked the development

of social responsibility to the individual's possession of specific skills as well as his ability to influence the personality.(*Al-Dammas, 2011*)

Social Responsibility (Arab Vision)

Islamic teachings call for following the highest ideals that a Muslim must follow, and the necessity for the individual to have high moral and conscience, social Responsibility will make him to act with moral responsibility and invites him to cooperate and join hands in order to achieve the good of the individual and society.

The Messenger *Muhammad* ﷺ indicated: "You are all a shepherd and all of you are responsible for his own." There is a compatibility between the Islamic concept and the concept of social responsibility in terms of establishing perfect social relationships outside or inside work and attention to the problems of others.

Social responsibility is solidarity, and if occurs any harm to the society in which the individual lives, the members of society must repair this harm if it occurs, then everyone has a responsibility to address the problems and take the responsibility effectively. The responsibility in Islam is comprehensive and balanced, because it deals with the individual and the group. . The individual is responsible for the group in his work, and he must do his best, as well as the group is responsible for its members.

If (interest, understanding, and participation) are the constituent elements of social responsibility, then from an Islamic viewpoint we find that social responsibility has three pillars on which it is based: care, guidance, and mastery.

First. Care: The Noble Qur'an places a person before his greatest responsibility when he makes him a successor (caliph) on the earth. The Almighty allah said in his book: {And when your Lord said to the angels, I will make in the earth a successor} (*Al-Baqarah: 30*), and the responsibility of the Succession (the caliphate) is for all the earth The person is in it, as the responsibility of care is distributed in the group without exception. Each of members of group has its share of the responsibility toward tha society

In which he lives , regardless of his social status.

Second. Guidance : It is the responsibility of an invitation and advice stemming from the understanding of the needs of group and the role of the Muslim individual in it, that because the group always needs guidance, such as need to guide the guilty to forbid evil And work to improve their behavior towards themselves and towards their group and towards society as a whole.

Third: Proficiency: It relates to participation in acceptance, implementation and direction, and also it is related to awareness and compassion. and it rises in order, from care (concern) to guidance (understanding) and finally mastery (participation), which is the highest level of social responsibility.

Social responsibility in heavenly religions

all The heavenly religions came to calling for brotherhood, cooperation, equality and mercy among human beings, it calls for respect for the human being and the dignity of the human brother, The heavenly religions worked to organize the relations between individuals and between societies to achieving psychological and social stability, as religions came for support the principles of social solidarity, and the heavenly religions have ordered to treatment people with virtue, And to move away from sins towards humans and considered this a rapprochement with God.

Social care in the Christian religion: Christianity religion has heed to orphans and widows, and recognized social systems such as adopting orphans and needy people, creating shelters, and caring for strangers. also, Christianity has cared to education as a means of spreading religion, caring for the sick and disabled by the alms system, as the activity religious that assist the poor and needy in the form of financial aid, or provide food Clothes and shelter for those in need.

Social Care in Islam : The Islamic religion was the end of the line in the development line that the heavenly religions brought to the systems and social relations between people, and Islam succeeded in creating a balanced and harmonious human society, and in creating a social spirit aimed at helping the

needy through individual charity or Zakat, and the responsibility of relatives to support their relatives , And the "endowment" system, which decides fixed pensions for those in need. Also, Islam aims to provide psychological reassurance to the world community by removing the causes of discord and conflict between societies and peoples and their solidarity in support of peace between all societies.

Definition of society : a large group of people who live together in an organized way, making decisions about how to do things and sharing the work that needs to be done. All the people in a country, or in several similar countries, can be referred to as a society.

Definition of educational institute : An educational institution is a place where people of different ages gain an education, including preschools, childcare, primary-elementary schools, secondary-high schools, and universities. They provide a large variety of learning environments and learning spaces.

The relationship between educational institute and society :

The most important relationship in the life, which can never be dispensed with or broken. simply, because a person spends the most important years of his life in educational institution, and may be the longest, which will distinguish him and qualify him to be a human in a large society. On the other hand, we find many people continue to learn and study until advanced years of age, even though they have a good life. Thus, it can be said that society and educational institution are two sides of the same coin. *The following figure shows the important and ongoing relationship between society and educational institutions.*

Educational institutions and mechanisms for implementing social responsibility :

As we have said previously, Social responsibility is one of the pillars of important social life, as it is a means of individual and collective progress, and since education is one of the available important paths for preparing and raising the responsible citizen and developing his social skills. so, the value of the individual in his society is measured by the extent of his responsibility towards

himself and towards the others, some Studies have found that there is a big difference between the practical application and the

theoretical concept in our Arab society at least.

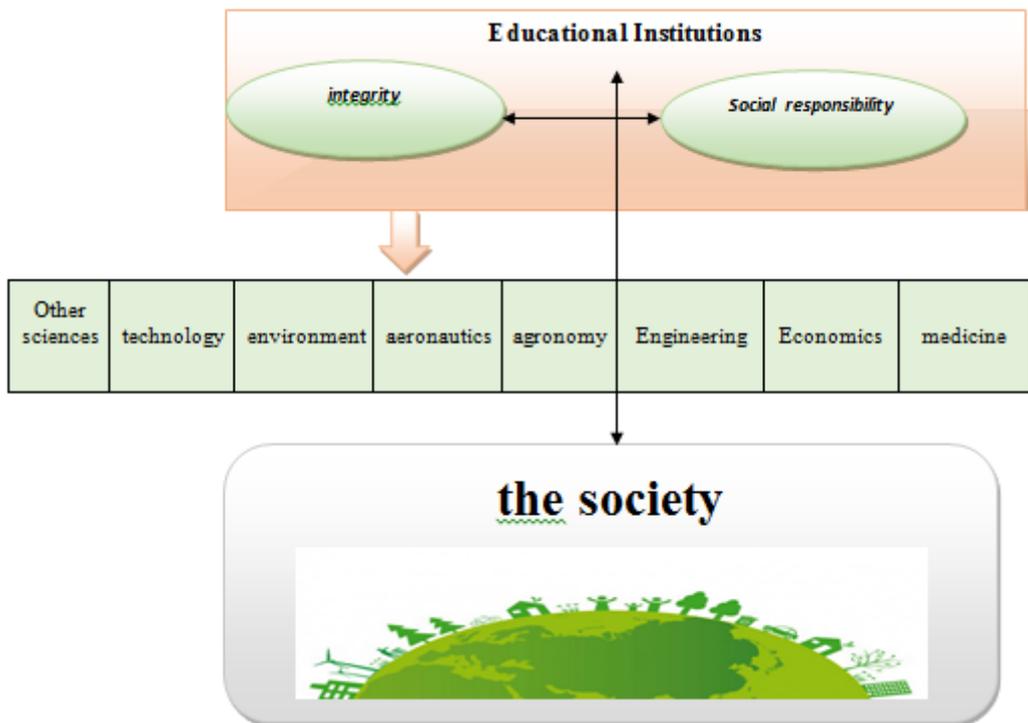


Fig. 1. Relationship between society and educational institutions

Unfortunately, social responsibility did not turn into an ideological direction adopted by the state, and this philosophy and concepts of Social responsibility did not turn into an organized method of work and behavior that is reflected in planning and then moves to the implementation stage within most societies, and will remain This gap widens over time for several reasons, because social responsibility has come as a result of the conditions of society and its transformation, and also because of the lack of clarity the rules of social responsibility , there is a gap between saying and acting and it has been reflected A reality on the practical application of social responsibility seeming curious about decision-making processes of the countries and institutions because it is from the economic point of view did not reach the level which enables the planning, implementation and evaluation.

but With the increase in cultural and educational awareness and the human rights movement, the concept of social commitment among members of society has grown, and in this way many individual efforts have turned

into organized collective movements that increase pressure on society in how institutions manage their work as a result of the growing human environmental awareness.

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In the year 2000, *the United Nations* convened the Millennium Summit, in which 189 member states of the United Nations committed themselves to working towards creating a world in which poverty eradication and sustainable development were the top priorities. The Millennium Declaration was signed by 147 heads of state, and this declaration was passed unanimously to members of the United Nations General Assembly.

The development of social responsibility through activities (classroom and extra-curricular)

The practice plays an effective role in the acquisition of skills, which is one of the important conditions for reaching the required degree of mastery, and the practice is done through the class and extra-curricular activities that the student practices inside and outside the class and that will be under the supervision and guidance of the teacher. Therefore, we will shed light on the importance of these activities and their types to achieve the desired goal (Al Kharashi, 204).

Classroom activities:

Classroom activities provide to students with activity and effectiveness, and gives vitality to the teacher's work in the classroom, and it helps to link previous experiences of learners, which means continuity of learning. and for these activities to achieve its goals, there some points it should be take into consideration When construct these activities:

- activity correlation with teaching methods, that because the diversification of classroom activities Increases information.
- taking into account differences of the individual capabilities between learners, with preparing the necessary educational tools and aids that facilitate their implementation.

There are types of class activities such as :

the first type is Initial activities which are start-up activities, the aim of which is to prepare students psychologically and mentally to deal with the new lesson, and the more these activities are innovative and attractive, the more students become interested in learning. Among these activities: reading a paragraph from an external source related to the subject of the lesson, a daily newspaper or magazine, or various publications ... etc.

The second type of class activities is development activities and is the main focus of class activities, through which the behaviors are translated into educational situations and ideas that achieve the growth to learner in knowledge and various basic skills, and these activities may be individual or group, and here are worksheet are used With the help of the multiple educational tools.

Finally, the closing activities that aims to ensure that the goals of behavior are met and the extent to which learners understand the facts and ideas.

Extra-curricular activities:

Extra-curricular activities, which are activities that a student practices outside of the classroom to complete or build basic experiences and skills, and when preparing for these activities the teacher must consider being purposeful and complementary to class activities and help to acquire educational skills and experiences. And that the student connects with an incident and helps to take advantage of the current events through the student's follow-up to the media and diversifies to cover the various levels of knowledge and grades in its difficulty to take into account the individual differences between the learners, and here it is better that some extra-curricular activities are optional in proportion to the learners' capabilities and preparations. One of the most important skills that can be achieved through classroom and extra-curricular activities is reading and writing skills. Such as the textbook, the school library and external readings, and the importance of external readings is due to the fact that it complements the facts and concepts acquired by learners in the classroom, and develops skills of reading , and enables them to follow contemporary events and issues(Farrukh, 2019).

At the beginning of the year, the teacher should inventory books, encyclopaedias and various publications in the school library that serve the course he is teaching in order to facilitate the guidance and guidance of learners, and allocate one or more classes for practical application within the school library, while encouraging students Go to school library and write simplified reports.

The teacher should also train students on how to deal with external sources, which are historical and geographical books, and newspapers.

With noting, The lack of participation of students in discussion and classroom activities often constitutes a major obstacle to the progress of education and the diversity of its methods , as it discourages the teacher from

his enthusiasm for teaching and makes him feeling disappointment. The problem of non-classroom participation appears in the form of the students' failure to respond to the teacher's direct questions and their failure to perform oral or written classroom activities and only to sit quietly in their seats. The reasons for not participating may be due to a sense of shame that may prevent or slow some students from participating. Or, it may be due to some students suffering of family problems, which may weaken their focus and general attention and weaken their desire to comment on others. Or there is another reason that some people did not memorize or learn class discussion or participation, forcing them to sit in their seats silently pending the end of class activity.

aims of Extra-curricular activities:

Extra-curricular activities are various activities that students practice outside of the classroom and curriculum. These activities aim to:

- Discovering, developing, and directing students' different talents and directing them to a right and beneficial destination.
- Extracurricular activities works to convert Theoretical studies into practical experiences, through linking the student to the needs of the environment and expanding his knowledge of them.
- Developing the collective spirit of students by involving them in team work.
- Educating the student to respect the professional manual work and breaking the psychological barrier between him and that work.

Developing social responsibility through school curricula

The concept of social responsibility can be developed through a group of activities related to the school curriculums as follows:

1. Theoretical extracurricular activities, which include:

- *School radio group:* This group organizes the school broadcast in terms of: its programs and times, arranging the contribution to the school broadcasting activity, and training in the use of the radio equipment available in the school.

- *School Journalism Group:* This group produces some wall papers that contain the Important notes and directions, showcasing some scientific benefits related to different subjects, and conducting newspaper interviews with some school, educational, and other personalities, And the current events must taking the greatest interest.

These groups also produce brochures and articles that benefit the school community as a whole.

2- Practical extracurricular activities, which include :

- *Educational means:* These groups produce the means that the different materials need from plates, devices, and other means. These groups are trained to use the materials available in the environment.

- *Art education:* This group consists of talented students with artistic sense who are suitable to pursue work in such a group.

- *Physical Education:* This group consists of students who have high physical fitness capabilities.

- *Improving fonts:* It is a group that cares for the talented people in the calligraphy. Students in this group are trained to improve their calligraphy. This group cooperates with the school press group in writing mural papers as well as with the media groups.

- *Professional fields:* The vocational education activity, which means training the student in the work of electricity, carpentry and electricity, such as connecting the school to life and preparing him emerging for practical life.

The teacher and his role in developing social responsibility

Teachers have an effective and continuous impact on their students. They directly influence how students learn, what they learn, how much they learn, and how they interact with each other and with the world around them, the teacher can use these methods as follow :

1. Formulating the worksheet: some Skills that can be achieved by using worksheets by the teacher to enhance the concept of social responsibility. by preparation worksheet in which contains specific activities that the

learner executes, after the teacher specifies for him that will assist him in carrying out the required activity which is (social responsibility). The worksheet can be used in the following educational situations: designating a new subject, and identifying some external sources that can be used as an introductory activity to motivate the learner to positively interact with the subject of the lesson, and by using the appropriate aids either individually or collectively under the supervision of the teacher.

2. Analysis: Paragraph analysis of a textbook, statistical table, or graph, It is better to include the current events.

3. Make suggestions: Make suggestions and proposing solutions to any problem of the current events.

4. Comparison: according to preset standards.

5. Explanation: Explanation of phenomena and events.

6. Mapping: mapping - distributing various data to it ... etc.

Conclusion. Social responsibility is of great importance for both the individual and society, and learning it may require a long time. Therefore, educational institutions particularly universities are required to provide opportunities and an appropriate environment to promoting social responsibility among the sons of the community, that because of the close relationship between social responsibility and many of the positive and negative behaviors that prevail in any society.

In view of the great role that young people play today and in the future to serve their community and their countries. thus, comes the importance of educating young people about their social responsibilities and enhancing it concept.

Therefore, one of the most important and high-profile responsibilities of educational institutions, especially higher education institutions, is the development and consolidation of the concept of social responsibility through educational curricula and activities, both classroom and , seminars and scientific forums, all of which will work to balance students' sense and increase their

awareness and Their awareness and exercise of their responsibilities towards the private and public environment, health and general Cleanliness.

We would like to indicate out here that despite the significant progress in educational institutions and the increase and development of services provided to students, especially higher education students in all countries of the world without exception, it is noticed Existence that many negative behaviors such as selfishness, violence, destruction of community property, and abuse of individuals and Weak social relations, all this results from a weak sense of social responsibility.

Hence, the curricula and activities provided by educational institutions must be considered so that the curricula should be appropriate with the changes and developments of the times and work to develop and enhance the sense of social responsibility among students towards themselves, their families and their community and guide them to the effective contribution to building a community and solving His problems, and the ambition for a better tomorrow.

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