

Social responsibility patterns among gifted students and their relationship to some variables

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Abstract

The current study aimed to identify the degree of prevalence of social responsibility patterns among gifted students in Cairo city schools during the second semester of the academic year (2019/2020). The study sample consisted of (196) male and female students from grades eight and ten who obtained an average of 90% or more. The number of females was (102) students, while the number of males reached (94) students. The researchers developed and applied the social responsibility scale in its three patterns (self, family and social) after verifying its validity and reliability. The results of the study indicated that the degree of prevalence of social responsibility patterns among gifted students was high and arranged in descending order, the family responsibility pattern came in the first order with a high degree, followed by the social responsibility pattern with a high degree, then self-responsibility pattern in the last order, with a high degree, and the average of the social responsibility scale as a whole was with a high degree. The results of the study also showed that the differences between the answers of the study sample individuals about the grade variable were not statistically significant in both family and self-patterns. Whereas there were statistically significant differences in the "social responsibility" pattern, and the differences were in favor of the "tenth grade" group. The results also showed that the differences between the responses of the study sample members about the "gender" variable were not statistically significant in the "family responsibility" pattern, while there were statistically significant differences in the "social responsibility" pattern and the "self-responsibility" pattern in favor of male category. Considering the findings of the study, the researchers recommended working on adopting the various gifted students' initiatives directed at community work and that seek to enhance social responsibility.

Keywords: Social responsibility, patterns, gifted students.

1. Introduction

1.1 Theoretical framework and previous studies

Talented students are distinguished by a number of personal characteristics related to social responsibility, as these students represent a very important national wealth that societies must take care of in order to invest them in the welfare and progress of society, and many studies have indicated the preparations of this category of individuals to serve the community and employ their

potential by caring for other individuals in their communities (Jerwan, 2017), and the topic of social responsibility is considered one of the vital and important issues, because of its connection with the actions, practices and behaviors of individuals within the social system to which they belong. This is in addition to the positive or negative consequences of these actions, practices and behaviors for individuals themselves or the society in general, and regardless of the differences in the goals of individuals, they must carry out their social responsibilities, and bear the consequences of these responsibilities on them and on the rest of the community (Al-Hadhli, 2010). Learning life skills, including social responsibility, is a necessary need for every individual, as it is one of the requirements of human development in the current era. With the interaction of the individual with society, social cohesion and interaction in its cultural, economic, political, and spiritual forms are formed and by the effect of this exchange and interaction of social roles, the psychological and social integration of society as a whole takes place. (Al-Tal, 2018), The importance of social responsibility appears more if society trains its children to perform their roles properly, starting with the family, schools and universities, the local community, the nation, and even the large human community through various means, including educational programs that relate to social relations between the individual and society that develop responsibility for them. (Mushref, 2010).

Social Responsibility

There are many definitions of the concept of "social responsibility", some defined it as an innate willingness to be able to commit oneself and fulfill his obligations, while others defined it as a person's acknowledgment of what he does and his readiness to bear the consequences of his behavior, or as some others defined it as Obligations and consequences that the individual is asked about in his relationships with others, based on his choice. As for (Barnaby, 2000), he defined it as "what the individual possesses in terms of the sense of his responsibilities towards the group to which he belongs, the extent of his commitment to these responsibilities in accordance with the values and traditions of this group, and the extent of his participation in understanding the problems of this group and participating in solving them.

Beckwith &Huang (2005) define it as: "the individual's willingness to be cooperative in society and interact with it through his behaviors, with the possibility of trusting him, relying on him, and showing feelings of balance towards the group, integrity and enthusiasm to fulfill the needs of others.

Garces-Bacsal (2014) defines it as: "the individual's awareness of the social role entrusted to him in the group to which he belongs, and the processes of understanding, participation and concern for this role in the activities practiced by this group and the problems it faces." Aktepe (2015) considers social responsibility as a set of emotions that an individual carries towards himself and his community, and he considers it as his duty and must be done no matter how difficult it is. Kennemer (2002) believes that social responsibility is an individual's moral commitment that is characterized by showing a set of behaviors that are based on respect for various social aspects, and act responsibly towards society and humanity, so that the interest of society is preferred over self-interests. Based on the foregoing, social responsibility can be defined as the extent of the individual's awareness of his responsibilities towards his group to which he belongs, and the extent of his commitment, participation, and interest in these responsibilities in accordance with the group's standards and traditions.

Patterns of social responsibility

Social responsibility consists of a group of patterns, the most prominent of which are:

- Self-responsibility: Any individual in any society is required to assume his responsibility towards himself, by protecting himself and his life at the material and moral level, working to take care of his health and safety, securing his livelihood in a legal way, and working on educating himself, and knowing his rights and duties.
- Family responsibility: the individual must be responsible for his family members and their education, take care of their health, work to defend their interests and secure their future, be a role model for them, take initiative to help them and sacrifice for them.
- Social responsibility: the individual is a member of the society, and he is required to protect the members from any danger threatening their lives, to work to strengthen the bonds between them and their cohesion, and to be an active member in preventing risks and problems that threaten the safety of the society (Al- Zoubi, 2015).

The importance of studying social responsibility

In general, the individual cannot live in isolation from society and from others, for he is a conscious creature and the basis of his idea of 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 by them, and isolation from them may cause insecurity, which is one of the indicators of lack of social responsibility. Sullivan pointed out that a sense of social 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 this responsibility and the possibility of strengthening it through belief 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 human life (Al-Khatib et al., 2018).

Individuals' negligence in assuming their social responsibilities and their lack of awareness of the social duties entrusted to them in their societies may lead to the rupture of relationships and connections and the growth of some inhuman phenomena such as violence and terrorism (Abdel Baqer, 2012). Therefore, as educators and parents, we must pay attention to implanting social responsibility in our students and children early, especially since this responsibility has characteristics that justify the interest in its development for everyone (Silva, et al. 2004).

Among these characteristics:

- Social responsibility has an ethical, social nature.
- Responsibility development is a social need, not an individual need.
- It is considered a development of the moral side of the personality.
- Developing responsibility leads to building an independent and self-reliant generation.
- Taking the society towards urbanization and progress

Accordingly, the study of social responsibility is a scientific requirement to enrich a general concept revolving around the positive personality that interacts with society, and it comes to meet the individual's self-need, and the social need for society, it is the right of the individual to live confidently and moderately to increase his desire for life, so that he is a person with active positivity. As for the needs of society, it is the right of society, with the various educational systems

it has prepared and established from the various educational institutions, to receive an adult, able to direct his behavior on the paths of perfection, guided by higher values, and to work responsibly, stemming from the clarity of vision and correct understanding of the reality of society, the real interest in its various affairs, and its active participation in everything that enhances the advancement and progress of society (Al-Janabi, 2018)

Gifted students

They are defined as students who have extraordinary abilities, Or a performance distinguished from the rest of their peers in one or more areas valued by society, especially in the areas of mental excellence, innovative thinking, educational achievement, special skills and abilities, and in need of special educational care that may not be available to them in an integrated manner in the regular study programs (Al-Tal, 2018) .The American office of Education defined the gifted as an individual who has the ability to perform at a high level compared to the age group to which he belongs, in one or more of the following areas: general mental ability, special academic aptitude, creative ability (productive thinking), leadership ability, and ability in Visual Performing Arts (Al-Jawaldeh, 2016). While Renzoli defined talent as the interaction between three human abilities, as the gifted can be distinguished by one or more of them with the availability of a minimum of the rest of the abilities. These abilities are above average, general, or special abilities, and high abilities of commitment to the task (motivation and persistence in addition to high capacities of creativity. General capabilities are the ability to process information and benefit from previous experiences in adaptation and abstract thinking. These capabilities can be measured by IQ tests or achievement tests. As for special abilities, they are intended to acquire knowledge, skills, and performance in one or more specialized activities in a specific field and the individual shows high energy when facing a problem, it appears in the form of a commitment to perform the task (Jerwan, 2017). As for François Gagnier, he believes that talent appears in two areas: the innate domain and the acquired domain. The innate domain of talent is defined as the possession and use of abilities that have not been previously trained in, and their spontaneous expression (called innate aptitudes or talents) in at least one of the ability domains, sufficient to place the individual in the top 10% of his peers. As for the acquired field of talent, it is the distinguished mastery of the abilities or skills that are gradually developed in at least one of the areas of human activity, to the extent that allows the child's achievement to be classified within the top 10% among his peers who practice the activity in the same field. Gagnier presents, through his model, five dimensions of inclinations: intelligence, creativity, social interaction, and sense-kinesthetic, and the fifth dimension includes many other aspects. The above dimensions can be observed in all the tasks that children undertake while they are in school (Abu Jadu, 2014). Sternberg believes that talent is formed from analytical abilities (external intelligence): Intelligence here consists of purposeful adaptation, and the choice of real-world environments related to the individual's life. The criteria for intelligence appear through the ability to perform daily work, and to perform distinguished achievement without prior learning. Comparing the behavior of the individual with the ideal behavior of an intelligent human. And the synthetic abilities (internal intelligence): Intelligence here is related to the internal components of the individual. The component of intelligence is a basic informational process that occurs within the individual, which is often not measurable, and can be interpreted with insight. And finally, the use of thinking skills to solve practical problems (experience intelligence): Intelligence is measured here by the availability of the ability to deal with new tasks and the ability to process information. The important part of the

talent is the ability to coordinate between the three previous abilities and know when to use each of them. (Al Tal, 2018).

Social responsibility among gifted students

"Strunk", the owner of the social impact theory, believes that the social responsibility among gifted individuals depends on their potential as a source of strength and attraction to others and they are able to successfully perform their social tasks and responsibilities, The gifted individual, through his personal and social characteristics, will be able to gain the confidence of others, change their behavior, perform their tasks and direct them in the best direction. "Strunk" has linked the development of social responsibility to the individual's possession of specific skills as well as his ability to influence personality (Jerwan, 2017)

Harris considers that the socially responsible student is receptive to the results of his behavior, is trustworthy, has a sense of commitment to the group, maintains its unity and integrity, is loving, and depends on himself. Qasim, 2008). He loves others and cares for them and accomplishes all the work assigned to him. And he is loyal to the group, thinks about its interests and works to achieve its goals (Al-Zoubi, 2015). To educate students and enable them to display the necessary level of social responsibility, it was necessary to focus on the educational factors that facilitate the growth of social responsibility among students, and they are:

- Curriculum: It is all that the student learns theoretically from academic subjects, regardless of their specializations, as it helps the student to advance in his interests in the group. This study must be appropriate to the competencies of the pupils at each stage in order to help in developing the interest and understanding of the members of society.
- Teacher: It is the role model from which students learn social insight and interest, which supports the teacher's role in developing students' social responsibility.
- The educational community: It is the practical field to learn social responsibility through behavior and social activity (Alshawareb &Khawaldeh, 2007)

In general, a gifted and socially responsible student has a set of social characteristics necessary to establish a deep awareness of this type of responsibility., some studies have confirmed the existence of an association between social compatibility and intelligence, and that gifted students obtain a score higher than average in terms of desired social characteristics compared to other ordinary students, (Jerwan, 2017). The gifted student possesses several social characteristics, the most prominent of which are the initiative to work and the willingness to try and aid others. He bears responsibility in addition to the ability to lead others and has a strong desire to surpass them, enjoys love and high popularity among his peers, can criticize himself, and accepts suggestions and criticism from others without being discouraged. He has socially acceptable traits, tends to compliment people, has vitality and great self-esteem, loves control and independence, tends to activities that need challenge and thinking, tends to be fun, cheerful, has a good sense of humor (Jerwan, 2016), He takes initiative in proposing solutions to problematic situations, and his behavior may be characterized at times by challenge and non-submission to orders, he does not seek power, does not tend to show off, display information, and brag about himself, his social interaction is broad and comprehensive because he quickly merges into groups, so he feels that he is an integral part of the group despite not being compatible at times. Strong motivation with the need for self-realization, high awareness of social relationships, leadership ability, ability to solve social and environmental problems, great concern for ideal values such as justice and truth,

compassion for others and sympathize with them. Confident in himself and independent, organizes and leads group activities, builds good relationships with older children and adults (Abu Ghazal, 2016). Respects and appreciates the ideas and opinions of peers and teachers, recognizes the rights of others, and their social tendencies may take the form of research and invention for the sake of the group and interest in social culture and other concerns that are related to the ability to attract or influence others. There are other positive social aspects for the gifted. Studies have reported frequent repetition of the features of trust and self-reliance and confidence in the gifted more than the repetition of negative features among them. They also enjoy a greater sense of freedom in planning the future and choosing friends, and the group's judgments are accepted willingly (Ghobari & Abu Shairah, 2009).

Talented students are also distinguished from their ordinary peers by being more tactful in dealing with others and establishing social relationships with them, as they have self-confidence, the ability to make moral judgments, and they have a greater ability to bear social responsibility (Al-Tantawi, 2018);

The importance and role of social responsibility for gifted students becomes more evident if society trains them to perform their roles appropriately, starting with the family, the local community, the nation, and even the large human community through various means, including programs related to social relations between the individual and society that develop responsibility for them, they are the role models for their colleagues and leaders in their schools. When a team of them forms school groups to clean and repair the school without any direct influence by the school administration, this means that students have begun to form a new and different awareness, which is the social awareness of the importance of making a tangible change that stems from the extent of the emergence of energies towards serious work and taking responsibility (Davis & Rimm, 2005).

1.1.1 Previous studies

Karataş & Sarıcam (2016) conducted a study in Turkey aimed at identifying the relationship between moral judgment and the sense of social responsibility in a sample of 200 talented students from the sixth and seventh grades, who were randomly selected from a number of primary schools in Ankara. To achieve the aim of the study, the moral judgment scale and the social responsibility behavior scale were used. The results indicated that the level of moral judgment and sense of social responsibility was high among gifted students. The results showed a positive and statistically significant correlation between moral judgment and behaviors of a sense of social responsibility among gifted students.

Al-Zoubi (2015) conducted a study in Palestine aimed at identifying social responsibility and its relationship with the social communication skills of high school students. The study sample consisted of (200) male and female students. To achieve the objectives of the study, two measures were developed: the social responsibility scale, and the social communication skills scale. The results showed that the level of social responsibility and social communication skills among secondary school students in the city of Nazareth was within the high level, and that there were statistically significant differences in the level of social responsibility and social communication skills among secondary school students in the city of Nazareth due to the gender variable, in favor of females, and to the school grade variable, the differences came in favor of twelfth grade students, and the existence of a positive, statistically significant correlation between the level of social responsibility and social communication skills of high school students in Nazareth.

Al-Zahrani & Bin Ghani (2014) conducted a study in the Kingdom of Saudi Arabia aimed at identifying the relationship between social responsibility and parenting styles in a sample of 52 gifted students. To achieve the aim of the study, the social responsibility scale and the parenting styles Questionnaire were used. The results of the study indicated that the level of social responsibility among gifted students was high, and the results showed a positive, statistically significant correlation between the democratic parenting style and the high level of social responsibility among gifted students.

The Tawha (2011) conducted a study in Jordan aimed at detecting the level of social responsibility in a sample of (1202) male and female secondary school students in Irbid. The researcher developed a measure of social responsibility. The results showed that there is a high level of social responsibility among students, and that this level of responsibility differs according to the gender and specialization of the student, as females have a greater sense of social responsibility than males, and students of scientific majors have a greater sense of social responsibility than students of other majors. While there was no effect of the family income variable on the students' sense of social responsibility.

Al-Hadhli (2010) conducted a study in the Kingdom of Saudi Arabia aimed at identifying the relationship between the trend towards terrorism and social responsibility in a sample of (369) secondary school students in the city of Makkah Al-Mukarramah. And the researcher used the scale of the trend towards terrorism, and the social responsibility scale. The results revealed a medium level of social responsibility and a high level of trend towards awareness of the phenomenon of terrorism among students. The results showed the existence of a positive, statistically significant correlation between the trend towards terrorism and social responsibility.

Musharraf's study (2009) aimed to identify moral thinking and its relationship to social responsibility among students at the Islamic University of Gaza. The study sample consisted of (600) male and female students. The researcher used the Moral Thinking Scale prepared by Abdel Fattah in 2001 and developed the Social Responsibility Scale. The results indicated that students fall into the fourth stage of moral thinking, and that the students' level of social responsibility was high, and the existence of a positive statistically significant correlation between moral thinking and social responsibility among students.

Lee, et al. (2007) conducted a study in the United States of America aimed at identifying the effect of using a program based on community service education in improving the level of social responsibility and civic attitudes among gifted students. The sample consisted of (230) gifted students, who were divided into two groups equally, one experimental and the other control, where the students in the experimental group got a training program based on community service education consisting of several training sessions. The study sample responded on the social responsibility scale and civic trends before and after participating in the training program. The results of the study indicated a positive effect of the training program based on community service activities and civic trends in improving the level of social responsibility among gifted students.

A study of Perrone, et al. (2007) that was conducted in the United States of America aimed to know the level of social responsibility among gifted students in high school. The study sample consisted of (21) studies from previous studies published in scientific, psychological, and educational journals. To achieve the aim of the study, the content of previous studies was analyzed. The results indicated that most of the previous studies confirmed the high level of social responsibility among gifted students, and also indicated that there are statistically significant

differences in the level of social responsibility of gifted students due to the gender variable in favor of females, and to the age variable in favor of the older age.

1.1.2 Commentary on previous studies

Through the presentation of the previous studies, we note that the scientific approach used was different according to the goal of each study, there is one descriptive study, another qualitative and one experimental in addition to 5 relational studies, and in the current study we decided to choose the descriptive approach to study the variable of social responsibility (and its three patterns) as it serves the purpose of the study. Where it was focused on as a single variable, especially since most studies examined its relationship with other variables. With regard to the samples studied, it was noticed that 4 of the previous studies dealt with ordinary students, while the other four studies dealt with gifted students. In general, the largest number of samples studied in Jordan was 1202 ordinary students. As for the studies that dealt with gifted students, their samples ranged between 52 and 200, while the current study sample was 196 students. Regarding the study tool, all the previous studies presented have developed their own scale of social responsibility, as is the case with our study, and it is worth noting that we, as researchers, have benefited from previous studies that we dealt with patterns of social responsibility (self, family, and community), which was not covered previously. The places of conducting studies also varied between Arab and foreign countries, which don't include the Republic of Egypt, and the level of social responsibility in the results of previous studies, as well as our current study, was of a high degree except for one study that had studied ordinary students, which came with a medium degree , We also note that the gender differences in the studies that focused on this variable all came in favor of females, while no differences according to the gender variable appeared in our current study, and it is worth noting that the current study applied to the Egyptian society, since there are no studies on the social responsibility patterns of the gifted in Egypt, within the limits of researchers' knowledge.

2. Problem of the study

As researchers, a number of observations received from teachers and parents during discussions in lectures, seminars, or even public social meetings caught our attention regarding the decline in the degree of students' tolerance in general (ordinary and talented) of their social responsibilities and their constant preoccupation with modern technology and social media, And through the readings in the specialty, which indicate that gifted students enjoy a high degree of social responsibility, especially since the educational literature for giftedness and distinction indicates that the group of gifted students possesses sufficient awareness of the importance of social responsibility (Jerwan, 2017), Because of the lack of Arab studies on this topic (as we know as researchers), we decided that it was necessary to research and investigate the degree to which the patterns of social responsibility (self, family and community) are prevalent among gifted students and the degree to which this prevalence differs according to some variables such as grade and gender. Our choice of gifted students came because this group is a role model for their ordinary peers, and they are the leaders who will take charge of the affairs of their societies in the future (Sorour, 2016), especially since developing awareness of social responsibility constitutes a basic need as it is one of the important developmental outputs that work to increase belonging, adaptation and better integration with oneself, family and society , the current study came to answer the following questions.

2.1 Questions of the study

1. What is the prevalence of social responsibility patterns (family, social, self) among gifted students?
2. Does the degree of prevalence of social responsibility patterns (family, social, and self) differ among gifted students according to the grade variable?
3. Does the degree of prevalence of social responsibility patterns (family, social, and self) differ among gifted students according to the gender variable?

3. The importance of the study

The importance of the current study came as it sheds light on the topic of "social responsibility" because of its clear and significant impact on the growth and prosperity of human societies in the whole world, in addition to the importance of the target group as they are expected to influence their societies in the future in changing for the better and taking the lead for better life and more interdependent human relations, in addition to the educational importance of the current study, which is limited to the following two dimensions:

1. The theoretical importance: The theoretical importance is represented by the theoretical framework presented by the current study on the concept of social responsibility and gifted students, and the possibility of benefiting from it by interested people, researchers and educators. It also gains importance by providing information and data related to the dimensions of social responsibility for gifted students.
2. It is hoped that the study will provide clear evidence for theoretical literature about the degree of prevalence of patterns of social responsibility among gifted students. The subject of the study is also considered one of the important educational topics that reflect the characteristics of a distinct class of society and emphasize their features.
3. Practical significance: The present study provided a tool for measuring social responsibility that has appropriate indications of validity and reliability that researchers are expected to benefit from in the relevant studies.
4. It is hoped from this study to direct teachers to invest the talents and their characteristics in community service initiatives and programs that provide the opportunity for gifted students to play active roles, whether they are males or females, to serve other less fortunate categories of society, such as caring for people with disabilities and elderly people.
5. It is also hoped that the current study will draw the attention of educators and counselors to develop programs that would refine the personality of talented students and contribute to providing opportunities for them to practice effective social responsibility roles.

4. Procedural definitions

Social Responsibility

Defined by Rivera and Lissi (2004, p118) as: "the positive attitudes an individual holds towards the group to which he belongs and the society in which he lives." Procedurally, it is defined as the degree obtained by the examined on the measure of social responsibility, which the researchers developed for the purposes of the current study.

Gifted Students

Jerwan (2017) defined them as those who possess the ability to develop a combination of features and use them in any valuable field of human performance. " Procedurally: Students who obtained an overall score equal to 90% or more and who are registered in their schools in Cairo within grades (eighth, tenth)

5. Limits & Limitation of the study

5.1 Limits of the Study

- **Human Limits:** The current study was limited to gifted students from the eighth and tenth grades.
- **Spatial Limits:** This study was applied in schools of the Ministry of Education in Cairo.
- **Time limits:** This study was applied in the second semester of the scholastic year 2019/2020.

5.2 Limitations of the study

The possibility of generalizing the results of this study will be determined by the indications of validity and reliability in the used tool, which are: The social responsibility scale, the extent to which the study sample represents its community, the procedures for applying the study tool, the safety of statistical processing, in addition to the objectivity of the study sample members and their seriousness in responding to the study tool.

6. Methodology of the study

A descriptive, analytical approach was used.

6.1 Study population

The study population consists of gifted students in grades (8, 10) in Cairo, Egypt.

6.2 The study sample

The study sample consisted of (196) male and female students who obtained an average of 90% or higher, from the eighth and tenth grades within 10 schools in the Giza district of Cairo, who were randomly selected, with two divisions for each class of the selected classes.

for the academic year 2019/2020. Table (1) shows the distribution of the study sample according to variables, gender, and grade.

Table (1): Distribution of the study sample according to gender and grade variables

Variable	Categories	Freq.	Percentage
Gender	Female	102	52%
	Male	94	48%
Grade	8 th	90	46%
	10 th	106	54%
Total		196	100%

6.3 Study Tool

Social Responsibility Scale

The researchers developed the social responsibility scale, through reviewing educational literature, and studies related to social responsibility. The scale items were written in its initial form, which consisted of 27 items distributed into 3 types: self-responsibility (1-9), family responsibility (10-18), social responsibility (19-27), according to Likert's five-point scale (Always, often, sometimes, rarely, never). The scale was corrected by giving the previous grading numbers (5, 4, 3, 2, 1) in the case of positive items, and reversing the weights in the case of negative items.

❖ Validity of the scale

– Validity of the content

The validity of the content of the scale was verified by presenting it in its initial form to a group of experienced and competent arbitrators. The arbitration was carried out according to the following criteria: the belonging of the items to the patterns of "social responsibility", the integrity of the wording of the items, and the clarity of the meaning from the linguistic point of view. The proposed amendments, which were approved by (80%) of the arbitrators, were taken into consideration, and the scale came out in its final form, as the number of items reached (27).

– Validity of construction

The validity of the construction of the scale was verified after applying it to an exploratory sample of (50) male and female students from outside the study sample and from the community itself. Then the correlation coefficient was calculated between the score of each item, the degree of the field to which it belongs, and the total degree of the scale, The items correlation coefficients ranged with the style (0.552-0.861), and with the tool, between (0.424-0.819), and Table (2) shows that.

Table (2): Correlation coefficients between items score and dimension on the social responsibility scale

Item	Pattern correlation coefficient	Tool correlation coefficient	Item	Pattern correlation coefficient	Tool correlation coefficient
1	0.575*	0.424*	15	0.764*	0.680*
2	0.780*	0.602*	16	0.602*	0.590*
3	0.651*	0.511*	17	0.685*	0.589*
4	0.801*	0.693*	18	0.552*	0.518*
5	0.696*	0.570*	19	0.759*	0.708*
6	0.850*	0.714*	20	0.785*	0.706*
7	0.772*	0.630*	21	0.835*	0.753*
8	0.825*	0.724*	22	0.690*	0.597*
9	0.770*	0.682*	23	0.847*	0.794*
10	0.849*	0.819*	24	0.780*	0.724*
11	0.795*	0.760*	25	0.658*	0.551*
12	0.837*	0.785*	26	0.778*	0.640*
13	0.860*	0.783*	27	0.802*	0.769*
14	0.845*	0.810*			

* Statistical function at the significance level (0.05)

Table (2) shows that all correlation coefficients were of acceptable scores and statistically significant, so no item was deleted. The correlation coefficients of the social responsibility scale with each other were calculated, and Table (3) shows that.

Table (3): Correlation coefficients between the patterns for the social responsibility scale

Dimensions	Self- responsibility	Family responsibility	Social responsibility
Self- responsibility			
Family responsibility	0.812*		
Social responsibility	0.828*	0.851*	
Total	0.825*	0.819*	0.843*

* Statistical function at the significance level (0.05)

❖ Reliability of the scale

To ensure the stability of the scale, the test-retest method was used by applying the tool to an exploratory sample from outside the study sample consisting of (25) gifted and ordinary students, with a two-week interval between the first and second applications, Then the Pearson correlation coefficient was calculated between the scores of the two applications, where the reliability coefficient was (0.89). The Cronbach alpha coefficient of internal consistency was also calculated, as the stability factor was (0.92). Table (4) illustrates this.

Table (4): The reliability coefficient of the internal consistency method "Cronbach Alpha" and the restoration of the dimensions of the social responsibility scale

Patterns	Stability of replay	Stability of internal consistency
Self- responsibility	0.86	0.87
Family responsibility	0.88	0.86
Social responsibility	0.83	0.88
Total	0.89	0.92

❖ Scale correction

The social responsibility scale in its final form consisted of (28) items that measure the level of social responsibility. The scale, using the Fifth Likert Scale, was corrected by giving the answers: (always, often, sometimes, rarely, never), and the scale was corrected by giving the previous ranking numbers (5, 4, 3, 2, 1) in the case of positive paragraphs and the opposite of weights in the case of negative items, and to judge the level of social responsibility, the statistical criterion was used, using the following equation:

Category length:	$\frac{\text{Upper limit} - \text{Minimum}}{\text{Number of assumed Categories}}$	=	$\frac{5-1}{3}$	=	$\frac{4}{3}$	=	1.33
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The levels were three as follows:

- $0.1+1.33= 2.33$ Thus, the items whose average ranges between (1 - 2.33), means that the degree of prevalence of social responsibility among students is at a low level.

- $2.34+1.33= 3.67$ Thus, the items whose meaning ranges between (2.34 - 3.67), which means that the degree of prevalence of social responsibility among students was at an average level.
- $3.68+1.33= 5.00$ Thus, the items whose average ranges between (5-3.68) which means that the degree of prevalence of social responsibility among students came at a high level.

6.4 Study procedures

1. Review the theoretical literature on the topic in terms of relevant studies and measures.
2. The study sample was determined randomly and included (10) schools with several sections for the eighth and tenth grades, located in Cairo, Egypt.
3. The researcher residing in Egypt, accompanied by an assistant researcher who is a graduate student at Cairo University, visited the schools that were within the selected study sample by the random method, and provided an explanation (to the principal or deputy Principal and teachers of grades eight and tenth) about the objectives of the study and its confidentiality, and their approval to participate in the research was obtained.
4. In cooperation with the teachers of the eighth and tenth grades, the study sample was chosen from the gifted students through the achievement criterion, as those with an average of 90 and above were considered gifted students, and their number was 196 students distributed among grades eight and tenth.
5. The class teachers distributed the study tool to the sample through the distance education mechanism, and after the students completed the tool, the assistant researcher collected all the questionnaires from the ten participating schools.
6. Processing data and information statistically through (SPSS) to analyze the data and the results were monitored.
7. Appropriate recommendations were made considering the study's findings.

6.5 Statistical processing

To answer the study questions, the following statistical methods were used:

- Means and standard deviations to answer the first question.
- Means, standard deviations, and t-test to answer the second and third questions.

7. Study Results and Discussion

Results related to the first question, which states: What is the prevalence of patterns of social responsibility (family, Social, self) among gifted students? Averages and standard deviations were extracted, and Table (5) illustrates this.

Table (5): means and standard deviations of the level of social responsibility of gifted students arranged in descending order according to the means

Rank	No.	Pattern	Mean	Standard deviations	Freq.
1	2	Family responsibility	4.26	0.542	High
2	3	Social responsibility	4.09	0.562	High
3	1	Self-responsibility	4.07	0.722	High

Social responsibility scale	4.14	0.442	High
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Table (5) shows that the averages ranged between (4.07-4.26), where the family responsibility pattern was in the first order with the highest average of (4.26) and with a high degree, while the self-responsibility pattern came in the last order with an average of (4.08) and a high degree. The average of the social responsibility scale was (4.14), with a high degree.

The averages and standard deviations of the estimates of the study sample individuals were calculated on the items of each pattern separately, as they were as follows:

The first pattern: self-responsibility

Table (6): means and standard deviations for the items related to the self-responsibility pattern for gifted students arranged in descending order according to the means

Rank	No.	Item	Means	Standard deviations	Freq.
1	1	I do my best to accomplish whatever work I am assigned to do.	4.71	0.584	High
2	5	I solve my problems without the help of others.	4.49	0.810	High
3	4	I can bear the consequences of my decisions.	4.40	0.909	High
4	2	Allocate time for reading and self-education.	4.31	0.785	High
5	9	I am satisfied with myself.	4.27	1.186	High
6	7	I control my emotions in stressful situations.	4.01	1.135	High
7	6	I confess my faults	3.82	1.355	High
8	8	I feel relieved to be asked about my negligence in my duties.	3.71	1.158	High
9	3	I continuously improve myself.	2.95	1.788	Average
		Self- responsibility	4.07	0.560	High

Table (6) shows that the averages ranged between (2.95-4.71). Item (1), which states “I do my best to accomplish whatever work I am assigned to do.,” came first, with an average of (4.71) and a high level of estimation, while item (3), which states “I continuously improve myself.,” came last, with an average of (2.95) and an average rating level. The average for self-responsibility was (4.07), with a high degree.

The second pattern: family –responsibility

Table (7): means, and standard deviations of the items related to the family responsibility pattern of gifted students arranged in descending order according to the averages

Rank	No.	Item	Means	Standard deviations	Freq.
1	12	I seek to maintain the cohesion of relations between my family members.	4.62	0.6200	High
2	13	I try to fulfill my duties towards my family members.	4.58	0.7710	High
3	16	I help my family in their work.	4.53	0.983	High
4	10	I help solve my family's problems.	4.49	1.089	High
5	17	I would love for my family to consult me about some of their problems.	4.36	0.813	High
6	11	I help educate my family members on some issues	4.31	0.9970	High

7	14	I give up some of my rights for the sake of the happiness of my family.	4.20	1.353	High
8	18	I care more about the interest of my family than my personal interests	3.75	0.9340	High
9	15	I stay away from facing my family's problems.	3.48	1.344	Average
		Family - responsibility	4.26	0.471	High

Table (7) showed that the averages ranged between (3.48-4.62). Item (12) which states, “I seek to maintain the cohesion of relationships between members of my family” came first, with an average of (4.62) and a high level of estimation, while item (15), which states “Stay away from facing my family's problems,” came last, with a mean of (3.48) and an average rating. The average of family responsibility was (4.26), with a high rating.

The third pattern: social responsibility

Table (8): means and standard deviations for the items related to the social responsibility pattern among gifted students, arranged in descending order according to the averages

Rank	No.	Item	Means	Standard deviations	Freq.
1	22	I preserve the community's values.	4.58	1.185	High
2	20	I believe that community development is everyone's responsibility.	4.42	1.024	High
3	19	I consider myself obligated to preserve common property.	4.40	1.259	High
4	21	I believe that keeping the environment clean is the responsibility of all of us.	4.29	1.087	High
5	25	I participate in volunteer work that serves the community.	4.06	1.238	High
6	23	I participate in national celebrations.	3.99	1.200	High
7	26	I would like to discuss topics related to the community.	3.84	1.315	High
8	24	I contribute to the development and assistance of my surrounding community	3.79	1.247	High
9	27	I feel that the customs and traditions of society limit my ambitions.	3.42	1.408	Average
		Social - responsibility	4.09	0.721	High

Table (8) shows that the averages ranged between (3.42-4.58). Item (22) which states “I preserve the values of society” came in the first order with an average of (4.58) and a high level of estimation, while item (27) which states, “I feel that the customs and traditions of society limit my ambitions,” ranked last, with a mean of (3.42) and an average rating. The average for social responsibility was (4.09), with a high level of estimation.

To answer the second question, which states: Are the patterns of social responsibility (family, social, and self) different for gifted students according to the age variable? Averages, standard deviations, the T-value, and the level of significance were extracted using T-test, and Table (9) shows these results.

Table (9): T-test results for differences in patterns of social responsibility, according to age variable

Pattern	Source of variation	Means	Standard deviations	T - value	Significance level
Family responsibility	8th grade	0.430	0.290	0.2930	0.0900
	10th grade	0.410	0.340		
Social responsibility	8th grade	0.650	0.210	0.5760	0.0060
	10th grade	0.670	0.280		
Self – responsibility	8th grade	0.490	0.310	0.810	0.5280
	10th grade	0.460	0.350		

It appears from Table (9) that the differences between the responses of the study sample with respect to the age variable were not statistically significant in the first and third domains, while there were statistically significant differences at the level of significance in the second domain, which relates to the social responsibility pattern. Where the value of "T" was 576 at the significance level of 006. The differences were in favor of the "tenth grade" category, which got an average (67.), while the "eighth grade" category got a mean of (65.).

To answer the third question, which states: Are the patterns of social responsibility (family, social, and self) different for gifted students according to the gender variable? Averages, standard deviations, the T-value, and the level of significance were extracted using the T. Test. Table (10) shows these results.

Table (10): T-test results for differences in the degree of prevalence of social responsibility patterns according to gender variables

Pattern	Source of variation	Means	Standard deviations	T - value	Significance level
Family responsibility	Male	0.48470	0.302440	2.055	0.1790
	Female	0.36610	0.328770		
Social responsibility	Male	0.72090	0.208070	2.585	0.0030
	Female	0.60550	0.275220		
Self – responsibility	Male	0.55140	0.303450	2.237	0.0460
	Female	0.41750	0.349790		

It appears from Table (10) that the differences between the answers of the study sample members about the gender variable were not statistically significant in the first pattern (family responsibility), while there were statistically significant differences at the level of significance in the second pattern, which relates to social responsibility; The value of "T" was 2.585 at the significance level of 003. At the level of significance (0.003), where the differences were in favor of the "male" category, which got a mean of (0.07), while the "female" category got a mean of (0.60). The third pattern, which relates to "self-responsibility pattern," came with statistically significant differences at the level of significance, where the value of "T" reached 2.237 at the significance level of 046. Which got a significance level (0.046) where the differences were in favor of males, which got a mean of (0.55), while the female category got a mean of (0.41).

7.1 Results Discussion

Discussing the results related to the first question, "What is the prevalence of social responsibility patterns (family, social, self) among gifted students?" The results related to this

question showed that the degree of prevalence of social responsibility patterns among gifted students in Cairo was high. This result is consistent with the results of all previous studies, and it can be attributed to the role that the school plays when providing many opportunities and tasks specifically assigned to talented students, which would lead to the development of their sense of social responsibility. In addition to the school curricula, specifically the Islamic education, which emphasizes the importance of this responsibility based on the Holy Prophet's saying, "all of you are guardians and are responsible for your subjects," as well as the elements of other curricula and the lessons they contain aimed at caring for society and its affairs, respecting its customs, traditions and regulations, and understanding its conditions. In addition to the influential role of the teacher in developing students' sense of social responsibility through the positive sayings and actions that he practices that will push talented students specifically (being the most flexible) to change many behavioral patterns to match the behavior patterns of their teacher. The result can also be explained by the fact that gifted students in general enjoy high levels of social responsibility due to their characteristics represented in their interest in social issues in general and family and personal issues in particular. In addition to the age stage covered by the current study, which is the stage of early adolescence and attempts to prove oneself in front of themselves and in front of others, which may be reflected in their efforts to take their social responsibility seriously, especially since this age stage is characterized by vitality and the ability to give. In addition, the availability of appropriate models for taking on social responsibility by communicating with important individuals in their lives, including parents, teachers and others, all of these provide them with different models for taking on social responsibility. In addition to their ability as gifted students to grasp many concepts related to the concept of responsibility. This result is consistent with the results of studies whose samples consisted of gifted students such as (Perrone, et al., 2007), (Al-Zahrani & Bin Ghani, 2014), (Karataş & Sarıcam, 2016), (Tawha, 2011) and (Lee, et al., 2007), all of this had a positive effect on the high prevalence of social responsibility among gifted students in the current study.

Discussing the results related to the second question, "Does the degree of prevalence of social responsibility patterns (family, social, self) differ among gifted students according to the grade variable?" The results of this question showed that there were no statistically significant differences in the degree of prevalence of the family and the self-pattern. The lack of differences can be explained by the fact that students of the eighth and tenth grades are within the age group that belongs to the early stage of adolescence, and this means that their personal characteristics are similar and their interests are close, and it may include their passion for assuming various personal and family responsibilities in an effort to prove themselves in this special age stage in front of their families and themselves. In addition to that, in these somewhat close classes, they bear similar burdens as children and students, and they have similar responsibilities towards their families and towards themselves., so we did not find clear and significant differences in the degree of prevalence of their family and personal responsibilities. Whereas the results showed statistically significant differences in the degree of prevalence of the social responsibility pattern in favor of the tenth grade. This can be explained by the fact that older students are more able to assume social responsibility and more able to exercise leadership and thus take the initiative in proposing solutions to social problems that appear more clearly in them, which makes them aware of their responsibilities towards their society, and that society has higher expectations from the elder, which motivates them to meet these expectations, this is reflected in their societal performance and their higher degree of societal responsibility in a clearer and greater way than the youngest

students. This result did not agree or differ with any of the results of previous studies, as they did not address the patterns of social responsibility (self, family, and community).

Discussing the results related to the third question, "Does the degree of prevalence of social responsibility patterns (family, social, self) differ among gifted students according to the gender variable?" The results related to this question showed that there are no statistically significant differences in the degree of prevalence of the family responsibility pattern between the two genders. This can be explained according to what is referred to in the theoretical literature that the Egyptian Arab family is similar in its characteristics that determine the relationships between its members, which leads us to conclude that gifted students (males or females) are exposed to somewhat similar family conditions, which contributes to the development of everything related to the dimensions of their personality, and The requirements regarding family responsibility are often the same for a son or daughter, especially since family responsibility does not require a certain level of freedom that It is not given in the Arab community to the same extent for male and female, and for this reason, significant differences were not shown according to the gender variable in this type of responsibility patterns. While the results showed statistically significant differences in the degree of prevalence of the pattern of social responsibility and self-responsibility in favor of males, this can be explained by the Egyptian society's view of males - like other Arab societies - more positive than its view of females, and its expectations of males are higher than its expectations of females, and the opportunities afforded for males are more than those granted to females, all of this is positively reflected in the male bearing of their societal responsibilities more than the females, seeking to fulfill all the high societal expectations of them as males... It may also be related to how families enhance the social practices of their male children, such as adopting, establishing or implementing general community initiatives that require social involvement, which is often not desirable for females....., and with regard to self-responsibility, in addition to the above, Arab society gives a higher level of freedom for males, especially if they are of the talented group, and when the level of freedom rises, the degree of self-responsibility rises, as well as the gifted students are more aware of the value of this freedom granted to them, which makes them more keen to carry out their own responsibilities, in order to preserve the freedom granted to them as an additional societal gain for them as males. The results of this question differed with the study (Perrone, et al., 2007) and the study of (Al-Zoubi, 2015) and (Tawaha, 2011), as their results indicated that social responsibility among females is higher than that of males. These studies did not address patterns of upbringing (self, family, and community). This difference may be due to the nature of society in the places where these studies are conducted, in addition to these studies dealing with social responsibility as one dimension.

8. Recommendations

1. The necessity of adopting the various gifted students' initiatives directed at community work and that seek to enhance social responsibility.
2. Maintaining communication with educational institutions to maintain a high level of social responsibility among gifted students through continuous support and motivation for related activities and tasks.
3. Emphasizing the role of the media in raising awareness of the importance of promoting and maintaining a sense of community and social responsibility among gifted students

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4. Conducting other studies dealing with the relationship of social responsibility to other variables and to different environments in Arab societies, and on various categories of student.

Conflicts of interest statements

All authors declare that they have no conflicts of interest.

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