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GLOSSARY:

HCT	Higher Colleges of Technology
UAE	United Arab Emirates
ISR	Individual Social Responsibility
CSR	Corporate Social Responsibility
PSRII	Personal and Social Responsibility Institutional Inventory
UAE Vision 2021	National Document prepared by UAE Government to achieve social and economic goals in 2021.
New Foundations	The Foundations Studies Programme supports students to meet the requirements of the Bachelor degree Program. The Foundations Studies Progamme consists of four levels of English preparation and two levels of mathematics. Depending on student entry level scores, the student may spend a minimum of one semester (entering at the highest level) and a maximum of four semesters.
Higher Diploma	The Higher Diploma Program requires a minimum of 3 years of study. It consists of 6 levels. Passing Foundation English and Math is a prerequisite to the Higher Diploma program. Student must get IELTS as an exit requirement to graduate from the

Higher Diploma and continue into BAS. The BAS is optional and student may exit the program once completing the Higher Diploma Degree.

BAS   Bachelor 's Degree in Applied Sciences

Applied BAS   The Applied Bachelor Degree is a new four-year program offered since 2010 with the purpose of combining the Higher Diploma and the BAS program. The student must complete the full four years to obtain their Bachelor Degree, which excludes existing option.

CHAPTER ONE: INTRODUCTION

1.1 Problem Background

The worldwide need for socially responsible citizens has increased with emerging

concepts such as globalization, knowledge economy and knowledge society which has

placed strong demand on higher education institutions to educate for social

responsibility and citizenship (Brennan 2008). In light of this, the current role of

higher education in educating students through researching, teaching and social

engagement prior to their employment and practical involvement in the societies has

made it more critical for colleges and universities to focus on social responsibility and

character education (Kim & Cho 2009). The challenge remains to determine how

much of social responsibility education has been adopted by educational institutions

in their curriculum, including faculty commitment to deliver, creating a supportive

environment and committed leadership which are reflected within institutions'

policies and graduate learning outcomes (Knefelkamp & O'Neill 2008).

Crick (1998, in Potter 2002) identified the need for social responsibility as an element

of citizenship education and how it develops in children at early stages. Crick also

further suggested that schools and the surrounding environment must continue

providing additional support to ensure effective development of a sense of social

responsibility and that community involvement as a second factor needed to be

instilled and encouraged in individuals. In addition, political literacy is important to help individuals understand their rights and responsibilities. Potter (2002) also discussed the need for social responsibility education as a solution for the current problem where faith in young people as tomorrow's leaders is questionable as increasingly many youths around the world are becoming engaged in violence, drugs and other inappropriate behaviors which render them victims of themselves, community insufficiency or political pressure. According to Moore (2009), the integration of ethics in education and social responsibility in different academic programs started 30 years ago. This integration was implemented within medical programs to overcome the ethical dilemmas around medicines and the use of equipment. Following this, many science-related programs such as civic engineering, business, accounting and finance have also considered ethics to be integrated in education.

In the United Arab Emirates (UAE), the country's leadership assigns special attention to educate the new generation about social responsibility and how to become an active citizen as part of the country's vision of human capital development as illustrated in the UAE Vision 2021 documents (Appendix 1). The UAE Vision 2021 provides an overview of the country's vision for providing education for social responsibility and citizenship. One of the important factors of the document is the government's commitment to build "socially responsible Emiratis" by creating community awareness of the importance of social responsibility and enhancing Emirati students'

involvement in civil society and community work while protecting their Arabic language and moderate Islamic, cultural values, heritage and traditions (UAE Vision 2021 document 2010).

1.2 Research Purpose

This research explored social responsibility education in the Higher Colleges of Technology – Sharjah Colleges in the United Arab Emirates. This research focused on three concerns. The first was to obtain feedback about the social responsibility education implemented and its impact. Secondly, the study determined to what extent student and faculty perceptions and, ratings, and about social responsibility values exist and if reflect the values of the UAE Vision 2021. Thirdly, the study explored to what extent applications of social responsibility education in the HCT takes into consideration the social capital and the culture of the UAE.

The findings from this research were used to increase knowledge and understanding of social responsibility practices at higher education. This study also offered recommendations for enhancing social responsibility opportunities and engagement in government institutions and communities.

1.3 Significance

United Arab Emirates is a multicultural country with a small Emirati population compared to a large expatriate population. The need to instill social responsibility values and understanding in National youth in particular and youth in general living in United Arab Emirates is essential to achieve harmony, collaboration and peace. Therefore, exploring the role of higher education on influencing moral reasoning, social responsibility attitudes, and engagement is critical. The findings may enable other HCT campuses to adopt and replicate any best practices identified in terms of activities and programs. This research also examined youth understanding of social responsibility practices and their level of engagement.

1.4 Organization of Chapters

The first chapter of this research describes the purpose of the study and its importance to the UAE society in particular and all countries in general. The second chapter offers a comprehensive literature review on social responsibility providing current and fundamental definitions which distinction between Individual and Personal Social Responsibility (IPSR) and Corporate Social Responsibility (CSR). It also discusses theories on social responsibility and practices in higher education, and their relationship to citizenship education. The third chapter discusses the social constructivist approach adopted from the theoretical framework of social capital by Bourdieu, Coleman, and Putman, and experiential education approach by James. It

also builds a basis for the current study by examining College-based activities of social responsibility; that is, in terms of how studies were conducted, what was found, and the strengths and weaknesses of the research methodology used. This chapter will then discuss the research questions and hypotheses including survey construction, validation, piloting and administration. The fourth chapter presents the findings from the data collection. The fifth chapter will interpret and analyze collected data. This will be followed by the discussion, summary, recommendations and limitations of the study.

CHAPTER TWO: REVIEW OF THE LITERATURE

The purpose of this section is to provide a solid theoretical framework to investigate the research questions and build on the findings of previous research. The chapter reviews literature on the different forms of social responsibility and offers four main relevant theories. It also discusses social responsibilities education and the UAE's Vision 2021 document with particular reference to the section on social responsibility of Emiratis.

The following section provides different definitions of social responsibility considering both Corporate Social Responsibility (CSR) and Individual or personal social responsibility (ISR).

2.1 Corporate Social Responsibility

Corporate Social Responsibility (CSR) is one of the most commonly used terms including Corporate Sustainability, Corporate Responsibility and Corporate Citizenship (Kraus & Brtitzelmaier 2012). The different terms of Corporate Social Responsibility come from the continuously debated subject of Social Responsibility over the last 70 years. Kimball and Thomas (2012), the debate concerning social responsibility terminology and components date back hundreds of years. As a result, there is extensive literature on Corporate Social Responsibility discussing the

fundamentals, theories, values and models. Most studies conducted on CSR are driven

by business schools and corporates (Kraus & Brtitzelmaier 2012). Kraus &

Brtitzelmaier (2012), relying on Crane et al. (2008), indicated that existing

diversification in definitions of Corporate Social Responsibility have some advantages

as it allows further debate about the concept especially for schools and academics.

According to the Journal of Public Affairs (2006), the period of 1930s to 1960s

experienced a great discussion about Corporate Social Responsibility both in

theoretical and practical levels. The need for effective corporate social responsibility

awareness and practices has increased since the 1980s. Corporate Social

Responsibility has several interrelated definitions; however, the Journal of Public

Affairs 2006 cited the work of Hopkins (2005) and defined Corporate Social

Responsibility as:

> CSR is concerned with treating the stakeholders of the firm ethically or in a
>
> socially responsible manner. Stakeholders exist both within a firm and outside.
>
> The aim of social responsibility is to create higher and higher standards of
>
> living, while preserving the profitability of the corporation, for its stakeholders
>
> both within and outside the corporation (Journal of Public Affairs 2006,
>
> p.300).

Wan-Jan (2006) discussed the confusion caused in forms and practices of Corporate

Social Responsibility because it lacks an appropriate definition. He divided CSR into

two types depending on the way it was perceived. The first one was the Ethical

position and the second one was the Business strategy. The work of both Mintzber

(1983) and Lantos (2001) suggests that the ethical position is the purest and most proper form of CSR as business organizations implement it without any expectation of payback by adopting morally responsible practices that minimize harmful and unacceptable operations. They also elaborated on the concept of a business strategy, which means that the business must have social responsibility in order to receive the return associated with customer loyalty, brand awareness and any other beneficial return. Many authors and researchers still debate this concept because for some of them social responsibility should not aim for financial return. Social responsibility is also an interrelated subject that includes various aspects such as environmental, global and multicultural education, conflict resolution and participation in social and political issues (Berman 1990).

Another CSR definition by Hopkins (2007) discussed how the relationship with various stakeholders must be built on trust and ethical practices including different areas in the society such as environment, economy and community. The objective of these practices is to achieve one main goal which is improving the standard of living for people in the society and the organization's employees.

Therefore, it could be referred to as social responsibility, individual social responsibility, or personal social responsibility and even community and social work responsibility. According to the American Society for Quality (2008), social responsibility must be exhibited by individuals and organizations through their sensitive and ethical behaviors toward social, cultural, economic and environmental issues.

As this research discusses Individual Social Responsibility and not Corporate Social Responsibility, the terms used are directly related to values and practices of individuals towards community development. Starr (2013) suggests that the definition of Corporate Social Responsibility should include values such as the eagerness to improving the community, commitment to improve community well-being and caring for practices and contributions of corporate resources. As the UAE is an Islamic country, Corporate Social Responsibility practices are influenced by the Holy Quran and Suna which have great impact on practices such as Zakat and Sadaqah (Katsioloudes & Brodtkorb, 2007, p. 9).

Incorporating Corporate Social Responsibility in the curriculum at Higher Education is very crucial for two main reasons applicable to the case of United Arab Emirates. The first reason is the demographic nature of United Arab Emirates. as the majority of the population comprise youths (Katsioloudes & Brodtkorb 2007). Secondly, the country is undergoing Emiratization plans which propose to increase the employment percentage of Emirati citizens in the private sector. Most employment opportunities in the private sector are available in family owned business groups, large International Corporations operating inside the UAE, and Financial Services and Banking institutions. Part of the Emiratisation program is to place young Emiratis in managerial positions where they will need to deal with situations that require high ethical decisions and critical thinking (Goby & Nickerson 2012,).

2.2 Individual Social Responsibility

Reflecting on the above discussion of the importance of including Corporate Social Responsibility education in higher education compliments the need to equip students with key values to operate in evolving multicultural environment with convoluted challenges (Swaner 2005). Similar to Corporate Social Responsibility, learning Social Responsibility values have been discussed differently by different scholars and researchers depending on community requirements, values, local and global context (Berman 1990). Comparable with Corporate Social Responsibility, there are different terminologies being used for Personal Social Responsibility such as Individual Social Responsibility, Morality and Responsibility, Character Education and Values Learning. These terminologies have sprouted from different theories that collectively construct the meaning of Personal Social Responsibility which are Moral cognition, Moral affect and Moral behavior (Swaner 2005). According to Arthur (2010), Piaget and Kohlberg are key scholars who contributed to theories of moral character development for children, which have formed the basis or critique of much research. Kohlberg (1984, in Swaner 2005)) contends that Moral Cognition connects to Personal and Social Responsibility Education by offering individuals the opportunity to be engaged in discussions and experiences that would develop sophisticated moral reasoning and draws the connection between the self as part of the larger community. The Moral effect and its relationship to social responsibility has been discussed by many scholars who have different viewpoints about its contribution to individuals'

emotional development in relationship to another, however, for the purpose of this research, Moral effect is seen as students developing empathy and the act of kindness to participate in community projects.

Finally, according to Chavis (2012), moral behavior varies according to individual behavior, the reaction to it, and the attempt to try and understand it. Some of the fundamental theories for understanding moral behavior are social learning theories, for example, which involve learning through observation and learning through peer pressure (Swaner, 2005).

Measuring the comprehensive concept of Individual Self and social responsibility is complicated behavior as it varies from one individual to the other in terms of components and accumulation time and process. The sum of experiences an individual goes through from childhood results in formation of the effectiveness and contribution of the person as a member of a given society. There are several theories that support learning Personal Social Responsibility such as the discussion by Wolk (2009) who indicated that there are five dimensions that contribute to the individual's personal and social development learning as was used for the Core Commitment project. These dimensions are (a) striving for excellence, (b) refining personal and academic integrity, (c) community engagement, (d) respecting others, and finally, (e) developing skills related to ethical and moral reasoning. All members of society should be engaged in social responsibility activities. Educators and decision makers should work together to create an environment to engage students and community

members. Encouraging people to be socially responsible must be done through behavioral change and not through force.

2.3   Core Commitment Project

The core Commitment project designed by the American Association for Colleges and Universities was launched in 2006 with the purpose of enhancing the role of Higher Education institutions in educating for personal and social responsibility. It also aimed to encourage students to employ their talents and skills in the community by engaging in meaningful social responsibility projects including community service and volunteering and helping others (Glass & O'Neill 2012). The core commitment project consists of five dimensions which are 1) striving for excellence by focusing on ethics and work commitment; 2) cultivating personal and academic integrity through academic honesty and practicing academic and personal code of conduct; 3) contributing to the community at large by contributing to the local and international community; 4) seriously considering the perspective of others by understanding others and respecting their different opinions and finally 5) developing competencies in the ethical and moral reasoning by making suitable and ethical dilemmas.

The core commitment serves the following purpose:

a) Explore the role of the colleges and university in providing personal and social responsibility knowledge to students at all levels.

b) Improve the campus environment to support personal and social responsibility education and practices

c) Cater for opportunity with the community to allow further learning to happen in social responsibility learning.

The survey was administered to 33,000 students and professionals of whom 24,000 students were in all levels and this included 9000 professional staff and faculty. Responses were obtained from 21,600 students. This represents a response rate of 90% from 23 different educational institutions. These respondents strongly agreed that colleges should focus on educating for personal and social responsibility. The faculty and staff from different departments including student services professionals reported their strong agreement that Higher Education institutions must focus on education for social responsibility (Glass & O'Neill 2012). According to the feedback generated from the core commitment reports there are three main practices:

a) Creating experiences that enhance diversity

b) Promote for further service learning community work and volunteering

c) Enhance collaborative integrated learning

The findings from the core commitment research recommended the following:

1) Create additional experiences for students to participate and develop their personal and social responsibility skills

2) Keep records of students' participation including location, descriptions and feedback

3) Map out social responsibility learning outcomes and goals with courses, programs and curriculum activities

4) Respond to the existing gap in providing social responsibility learning experiences and education

5) Extend support to students including monitoring and guidance

6) Continuously analyze and suggest areas for social responsibility education

2.4   Social Responsibility & Citizenship

Since the 20th century, the idea of citizenship education evolved worldwide as a result of political development, growing awareness of global issues, environmental challenges and religious fanatic acts (Clemitshaw 2008). The importance of citizenship education is for students or individuals to develop personal values, values towards the group and overall values to understand each other and collaborate with others. Therefore, the entire community can benefit from it. The role of higher education is to enlighten people to achieve results and equip them with appropriate skills and knowledge (Thornton & Jaeger 2008).

Building on Dewey's work, Carpenter (2006) argues that citizenship education within learning should not be an isolated topic but a chain of continuous activities that improve individuals' practices of democracy. Citizenship education starts with culture, heritage and classroom education followed by all practices in life. In Carpenter's article, Dewey's work is further explored to provide examples of social

heritage and how it can be consciously instilled in a child. Carpenter (2006) also

supports Dewey's (1983) belief that subjects like history and geography are the core

of citizenship education as they give intellectual perspectives for the individuals with

factual background. Blyth 1984 (cited in Selwyn 2002) classified Citizenship

education into three types that are widely adopted in many case studies. The first one

is citizenship education which provides information and facts to students about

history, national facts including politics, economics and geographical locations. The

second type is citizenship education which aims to equip students with skills and

values they require to function as active, reliable and responsible citizens. The final

type of citizenship education promotes the participatory approach which allows

students to learn by doing through joining real community projects and volunteering

either in school or the wider community.

Lee (2003) sees culture as a key factor in citizenship education directly affected by

colonization or negligence. Lee discusses how culture influences citizenship concepts

which are clearly seen in the individualism and collectivism concepts. Lee gives the

example of how in western countries, the right and responsibility of the individuals is

the focal discussion point of liberalization, human rights and democracy, while in

Asia, the example of citizenship is being accustomed to follow collective thoughts

such as fostering common notions towards national identity, appreciating family ties,

building social integration and heritage.

Additionally, educational institutions help to promotes social responsibility and

citizenship education and engagement through ensuring: a) commitment of the upper

level management and decision makers of the institution ; b) faculty implementing and delivering common social responsibility and citizenship values and goals to students through teaching and interaction with students; and c) developing a connection with the culture to support knowledge transfer and practical learning (Thornton & Jaeger 2008).

2.5   Emiratis & Social Capital Values

The geographical location and the history of the UAE have contributed to the contextual component of the Emirati social and capital values which have been extended from Bedouin values and heritage (Hellyer & Aspinall 2004). Patai (2007) discusses the Middle East, Arab and Muslims social values, starting from the Bedouin people who have the distinct characteristic of functioning together as a social unit. Bedouin people developed strong coherence searching for the basic needs required for survival. This was strengthened by developing, and maintaining safety and security of individuals from being attacked by animals or external enemies. As for internal security of tribal members, this was achieved by instilling a moral code among all tribal members in which everybody knows each other so as to make the social control function. In the life history of Bedouin, there are five principle values that are core and include noble behaviours and ethics which are discussed by Patai. These were initially exhibited as responsibility and can be traced back to religion through the representation when Abraham offered his son to be sacrificed to God. The Bedouin hospitable behaviour is exhibited by both rich and poor, young and old, who

contribute to prevent poverty among the tribe and spread equity and security within the group. For any Arab tribe to be inhospitable is very shameful and causes a bad reputation for the tribal generation.

Secondly, generosity is also motivated by the Islamic religious value represented in granting *Zakkat* (alms-giving) which is calculated as 2.5 percent of one's wealth. Zakkat is granted from the wealthy individuals to poor ones and for workers with limited incomes. Due to its importance, Zakkat is one of the five faith pillars that each capable Muslim has to fulfill. In addition to Zakkat, there is Al Sadaqah which donation of items, clothes, food, or any product an individual likes to give to the needy. Third, courage, represents the ability of the individual to control his physical and psychological suffering or expressing pain especially for men and young boys. Bedouin boys have been taught since they were young how to act courageously. Fourth, honour, is a very important value for all tribes. Honour represents the existence of the tribe and how strongly they are bound to the sense of belonging. There are several types of honour practiced by Arab tribes and it varies in degree of importance or action for the group and members. A few types which are mentioned by Patai are number of children per family and special preference for having sons versus daughters, engaging in particular work related to Bedouin people such as owning camels, trading and sporting. Honour also involves being strong in sense of power and authority among other tribes. In the book *With United Strength* created by The Emirates Center for Strategic Studies and Research, Self-respect is compatible with

honour and not very much different from it. It has the same value to the Arab tribe that if honour was lost, it causes shame and loss of dignity.

The role of the family is very important for Emiratis and is considered as the primary institution that offers reproduction and social stability. Family is the first point of contact for children to develop and retain Islamic beliefs, cultural rituals and social practices (Crabtree 2010). Therefore, members of Arab tribes, both males and females, ensure that they do not behave or are associated in any dishonorable behavior that would cause them to lose self-respect which would lead all family members and tribe to shame. The powerful influence of political figures also plays an effective role in molding social attitudes especially among adolescents and youth by being idealized as father figures (Burns 1978). The sheikhdom concept in the United Arab Emirates includes successful qualities of being honorable, generous, self-confident and respectful, and his ability to protect his nation and build alliances to support them. In return, the leader receives from his people obedience and support (The Emirates Centre for Strategic Studies and Research 2004).

All of the above and many more are examples of social capital practices with a strong aim to help others and promote mutual interest, protection and the survival of the community (Patai 2007).

2.6 Personal and Social Responsibility Education in Higher Education

Higher education plays a great role in equipping students with the necessary skills to contribute to such a changing world. The set of skills required must include preparation for students to become socially responsible citizens who are more likely to contribute to the progress and development of the country in any given field. The expectations from educational institution are always high because it deals with human development. Brennan (2008) discussed the impact of higher education on society through developing a knowledge-based society, offering equal learning opportunities to individuals in the society to become better citizens and finally enhancing the learning content to prepare individuals to become global citizens. Educating for social responsibility prepares socially conscious citizens who help, contribute, and sometimes make personal sacrifices for the group's benefit. It is beyond taking care of individuals only , but it also takes in consideration tangible properties, environment and mutual resources. The contribution could take different actions that differ from one individual to the other (Sooksmochitra 2013).

2.7 The importance of Social Responsibility Education and Engagement for United Arab Emirates:

As discussed earlier and cited by different researchers, social responsibility education is demanded globally, however, it makes the case of United Arab Emirates unique for several demographic reasons. This section shows that the United Arab Emirates' commitment to creating a Socially Responsible Emirati contributes to the development of the society by 2021. The United Arab Emirates was keen to develop a national document to set a framework to educate towards socially responsible Emiratis to support the future of the country. The young population of the United Arab Emirates requires special attention to be offered Social responsibility education to restore values and ensure societal harmony. The Emirati population is unique due the fast transition caused by several factors as showcased by Daleure et al. (2013), and which are explained below.

2.7.1 Rapid change in lifestyle:

There is an overall change in Emirati's life style due to migration of people from the rural areas to dynamic cities which require different skills than traditional living (Daleure et al. 2013). UAE nationals face a very fast change in infrastructure and modernization of life which is highly westernized which brings with it different values, believes and expectations (Godwin 2006).

2.7.2 Technological impact on health and relationships:

The growth in economy and openness to the globe introduced the use of technology, internet and smart devices to business and civic society. As a result, the majority of young people (67%) use internet and electronic devices for longer periods than socializing with their family members and friends (Allagui & Breslow 2011, in Daleure et al. 2013). This new life style brings different challenges to the society such as health issues and social problems. Youth in United Arab Emirates are at higher risk facing obesity and diabetes (Godwin 2006).

2.7.3 Globalization:

According to the United Arab Emirates National Bureau of Statistics 2012cited by Daleure et al. (2013), 80% of the UAE's population comprises expatriates, which exposes Emirati youth to different values and traditions that require solid moral and ethical skills to handle situations and decisions. The growing part of the UAE is construction of Free zones which promote free trade and attract international investors as part of globalization who bring with them their own lifestyles and entertainment. Thus, young Emirati have gainedaccess to western life styles here in United Arab Emirates which are not complinat to Islamic religion and cultural expectations. The Emirati generation needs strong values and beliefs to support their decision of different available choices (Godwin 2006).

2.7.4 Arabic Language

There is serious government concern about the proficiency of using Arabic language among the new generation due to many reasons related to English language being the international business language and the language of instruction in different colleges and university to build graduate competency in meeting private sector requirements (Daleure et al., 2013). The United Arab Emirates was keen to realize the support youth require to preserve their Arabic Language. The Vision 2021 document shares the government vision towards ensuring that Arabic Language is being used properly and correctly as its part of the Emirati identity (UAE Vision 2021).

2.7.5 Affluence

According to Godwin (2006), the financial growth in the United Arab Emirates moving from complete dependency on agriculture, fishing and pearl diving to oil production and international financial investments has granted access to youth to purchase luxurious products including fast cars which contributed to car accidents and have placed the United Arab Emirates as one of the nations with the highest mortality rate caused by road accidents.

2.7.6 Emiratization

The United Arab Emirates is undergoing a focused drive to recruit Emirati youth in jobs especially in the private sector. Part of the Emiratization process is to place nationals in senior positions or take them through a well-structured training program

until they obtain the right skills. In both cases, Emiratis will need to be well-grounded in making decisions, and applying ethical and moral reasoning skills to handle critical situations with ethical dilemmas (Goby & Nickerson 2012).

2.8   The UAE Vision 2021

The United Arab Emirates government is keen to notice the need for social responsibility education. Therefore, it has created the National Charted document UAE Vision 2021. This document is considered an official document of the government which was prepared in 2010 by the United Arab Emirates' Cabinet Affairs with the purpose to place the United Arab Emirates among the best countries in the world in 2021 (UAE Vision 2010). As the country is fast evolving and has shifted from depending completely on Oil and Gas to strongly diversified economy that includes oil, gas, tourism and different government investment (Gaad et al.,2006) , which has led to rapid social transition that has influenced almost all sectors in the UAE (Daleure et al. 2013). The UAE vision 2021 aims to prepare the human capital to cope with these changes and further changes in the future through building core values. One of the key values of the document is the core topic of this research which is United in Responsibility. The document also includes the social and cultural capital elements focusing on the United Arab Emirates and Islamic religion.

The UAE Vision 2021 discusses unity in responsibility considering four principles. The first principle is Confident and Socially responsible Emirati which presents the

aim of the country as empowering nationals to take full charge of themselves to develop the nation through enhancing their soft and professional skills such as being confident, ambitious and involved. The first stage of inner preparation leads to the second phase of becoming an Emirati citizen with enthusiasm to take responsibility that requires critical decisions and entrepreneurial action. It also promotes key social responsibility values such as commitment, dedication, ethics, morality, care and support, and helping others. The second principle is supporting the role of the family in the society through embracing marriage to ensure that family remains as the base of the Emirati society. It also empowers women to take an active role in the society and have equal opportunities to males. Moreover, it ensures that family ties are strong especially between the new generation and grandparents. The third principle expands to include the relationship within the community members to continue having a strongly connected society. The united Emirati community has the characteristic of being collective, inclusive of all and provides safety and equity to all members. The document also lists values that must be integrated and practiced for the community to be in harmony which are respect, cooperation and collaboration and exchange of knowledge and information. The UAE 2021 documents stresses the importance of the moderate Islamic religion values, tradition, heritage, Arabic language and culture to preserve the identity of the Emirati while being dynamic in multicultural society. Given the importance of the Social Responsibility and Unity values shared by the Vision 2021 documents, the role of educational institutions, especially post graduate institutions, is to enable transfer of this knowledge to students. As this research takes

the case of the Sharjah Higher Colleges of Technology which is one of the government higher education institutions providing free education to Emirati students, it is crucial to investigate if the effort spent by a government higher education institution in educating for social responsibility is in line with the country's vision. The first chapter "United in Responsibility" focused on the country's vision to create a confident and socially responsible nation grounded in its heritage.

2. 9   Overview of Higher Education in United Arab Emirates

The government of The United Arab Emirates invests heavily in the education sector in general and higher education in particular for several reasons, of which is the country's need to develop Emiratis' skills to compete in a very dynamic job market locally and globally (Wagie & Fox 2005). To provide an overview of the higher education institution in United Arab Emirates, the country makes the right of providing free education to Emiratis a serious priority through funding government k-12 schools and higher education. In addition, the government has succeeded in attracting different international higher education institutions to open in the United Arab Emirates and provide education to a wide population including UAE nationals (Godwin 2006). This has been the vision of the founder of United Arab Emirates, late Sheikh Zayed bin Sultan Al Nahyan, who ensured that Emarati males and females have access to education in government funded institutions (Wagie & Fox 2005).

After the formation of the United Arab Emirates was declared in 1971, the first

higher education university, United Arab Emirates University (UAEU) was founded

five years later in 1976 in Al-Ain city. The UAEU was the main higher education

supplier to UAE nationals across the country and the key employment feeder to the

job market. As the demand for producing more graduates with advanced applied skills

which were at demand at the job market, the Higher Colleges of Technology (HCT)

was established in 1989 with one campus in the Al-Ain city and another campus in

Abu Dhabi to provide vocational and technical degrees that are job ready. According

to Godwin (2006) , the Higher Colleges of Technology was a source of growth and

development in the field of vocational learning for the United Arab Emirates.

 The Higher Colleges of Technology has expanded rapidly and now consists of 17

campuses in Dubai , Abu Dhabi, Western region, Al-Ain and northern emirates. In

1998, Zayed University was established to provide under and post graduate

qualifications to female students in Abu Dhabi and Dubai. As the demand grew,

Zayed University opened another two campuses for male students (Wilkins 2010).

Most of these federal educational institutions are single sex universities and colleges.

Modern facilities with high technological edge are integrated in the educational

system to ensure the best graduate outcomes for the job market.

The research scope was limited to study social responsibility education in two of the

17 campuses of the Higher Colleges of Technology. The HCT is the largest higher

education provider in UAE offering free education to Emirati students from all

emirates without exception. The HCT graduates around 10,000 students each year.

Another reason for selecting the HCT for this study was to make a positive

contribution to further developing the programs in the HCT and to contribute to the

strategic vision for human and social development in the UAE. The United Arab

Emirates government has adopted several reforms in the field of Education to improve

the quality of education and graduate outcomes to meet the workplace demand and the

dynamic skills required globally and locally. Elements of the reform have focused on

different areas, and one of them is curriculum reform to ensure that educational topics

are up to date and reflect topics that are in high demand to human capital and societal

development such as citizenship, health and safety, and culture and heritage (Godwin

2006).

2.10   Forms of Social Responsibility Education

According to Moore (2009), one of the key responsibilities of a higher education institution is to educate the future generation about ethics to achieve perfection and professionalism in personal or professional life and practices. There are various forms of educating youth about ethics which include coursework, classroom or extracurricular activities. In addition, internship and employment opportunities either part time or during the summer could contribute to that. A successful example reporting a designed program for social responsibility education in citizenship is the Civic Engagement Course (CEC). This course was designed by "Pericles" founded in 1999 by Eugene M. Lang. The CEC program stated clear outcomes , such as ; a) to incorporate CEC principles in the existing curriculum, b) to develop learning outcomes, c) to develop evaluation criteria across the system; and 4) to develop faculty training programs and instruction manuals (Liss & Liazos, 2010). Another form is incorporating personal and social responsibility education in Liberal Arts courses as in the case of the American education system. In case of replicating a similar concept in United Arab Emirates, it will be important to make the content culturally sensitive to the country's tradition, religion and customs (Crabtree 2010). For the purpose of this research, I will discuss four educational practices that contribute to the method of teaching and learning of ethics and social responsibility:

2.10.1 Organizational commitment and role of faculty

Educating for Personal and Social Responsibility must be part of the educational institution's mission and ideology to integrate all activities and inspire people to remain focused, and committed with great communication skills (Hazen et.al 2004). An example of social and ethical responsibility integration is the case of the University of Detroit's College of Business Administration which integrated ethic and social responsibility into the curriculum. The course was measured through set exams and the faculty have taken the lead to incorporate service learning to enhance students' learning through several outcomes such as personal development, social responsibility, soft skills team work and personal values (Hazen et al. 2004).

The role of faculty is crucial in transferring information to students, extending support and encouraging student participation in social responsibility projects and activities. In addition, faculties are required to adapt their thinking to facilitate learning by providing opportunities. Their practices should also translate some action of social responsibility as they are the key role models to university level students (Moore 2009).

Additionally, faculty should understand from the communication of managers how their activities are important because it can help improve the collective level of commitment and motivation for participating in social responsibility and community service change initiatives (Abbott 2004; Pfeiffer 2004). Providing opportunities for meetings and collaboration is helpful, and in so doing, can improve skills in listening, cooperating, and having awareness of different perspectives, and hopefully, develop

empathy for the feelings and concerns of each other. This could also enhance the level of team-work, and the strategies that can be used to improve social responsibility values, understanding, commitment and engagement of students.

Faculty may be motivated to implement action plans or new programs to support students' social responsibility values, experiences and practices, but they may have personal, informational, and task concerns (Hall & Hord 2001). So, a climate should be established where complaints and questions are welcome and where teachers feel comfortable sharing concerns (Hall & Hord 2001). Managers can help ensure that teachers are supported with all of the necessary information, explanation, and training to resolve issues and maximize the efficacy of new project implementation. Leaders can improve teacher knowledge and interest in the new initiatives and encourage behavior to learn through orientations, presentations, trainings, and meetings (Hall & Hord 2001).

In scheduled meetings, more detailed information can be provided about the possibilities associated with use and positive change with any new program. Meetings with teachers will help planning, describing and emphasizing the benefits to the students and the College in promoting the new initiative. Meetings can help clarify the responsibilities and expectations of the teachers involved. Leadership strategies will be necessary to convey expectations for new program implementation and support services (Hall & Hord 2001).

2.10.2 Curriculum

Langton and Jennings (1968, cited in Morris et. al. 2003) suggest that classroom education is like indoctrination and governments sometimes use it to instill specific messages for faster implementation. Classroom education did not show successful results in teaching formal citizenship education and as a result Extra-Curricular activities were created to complement classroom objectives. Swaner (2005) included a review of many articles discussing the need for social responsibility and citizenship education in addition to the skills required to create global individuals. However, she critiques this educational approach as ambiguous and supports her argument by citing Colby et al.'s (2003) work in 'Educating Citizens: Preparing American's Undergraduates for Lives of Moral and Civic Responsibility' who stresses the importance of having a common definition for educating for citizenship and morals. Therefore, Swaner (2005) provides a comprehensive critical perspective of moral development represented in moral cognition, moral affect and moral behavior. For moral cognition, Swaner cites the work of Kohlberg (1984) who discussed the process of individual progression in moral reasoning starting from self to community and then universe. She also cites several critical theories of Kohlberg's concept. As for moral affect, Swaner cited the work of several exponents (Hoffman 2000; Chickering & Resisser 1993; Pascarella & Ternzini 2005; Noddings 2002) who contributed various theories on how effective emotions are in contributing to building moral development for individuals and groups.

Therefore the demand placed on educational institutions is to shift from teaching traditional education and including general education and liberal arts to provide students with important skills such as critical thinking, character building, and developing holistically rather than only academically. Topics on environment, human rights, globalization and justice must be embedded in the curriculum (Andrezejewski & Alessio 1999).

Social Responsibility could be translated into the teaching curriculum through Service Learning (Boyed & Brackmann 2011). One of the main challenges in teaching social responsibility is the nature of the diversified subject and the difficulty of assessing the learning . Sooksomchitra et al. (2013) discussed the importance of innovative ways of educating for ethical, personal and social responsibility due the traditional teaching method. For example, a) traditional classroom teaching does not actively engage students in learning as its one way instructed by the teachers ; b) the role of students is passive and limited to receiving and memorizing information ; c) students only accomplish tasks given due to rewards such as grades ; and finally, d) the lack of creativity and controlled choices as teachers tend to control content and pace of learning. Therefore, the document for Community- Based Learning (Melaville 2006) discusses the importance and types of approaches and two advanced modes of educating for social responsibility through Project Based Learning and Computer Based Learning.

In the case of Zayed University, the curriculum is supported by clear learning outcomes that are designed to measure student progress. Citing the work of McDaniel

et al. (2000) Crabtree (2010) believes that learning outcomes give directions to students to be responsible for their own skills development and managing expectation. Learning outcomes also support graduate outcomes which usually match the job market expectation and skills set which are either technical or soft.

2.10.3 Extra-Curricular Activities

Extra-curricular activities are defined with a direct focus to provide meaningful learning activities and experiences to students outside the traditional teaching environment. These experiences include but are not limited to sport activities, charitable events and social networking (Clegg et al. 2009).

Extra-curricular activities serve a different purpose to co-curricular activities and have been summarized by Lipscombe (2008) to include there types. Firstly, curriculum integrated activities are designed with high level outcomes which are creative with high connection to global issues to enhance student ability of problem solving, self-reflection and proper planning. The second type is activities designed to serve the learning outcome of the Foundation Programs and targeted at all students to enhance their personal exploration, goal setting, teamwork, leadership skills and overall holistic development. The final type is the Academic Clubs and Societies which are usually organized by the Academic divisions in collaboration with student affairs and student council and aim to support personal and academic interest related to subject discipline involving faculty and staff as mentors to those clubs.

Lipscmbe (2008) survey students about their understanding of extra-curricular concept and have defined that as activities that are related to the subject content and raise awareness on specific topics including on campus events, training and personal development and off campus field trips and external activities. Beck and Jennings (1982, in Morris et al. 2003) extrapolate that extracurricular activities involve both young people and adults in voluntarily work, community projects supporting responsibility and obligation of citizenship. Carpenter (2006) resurrects Dewey's (1937) argument in support of social studies curriculum development to produce active participatory citizens and promote healthy democratic spirit. Dewey's vision of appropriate citizenship education is designing participatory activities and meaningful programs that engage students interactively rather than reading documents.

Different research studies discussed the concerns of educators associated with teaching social responsibility to students because it is not a clear subject as in math and sciences. Christie's (2005) research aptly addresses the initial question relevant to the purpose of ethics education, "educating for what?" and places educating students for ethical imagination as a priority for educational institutions. Her argument is that education involves ethics either as knowledge or for practical purposes requiring "ethical imagination" as the purpose of education.

As for the relation with others, the two key ethical principles are to care for and know one's self. Kant (1996 cited in Christie 2005 as an example of ethics from a modern western perspective that uses the power of reasoning universally and implements it without exception to all human beings. Christie provides three interrelated dimensions

for ethical education. The first is an ethics of intellectual rigor which develops the imagination and expands knowledge boundaries by questioning certainties and provoking reflection on ethical acts. Second is an ethics of civility that concerns the public dominion which consists of individuals' right and responsibilities. Education in this area focuses on citizenship, democratic rights and what is beneficial in the public realm. Finally, the ethics of care is important as it educates caring for everybody, each other and even others who are different from us. Christie provides a powerful flow of ideas in her article by starting her discussion with a presentation of a selection of schools of ethics followed by practical implementation of ethics in education which included three clear points.

The importance of extracurricular activities is represented in its ability to be used to respond to fast developing issues in the society either locally or globally:

a) It is easier to incorporate alarming concepts or phenomena that requires raising awareness of students in the extracurricular rather than reflecting them directly into the curriculum because of time and efforts involved in revising the curriculum and updating in it (Lipscombe, 2008)

b) The extra-curricular activities can involve academic and non-academic staff rather than directly supporting students' knowledge only.

c) The time involved in transferring knowledge through curriculum takes time as its spread out through semesters and years. Therefore, engaging students in extracurricular learning is quicker and has faster results.

d) Curriculum modification is not easy as it is connected to integrated learning outcomes, assessments and other modules. According to Sterling (2004) The extracurricular is very flexible to be integrated within activities for the following reasons:

a) Extra-Curricular Remains as neutral subject and is not related to any academic subjects but provide general softs skills and edutainment to students

b) Extra-curricular is designed to be interrelated with curriculum, campus and community

c) Extra-curricular is open to be integrated to both curriculum and non-subject content.

Challenges associated with extra-curricular:

According to Lipscombe (2008), there are many challenges associated with designing and organizing extra-curricular education which are:

a) Lack of student commitment to long term activities due to the nature of these activities being optional and academic motivation. Therefore, student participation is totally voluntarily and depends on intrinsic motivation.

b) Limited resources when it comes to initiating extra-curricular activities' budget as the priority for funding tends to be for curriculum and content-related activities.

c) No direct awards or appreciation as this is voluntarily and supposed to encourage social responsibility and altruistic acts, which are not necessarily motivational for all students.

d) Superficiality in some cases as it's left to different individuals to design such activities and may lack direct and clear learning outcome.

The Higher Colleges of Technology has a procedure to support co-curricular and extra-curricular activities for students both internally and externally. The purpose of such procedure is to enhance student learning to reach their fullest potential in order to govern student participation. The procedures consider hazards and risks which are only applicable to outside the classroom environment. Therefore, the document shows that the Higher Colleges of Technology carries full liability in case of accidents. It also considers full funding for activities to ensure complete availability of resources for safe and meaningful experiences to happen. The colleges ensure the availability of reliable and qualified chaperons to accompany female students.

As for Extra-curricular activities, it remains the responsibility of each college to ensure that sufficient activities are running for students that do not conflict with

classroom activities. Some examples of these extra-curricular activities are sport and recreational including clubs, competitions, intramurals either run locally or internationally.

The Higher College of Technology Co-Curricular and Extra –Curricular Procedure document clearly discusses the rights and responsibilities of students participating in these activities including student responsibility to make up for missed classes and assurance of best behavior and attitude while representing the country (Co-Curricular and Extra-Curricular Activities Procedure 2014).

2.10.4 Community based projects

Community-based learning plays a key role in engaging students emotionally and intellectually. Therefore, their ability to learn and develop curiosity may be higher (Melavill et al. 2006).

Social interaction allows individuals to construct knowledge and build learning experiences. Culture plays a key role in supporting and shaping knowledge construction as in Social Cognition Theory. Therefore, knowledge is built through direct and indirect interactions with people such as family, teachers, friends and organizations such as schools, museums and theaters. This contributes to individuals understanding the world and their surrounding environment.

To continue learning through interaction in the communities, it requires internal

motivation and commitment to accumulate additional learning. Self-Efficacy is

related to the individual ability to continue learning this way.

In order to ensure there is effective learning happening in the community alongside

academic achievement, there should be positive communication with community

partners to support these learning opportunities. Curriculum integration must be

mapped out successfully to ensure meeting results and expectations. For the purpose

of this research five types of community based learning concepts are reviewed:

1. *Civic Learning* focuses on providing democracy learning through different

   learning and teaching experiences to enhance student knowledge, skills and

   practices in the community.

2. *Environmental Education:* this subject aims to educate students on

   environmental science and issues locally and globally. It enables students to

   use critical thinking and problem solving skills. Environmental Education

   offers the opportunity for students to learn and implement knowledge through

   running awareness campaign and conduct research studies in the field of

   recycling and sustainable development.

3. *Placed Based Education*: this promotes experiential learning through

   identifying issues in the society and links it to student learning. It helps

students to practice their role of being a productive citizen while they are still students by offering solutions to real workplace problems.

4. *Service Learning*: it is the most common community placement in colleges and schools which enable student to apply theories learnt in classroom in life situation. It mainly helps students learn about high quality service and individual responsibility associated with them in the workplace.

5. *Work-based Learning*: mainly has career focus by linking students to the world of work to develop and practice skills highly demanded in the workplace. This also includes different networking opportunities where they learn about developing their soft skills and observe role models.

The Community-Based Learning: Engaging Students for Success and Citizenship project shared their research results which reflected three main outcomes associated with the concept of integration. The benefit was reflected on all members including students, teachers and community partners as indicated below:

1. *Academic outcome:* the first outcome is directly affecting the skills of teachers and faculty who has shown serious improvement in ability to map-out academic outcomes with community-based activities. They have also shown enthusiasm in conducting training to community members involved. The academic outcomes

have increased the focus level for students which reduce personal conflicts and maintained positive classroom behaviors.

2. *Civic moral outcome:* the advantages obtained from Civic Moral outcome are the strong connections developed with schools and improving students' engagement in democracy awareness and activities.

3. *Personal and Social outcome*: has reduced negative behavior especially in cases where student attended social work experience with juveniles or prisoners. It also gave students the opportunity to learn best practices from role models especially at the workplace and finally they were enabled to develop better soft skills and commitment.

In the context of the United Arab Emirates, social responsibility education requires community based projects to build the expectation and activities related to social responsibility education. Examples of schools of thought would be taken from religion and the traditional cultures of Emirati people. Swaner's article discussed various moral theories without referring to experiential or interactive learning experience students can apply. It focuses on the traditional education of studying moral theories. If this is to be applied in UAE, it has to be complemented with practice experience or case studies to enable students to learn it effectively.

The above discussion of literature gradually brings together the foundational aspects of social responsibility and how it has developed and been implemented in schools as part of the curriculum or the community. As this research is on the United Arab Emirates, the discussion of social and cultural capital brings the depth of connection between the theory, the cultural and social practices of people in the UAE. It also highlights the participatory educational experience required for students to learn social responsibility values.

2.11 Social & Educational Learning Perspectives

Different theoretical perspectives are examined to enhance understanding the development and different applications of social responsibility. The first is the social capital concept discussed by Bourdieu (1986), Coleman (1988), and Putman (1995); and the second will examine the experiential education concept by James (1907) and Dewey (1938). The purpose of selecting these theories is to explore the applications of social capital concept to support social responsibility education at the Sharjah Higher Colleges of Technology and if experiential education approach has been adopted and or can be improved to instill social responsibility learning in students.

2.11.1 Social Capital

Pierre Bourdieu's (1973) central argument for social capital is the ability to reproduce social and cultural capital within the society through the role of educational

organizations and direct interaction with cultural and social symbols. Bourdieu sees a direct link between academic progress of children and the social position of their parents. Siisiäinen (2000) relied on Bourdieu (1973) to examine the two factors of social capital which are resources and characteristics. Resources consist of group members and their interactivity through social activities which determine the quality and effectiveness of these resources. Depending on the relationship of the formed groups, the group influences can either be negatively or positively represented in worker unions, volunteers and political parties. Cultural capital refers to the life accumulated experience of individuals influenced by family background and socio-cultural experiences, according to Marsh (2006). Lyon (2008), also discussed Bourdieu's cultural capital concept and focused on social interaction within academic and social institutions such as schools, museums, and mosques; and exhibiting preferred behaviours, mannerisms, language, and rituals learned to represent the cultural capital

2.11.2 Education and social capital

The concept of community development through social capital has increased in the last decade through the work of Putnam (1995) and Coleman (1988) as cited by Zadeh et al. (2010). According to Wilson (1997), social capital promotes collaboration and shared social responsibility through trust and shared values which results in a public good including but not limited to practices that protect the environment and maintain

safety and quality lifestyle. According to Martin (2004), recently, educational

organizations have started thinking of the role of social capital in shaping student

behaviors and improving academic achievement for students. According to Halpern

(2005) schools and higher education have started building their social network

represented in teacher- student network and family-community network to improve

knowledge transfer, learning and community development. It also improves the level

of engagement, trust, collaboration and extending support among the group. Social

capital in schools contributes positively to decrease student dropout rate and

advancing self-confidence of students from minority groups or various ethnic

backgrounds (Halpern 2005).

The socio-cultural aspects are discussed by Bourdieu in the 1970s. He developed three

scopes of social and cultural capital related to people class (Siisiäinen 2000) and

Bourdieu's theory aims to achieve social inclusion through three key theoretical

concepts which are habitus, capitals, and fields. Habitus shows how the human action

is affected by objective structures and subjective perceptions by influential

individuals. In most cases the source of influence is a symbolic figure which could be

represented by parents or social or political figures. Bourdieu links his theory to

education, through his beliefs that those of higher social class tend to value schooling

more and therefore they are likely to be advanced in their occupational field (O'Brien

& Ó Fathaigh 2004). Grenfell (2009), applying Bourdieu's field theory in his paper,

urges for transforming the social variances between groups into symbolic difference.

The end result of achieving homogenously level among groups and improving access

to resources through appropriate networking and support were discussed by Bourdieu as possible solutions.

2.11.3 James Coleman

The importance of Coleman's perspective of social capital lies in the ability to create voluntary norms resulted from having a social control system that creates obligation and expectation for individuals in the society. As for social responsibility education context, Coleman's approach concerns the ability of educational organizations to establish and control a social interaction system that enables students to develop norms, values, exchange information with communities and practice social work and volunteering (Halpern 2005). Coleman (in Braatz & Putnam 1996, p.2) defines social responsibility as "the norms, the social networks, and the relationships between adults and children that are of value for the child's growing up".

In this study, qualitative data collection method will be employed to collect information on social responsibility projects and activities that are designed with expectations and objectives to achieve social responsibility education values and UAE Vision 2021 values of socially responsible Emiratis.

2.11.4 Robert Putnam

Robert Putnam (1996) defines social capital as "features of social life –networks, norms, and trust that enable participants to act together more effectively to pursue shared objective" (p.56). Putnam developed his social capital definition through

conducting several real experiments such as measuring the performance of regional

governments in Italy which indicated that successful performance is associated with

the level of social capital in the region represented in solidarity, sharing the history,

and planning for the future (Halpern 2005). According to Andrews and Brewer

(2010), reported through his several studies Putnam's identification of the relationship

between civic engagement and activeness in a community and on the social capital

level. He also identified that people develop higher trust and group membership if

they obtain higher education as it improves their social class, networking

opportunities and leads them to more community engagement (Putnam 1997).

Similar to Bourdieu's social concept and for the purpose of this study, Putnam's

theory of social capital and its correlation to individuals' educational level will be

explored.

2.11.5 Experiential Education

As discussed earlier, teaching social responsibility concept has been challenging for

educational organization due to its interrelated topics and various organizational goals

and objectives. Nevertheless, research indicates that social responsibility education

requires the pragmatism participatory approach in teaching to ensure student

engagement and support of social constructivism. According to Kloppenberg (1996)

both James and Dewey assert that experiential learning takes into consideration

several variables, like language, spiritual, religion and interpersonal aspects for

learning to happen. James identified key characteristics for the pragmatic experience

which are that it must be a true real experience, workable, achievable, has a start and end point with clear objectives.

According to Miller (1991), James's philosophy on pragmatic education is comprehensive and focuses on three elements which are a) teachers who must be positive, supportive and clear; b) learners who have different associations and must be encouraged to experience activities in different perspectives and c) activities which vary in terms of interest, challenge and duration. Dewey's approach is focused on American democracy and citizenship education especially the American system. James's theory will be used in this study to explore the implementation of experiential education and the role of teachers in creating participatory learning environment for students.

Swaner (2005) also discussed the role of educational colleges and universities in creating appropriate atmosphere to support students' development by citing the theoretical work of Bandura (1977) who expounded children's ability to learn behaviours through observation and interaction. Sieber's discussion in 1980 (cited in Swaner 2005) about developing learning through observation and pragmatic education concept for young adults has also been considered. Swaner (2005)critically debates moral integrative perspectives based on the work done by Rest et al. (1999). Factors examined consisted of moral cognition, moral sensitivity, understanding action, moral motivation, decision making processes, and moral character.

2.12 Social Responsibility Research

A number of questionnaires were developed internationally to measure students'

social responsibility and factors contributing to it. Each has had a different focus with

regards to ethics, morals, volunteerism, community service and school environment.

In some articles measuring student global understanding and awareness, the Global

Perspectives Inventory (GPI) was used. Braskamp et al. (2009) developed some work

based on the GPI to measure individual, cognitive, intrapersonal, and interpersonal

abilities. His work focused on the domains of intercultural maturity and intercultural

community.

The Personal and Social Responsibility Institution Inventory (PSRII) was developed

in 2006 by Knefelkamp and Hersh with assistance from Ruff (Barnhardt et al. 2009).

The purpose of the survey was to measure factors in the campus environment

influencing engagement in social responsibility learning and moral development.

In 2007, the American Association for Colleges and Universities (AACU) used the

PSRII as part of its core commitment project with the initiative to measure and

promote personal and social responsibility in higher education institutions in United

States. The project aimed to help academic institutions create an appropriate

environment for social responsibility education through understanding their current

learning environment and existing practices of personal and social responsibility education. The project surveyed 23,000 undergraduate students and 9,000 campus professionals including faculty, academic administrators, and student affairs staff at 23 different institutions.

According to Barnhardt et al. (2009), the PSRII survey measured five key dimensions: (1) striving for excellence; (2) Cultivating personal and academic integrity; (3) Contributing to a larger community; (4) Taking seriously the perspectives of others; and (5) Developing competence in ethical and moral reasoning comprehensive. The original PSRII consisted of 137 items measuring demographics, College attitudes, self-reported behaviour, and open-ended questions about College experiences, programs, and practices to develop personal and social responsibility (Barnhardt et al., 2009).

Cantanas and Cantana (2010) conducted quantitative study to research the importance of social responsibility values in critical decision of managers and students. The research was done over 521 employees in middle management and 429 university students between the period of 2001 and 2008. The data collection instrument was represented in using a section of GLOBE III questionnaire designed for Corporate Social responsibility values. Data processing was done using SPSS to analyse the findings which showed a significant difference between the middle level managers and students reporting higher importance of firms' social responsibility towards customer welfare and community support,

Gray's (2010) research on the Perspectives of Students and Graduate Employees of the Rise of voluntary work in Higher education and Corporate Social Responsibility in Business has employed a qualitative approach by interviewing 169 students and graduate employees. The research explored the relationship between voluntary work and core values associated with developing personal characters. The finding from this research identified twelve different types of voluntary work that contributes to personality development and citizenship. The graduate feedback reflected that higher employability rate is a result of more voluntary work experience.

Another research done by Gordon (1998) explains the need to broaden student knowledge to social responsibility by including it in accounting curriculum. The study administered a pre- and post-course questionnaire to measure students' added knowledge from including social responsibility learning outcomes to their course. 122 students completed the questionnaire which included 22 different statements on a 5-point Likert scale. The results reported a significant difference on students' developed knowledge about social responsibility in the accounting course and thus, was recommended to include it in future education.

This research of educating for social responsibility in Higher education is also to provide evidence on the importance of social responsibility education and practices in higher education. It will also list social responsibility practices including volunteering work practices by youth. Currently there are no prior research studies in the scholarly literature on the subject of understanding Individual Social Responsibility and the impact that the educational institution has on developing social responsibility and

community involvement in Higher Education in United Arab Emirates. The study is critical for understanding factors that influence student engagement in the community and their level of understanding of social responsibility. The findings of this project will help to fill the gap between what is found about College effectiveness and what should be implemented.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

The subject of Social Responsibility is broad and has interrelated concepts and applications. Measuring social responsibility activities, College support programs, and impacts from varies sources is clearly challenging given that perceptions and values are involved. This study administered a Survey of Personal and Social Responsibility to students, conducted interviews of students and faculty, and reviewed College programs and practices.

The study was conducted to generally examine: (a) the level and variation of student perceptions and self-reports about ethical and moral reasoning, social responsibility, motivation and involvement in the community; (b) to what extent the College educates for social responsibility, thereby providing opportunities for developing knowledge and experiences; and (c) to what extent the College instils values of social responsibility based on the Vision 2021 of the UAE.

The applied research methods and information collected to facilitate this study were appropriate for the context, to answer descriptive and normative questions, and based on the practical circumstances for successfully conducting research within the Colleges. The procedures utilized were designed to maximize the reliability of the evidence and the validity of the findings.

3.1   Research Hypotheses

The following alternative hypotheses were used to organize the analyses of

quantitative survey data and to determine how student perceptions and self-reports

varied by significant background and College factors:

H_1:   Statistically significant mean agreement level differences exist (below the alpha level of .05) for ethical and moral reasoning based on gender, semesters in college, and program level.

H_2:   Statistically significant mean agreement level differences exist (below the alpha level of .05) for understanding social responsibility based on gender, semesters in college, and program level.

H_3:   Statistically significant mean agreement level differences exist (below the alpha level of .05) about the contribution from the College to learning and social responsibility based on gender, semesters in college, and program level.

H_4:   Statistically significant mean agreement level differences exist (below the alpha level of .05) for level of community involvement based on gender, semesters in college, and program level.

H_5:   Statistically significant mean differences exist (below the alpha level of .05) for perceived College impact on understanding and motivation for community involvement, and based on gender, semesters in college, and program level.

H_6:   Statistically significant mean differences exist (below the alpha level of .05) about the perceived benefit of community involvement based on gender, semesters in college, and program level.

The above six hypotheses were designed to address the research questions in consideration of three key factors: 1) Gender, 2) semesters in the college and 3) Program level. Other demographics factors are homogeneous to students as they are all UAE Nationals, reside in the UAE, mainly the Northern Emirates which includes Sharjah, Ajman or Um Al Quwain. The main difference among the student population was by Gender. There is a women's and men's campus and differences in the level of study and number of semesters in the college.

3.2   Research Approach

Given the complexity of the concept and context of social responsibility education, the constructivist-interpretative qualitative paradigm has been partially used in this study to capture the internal and external role of individuals and surrounding environment. The social constructivism paradigm supports the nature of this study based on the selected theoretical framework of social capital by Bourdieu, Coleman and Putnam, and experiential education based on William James. The constructivism framework compliments the purpose of researching social responsibility education as it encourages learners to construct their own reality rather than only receiving information. The social approach of constructivism also takes in consideration the role of the group in constructing and sharing knowledge and practices. Moreover, social constructivism considers culture, politics, religion, values, economy and social factors. Psychological constructivism is also a key approach of constructivism,

however, it will not be discuss in this study as it focuses on the individual pedagogical process of constructing reality based on interaction with the group (Richardson 2011). Many social research studies (for instance, Venville & Howitt 2009; Wallace & Akatugba 2009) are well supported by constructivist paradigm as it takes into consideration the ontology and epistemology of the research (Hawkesworth 2006). In particular, social constructivism has been adopted in research studies that require further engagement in the process of learning and active social and community interaction. For example, Print (2007) studied developing students' understanding of assessment processes and criteria through direct engagement using the social constructivist approach. The research discussed practical experiences of team work, attending workshops and peer review workshops as interactive feedback statistics to support students construct feedback. Another example is Au (1998) who used the theoretical review of social constructivism to improve literacy education for students with diverse background through direct engagement and communication with their educators, understanding goals of instruction and reviving the role of home and relationship with the community and classroom management.

3.3   Research Design

Since researching social responsibility perceptions, practices, and programs in the College context in the United Arab Emirates has not been performed before and there is a dearth of such information, this study appropriately applied an exploratory and descriptive design, as described by Ary et al. (2006), Green et al. (2006), and Isaac

and Michael (1997). The research can also be characterized as cross-sectional as it examined agreement ratings and self-reports at a point in time (Spring 2013) for different College student subgroups, such as gender, age, time in College, and program major. The dissertation furthermore collected and analysed interview and focus group data and reviewed College programs and policies.

Consistent with aspects of the approach described by Lodico, Spaulding, and Voegtle (2006), the dissertation used mixed methods and multiple measures (quantitative and qualitative) to examine the phenomena from different perspectives, to describe the situation, to specifically assist in answering general research questions, and to help interpret the key null hypotheses tested. Thus, according to Chen (2006), the purpose of using mixed methods is to triangulate results to enhance validity, identification of key factors, and to enhance meaning. It was necessary to consider a complex set of factors involving beliefs and values of both individuals and groups while focusing on cultural and social factors. Constructing reality from multiple sources of evidence and perspectives is additionally supported in the literature by Denzin (1984, 1989), Lincoln and Guba (1985) and Wang et al. (2010).

Sandelowski and Barroso (2002) reported that the mixed methods approach in research has increased during the prior three decades in the field of education, social and behavioural sciences and applied disciplines. The advantages of mixed methods research were discussed by Johnson and Onwuegbuzie (2004) who indicated that mixed methods combine the empirical and descriptive effectively. The quantitative approach is often used to evaluate the empirical evidence and to test hypotheses. It

facilitates describing variables and finding relationships between them. Whereas Glesne (2006) emphasized that qualitative methodology helps to provide explanation from feedback and comments as they are often relevant and insightful.

The social constructivism paradigm, therefore, partially supports the nature of this dissertation. The works of Venville and Howitt (2009) and Wallace and Akatugba (2009) lend support to a constructivism framework. This approach compliments the purpose of the research on social responsibility education. Thus, the social approach of constructivism takes into consideration the role of the group in constructing and sharing knowledge and practices. Moreover, social constructivism considers culture, politics, religion, values, economy and social factors. In fact, a constructivist paradigm is supported as it takes into account the ontology and epistemology of the research (Hawkesworth 2006). To be specific, social constructivism has been adopted in research that requires further engagement in the process of learning and active social and community interaction.

3.4   Instrumentation

The quantitative information used in this dissertation consists of survey measures collected from the Survey of Personal and Social Responsibility (Appendix 2) . Most of the items for this survey were originally created to support the purpose of this research. Only some of the items were modified from the original instrument used by the American Association for Colleges and Universities and it was called The Personal Social Responsibility Institutional Inventory (PSRII). The (PSRII) was

designed to measure the extent to which higher education institutions implement social responsibility education within their campuses. Survey findings are linked with qualitative feedback collected from semi-structured interviews of a sample of students and faculty.

The PSRII questionnaire supported reaching the goals and objectives of the research. While most of the survey items were designed at the college in the UAE, some of the items used were modified from the PSRII to make them culturally sensitive to students. For example, some items were linguistically simplified for non-native English Speaking students. Due to irrelevancy or lack of appropriateness to religious and cultural perspectives, some items were eliminated. The original PSRII used a four-point agreement scale with a fifth response category of "No Basis for Judgment." For this study, a 4-Point agreement scale was used because students were more familiar with it, and it was coded as follows: 4 = Strongly Agree (SA), 3 = Agree (A), 2 = Disagree (D), 1 = Strongly Disagree (D).

Additional adjustments in the instrument were made as follows. The second dimension in the survey about cultivating personal and academic integrity had an item that read "the judicial process for conduct violations helps reinforce campus standards." This statement was linguistically simplified for non-native English speaking students in the Federal Higher Education institution. A second example was a statement about "the amount of drinking on this campus negatively." Clearly, this item was eliminated due to its irrelevancy and lack of appropriateness to local religious and cultural perspectives.

Other measures were collected from the Student Information System of the Colleges and the survey data were merged to the file and formatted and coded in the SPSS software. These other items consisted of campus, gender, age, marital status, semesters in College, program of study, and GPA.

The Personal and Social Responsibility Survey for this study consists of six themes and 27 items which use a 4-point scale and at the end of the instrument there is a section that includes 3 open ended questions. The purpose of the survey is to collect data about social responsibility practices linked to interaction with family, friends and college services and projects. The first theme "Ethical and Moral Reasoning" explores applications of moral and ethical reasoning. The second theme of questions deals with investigating understanding of social responsibility. The third theme examines the college impact on personal and social responsibility.

The forth theme is about student level of community involvement. Since this research explores the role of higher education in social responsibility education, the survey focused on the role of the College in providing social responsibility learning opportunities for students. The fifth theme, includes items which examine the perceived benefits of community involvement; and finally, the sixth theme is the college impact on understanding and motivation

To complement 27 closed-ended survey items, 3 open-ended questions were added to the instrument, that is, to collect feedback about participation in community projects in the last six months, how the College should improve, and what efforts were effective in encouraging participation and educating for social responsibility.

3.5   Instrument Validation

To appropriately inform modifications and improvements of the Personal and Social

Responsibility Survey for the Higher Colleges of Technology – Sharjah Colleges, the

survey was reviewed and pilot-tested to enhance validation to ensure reliability of

findings, especially the suitability of the items for respondents. For the first part of

validation, it was sent to 6 faculty members and 40 students. The feedback obtained

during discussion was mainly about the language and the need for an Arabic

translation of questions to enable Foundation level students to understand the

questions. Feedback and suggestions were incorporated in the survey and the Arabic

translation was added. The survey was pilot-tested with a purposeful sample of 40

students.

The Arabic translation has followed the cross cultural traditional translation validation

approach which first was translated from English to Arabic and then back translation

from Arabic to English and the two versions of translation were compared to ensure

validity. A similar approach was used in other studies for validation purposes

(Eremenco & Cella et al. 2005).

It is well known that piloting a survey with a small group reduces the problems that

could affect the survey validity and the accuracy of the research data. A similar

validation approach was implemented by Li et al. (2008). Their study examined

perceptions of personal and social responsibility and their relationship to intrinsic

motivation in urban physical education, through the Personal and Social

Responsibility Questionnaire (PSRQ). The latter was modified to add more clarity to

the questions. A group of experts, teachers, researchers and authors in the field of

personal and social responsibility discussed the instrument and made suggestions for

improving the validity (Li et al. 2008).

3.6   Instrument Reliability

Cronbach Alpha reliability analysis was performed using SPSS software to

understand the internal consistency and characteristics of each scale and the

appropriateness for use in the project. Results are reported in the table 1 below:

Table 1: Summary of Cronbach Alpha Reliability Results by Survey Scale

	Survey Scale or Domain	Items	Reliability Score
1	Ethical and Moral Reasoning	N = 5	.688
2	Understanding Social Responsibility	N = 4	.764
3	College Impact on Personal and Social Responsibility	N = 6	.767
4	Community Involvement	N = 4	.542
5	Benefits of Community Involvement	N = 4	.854
6	College Impact on Understanding and Motivation	N = 4	.780

The survey for this study consists of many newly created items to support the

investigation. It also includes some items which were modified from original sources.

Therefore, need existed to perform reliability analysis to examine the internal

consistency of the items making up each of the survey scales or dimensions used in the project.

The reliability scale can be interpreted between 0.00 to 1.00; so the closer to 1.00, the greater the internal consistency of the items which make up the survey scale. Descriptive statistics for each item were evaluated, such as the mean and variance; as well as the correlation matrix and inter-item correlations for each item in relation to other items and for the overall survey scale (**Appendix 3**). The impact on each of the survey items was determined against the overall scale reliability score for each of the survey scales or dimensions. Thus, the change in the reliability score was determined if particular items would be removed from a survey scale.

It is common practice to interpret the reliability of a scale between 0.00 and 1.00 (Walker, 1999). The items consisting of the Community Involvement scale showed "slight to moderate" reliability (.542). The reliability was examined with different items potentially being deleted from the scale, but this resulted in no change and thus no improvement in the scale reliability. In fact, the reliability of all the scales which are part of this study were evaluated to see if reliability could be improved with certain items deleted (**Appendix 4**). If a future study is to be performed, the reliability of Community Involvement scale should be re-tested after perhaps a few additional items are substituted to try and enhance the reliability of the scale. The Community Involvement scale is not worthless. It has "slight to moderate" reliability so results should be reviewed with caution, but it would not be justified to determine that the

scale yields no valuable information based on the fact that the reliability of scales are clearly evaluated between 0.00 and 1.00 (Walker, 1999).

The Ethical and Moral Reasoning scale showed "moderate" and acceptable reliability (.688). The remaining survey scales (Understanding Social Responsibility, College Impact on Personal and Social Responsibility, Benefits of Community Involvement, and College Impact on Understanding and Motivation) demonstrated good and acceptable internal consistency and "moderate to strong" reliability. For example, the Cronbach Alpha reliability scores ranged from .764 to .854. It is well known that the reliability is clearly acceptable especially when the reliability scale score is at or above .700 (Walker, 1999).

3.7   Factor Analysis

The 27 survey items were theoretically and logically grouped into dimensions as appropriate; that are based on the face validity of each item, the perceived similarity of items, as well as the type of research design used, the purpose of the study, and the practical needs for information.

The factor analysis, however, was generated to confirm the assumptions and the appropriateness of how the items were initially grouped. Confirming the way items were grouped and revealing any new common underlying dimensions or concepts was done mathematically, although the process was not perfect or clear. Again, grouping items into dimensions was initially a practical process that was logical and facilitated the applied research. Based on the similarities of the wording, items were grouped

together into key dimensions for testing research hypotheses and to facilitate statistical analysis.

According to Walker (1999), factor analysis requires interval level data which is normally distributed. But the procedure is robust against some violations of this assumption. Nominal and ordinal level data are often not used in factor analysis because of problems with the assumption of normality, so the ordinal level survey items of the dissertation were recoded into dichotomized items. Doing so allowed examination of the highs and lows of agreement by item; that is, the presence or absence of agreement, which is probably better to examine mathematically.

Factor analysis attempted to identify groups of individual survey items which are highly associated with each other (Walker 1999). This helped to partially confirm previously constructed dimensions.

3.7.1 Preliminary Analysis

A number of variables were not normally distributed as the skew-ness or kurtosis exceeded +/- 1.0. While factor analysis is robust against violations of the normality assumption, caution is suggested when interpreting the results.

It appeared that the correlation matrix of variables was good for factoring. Thus, the correlation matrix showed a number of correlations at or greater than .2.

The sampling was adequate to meet factor analysis assumptions because: (a) the Bartlett test of sphericity was statistically significant (p = .000) with a large Chi-

square result (Value = 3595.9); (b) the Kaiser-Meyer-Olkin measure of sampling adequacy was .801 and thus greater than .6; and (c) the anti-image correlation matrix showed on the diagonals values above the acceptable level of .5 (Walker 1999).

3.7.2   Factor Extraction

The goal was to explain as much variance as possible with the least number of factors or items, and this is known as parsimony (Walker, 1999). As reported in (**Appendix 5**), the Total Variance Explained table consisted of a principal Axis Factoring procedure, and together with the Scree Plot, the results showed:

- In general, 8 factors with initial Eigenvalues greater than 1 and these accounted for about 40% of the total variation;

- Dominant factors were identified with Factor 1 explaining about 15.9% of the variation and Factor 2 explaining 7.8% of the variation. These two accounted for 23.7% of the variation;

- Three additional Factors initially accounted for 10.2% of the variation. So Factor 3 explained 3.9% of the variation, Factor 4 explained 3.3% of the variation, and Factor 5 explained 2.9% of the variation.

3.7.3 Factor Matrix

The Factor Matrix table showed the loadings or correlations between the variables and the factors. A number of items with loadings greater than .3 were identified on the first factor but many of these are considered complex as they have high loadings on more than one factor. This made interpretation more difficult. Therefore, the Varimax rotation was used to try and reduce the number of complex variables and enhance the clarity of interpretation (Walker 1999).

Findings indicated: (a) Factor 1 consisted of 6 items with loadings from .327 to .803. (b) Factor 2 included 4 items with loadings ranging from .433 to .836. (c) Factor 3 consisted of 7 survey measures with loadings ranging from .328 to .577. (d) Factor 4 showed 5 items with loadings from .418 to .658. (e) Four additional factors were identified but with only a few items in each so they were not reported.

The factor rotation helped to somewhat clean up the results but there were still some items that are loaded on more than one factor, which is not unusual with factor analysis. Performing many different types of rotations was beyond the scope of this research. Examining the face validity of the items, what was logical and theoretically reasonable, and practically interpreting the language of items and factor analysis, all helped to partially verify survey dimensions.

3.7.4   Key Dimensions

The factor analysis helped to confirm the placement of many but not all of the key items into the original dimensions organized; that is, based on the face validity and language of the items and the practical aspects of carrying out this applied research study. The factor analysis by itself, however, was incomplete and did not provide enough information to assign all of the survey items into clearly defined dimensions. The factor analysis provided only partial information to mathematically confirm placement of items into dimensions.

Table 2: Factor Analysis: Preliminary Grouping of Items

Factor 1 The College & Social Responsibility	Factor 2 Participating in community projects	Factor 3 Influences to do Community Projects	Factor 4 Since Joining the College
is helping me become a socially responsible person	enhances self confidence	Student clubs contribute to community projects	I am more committed to improving my community
provides me with opportunities to develop values and social responsibility	enhances my knowledge	College rewards students who participate in community projects	I have better understanding of global issues
Is helping me to better understand the perspectives of others	shows loyalty to the UAE	Promotes community involvement	I am more motivated to helping others
Invites role models to talk with students… to improve ethics and morals	improves my academic performance	Teachers encourage participation in community projects	I have better understanding of UAE community needs
		Family encourages participation in community projects	

Note: factor analysis identified 17 out of 27 total items in a factor or domain as demonstrated above; 8 other items could not be clearly assigned to a grouping; that is, with enough number of items; and other items did not show any factor loading data to facilitate interpretation.

The findings in Table 2 and Appendix 5 were not used to organize the dimensions and data analyzed in chapter 4. Factor analysis was a preliminary statistical procedure which yielded only partial information and confirmation of items organized by dimensions. Therefore, items were organized in dimensions for testing hypotheses based on the feedback from content experts during pilot-testing and the face validity and logical groupings of the items according to similarities in item statements. Perhaps a future study in the Higher Colleges of Technology involving all campuses can build upon and enhance the reliability of certain scale dimensions, and the factor analysis work performed to date for this study can be replicated, expanded on, and perhaps lead to a better mathematical organization of items within more clearly defined dimensions.

3.8 Survey Gizmo

Survey Gizmo was used as software to administer this survey to the target population. There were three main reasons why this software was selected for this research. The first reason is it is a user friendly tool and was convenient to use for designing the survey; secondly, for efficiency to ensure sending students reminders to complete the survey and measure response rates; finally, the Higher Colleges of Technology has used the software successfully.

There were five steps followed to construct the survey as follows:

1. The Student Personal and Social Responsibility Survey were designed in a word document and then were built into Survey Gizmo software which included selecting table design, layout scales and format.

2. An excel spreadsheet was prepared for all Sharjah students including name, ID number, major, campus, gender and email address.

3. Student information in an excel sheet was re-coded to replace student ID and name with numerical codes to ensure anonymity and confidentiality of participants. The recoding was also done to enable the system to support the email campaigns with multiple reminders emailed to students to provided opportunities to complete the survey. Reminders only went to students who had not completed the survey according to survey Gizmo tracking system.

4. The student information in an excel sheet was uploaded on Survey Gizmo software and an interface of a participation consent email was designed and sent to each student. Also, a thank you note was drafted to appear to each student who successfully completed the survey.

5. Survey Gizmo was scheduled to send reminders twice a week to students who had not completed the survey.

During the data collection phase, survey response rate was monitored as well as the margin of error in the survey Gizmo software. Once the survey was completed by a student, responses automatically were recorded to an excel sheet connected to an anonymous ID.

3.9   Interviews

Semi-structured interviews were conducted with students and for faculty and staff responsible for developing curriculum and co-curricular projects to enhance student engagement for personal and social responsibility. The purpose of selecting semi-structured interviews was to narrow down collected information and focus on themes related to the dimensions on the PSRII survey (Rabionet 2011). Additional questions were added as needed to explore in more detail responses and relevant information. As for the faculty interviews, the interview questions were designed to explore key concepts, such as what curriculum and projects have been developed to enhance students learning for social responsibility? How do social responsibility projects designed for students take into consideration the social and cultural capital of Emirati students.

The following were the questions designed to obtain information from faculty and management who were involved in designing and delivering social responsibility projects and activities for student:

- How do you define/understand Individual social responsibility?
- How do you think the college is contributing to the student learning of social responsibility?
- Based on your experience, do you think the college offers well-structured social responsibility learning opportunities for students inside and outside the college?

- What do you think the main drivers are for student participation in social responsibility projects and community engagement?

The purpose of student interviews was to provide additional interpretation for data collected from the qualitative survey. The interview questions consisted of the following questions:

- How do you define/understand Individual social responsibility?

- The preliminary research data shows that female student engagement in social responsibility community projects is higher than male student, what do you think are the reasons behind that?

- What skills/values do think student can learn from being engaged in social responsibility projects?

- What do you think the country needs to do to enhance social responsibility engagement for youth?

- What organization in the society you think the college should collaborate with to enhance social responsibility learning for students?

The interviews were conducted face to face where the researcher asked the question to the participants and documented the feedback shared by them. The interviews were conducted in English and with some students the Arabic Language was used. Feedback was reported in both languages and cross language translation was done by a specialist.

3.10   Sampling

The student survey used probability sampling; the interviews used purposeful

sampling. Sampling related to mixed methodology approach requires accurate

selection to enhance deeper understanding of results, according to Sandelowski

(2000). Researchers such as Li et al. (2008) and Nakamura & Watanabe-Muraoka

(2006) have used a mixed methodology including a quantitative method to measure

students' personal and social responsibility with a random sample of 253 and 395

students respectively.

As for the qualitative semi-structured interviews for the dissertation, the "purposive

sampling" technique was used, as described by Cousin (2009). For this study, the

target group was faculty and staff who were directly involved in designing or

preparing social responsibility education curriculum and projects at the Colleges.

3.11   Administering the Survey

The student Survey of Personal and Social Responsibility was administered to the

entire population of Sharjah Colleges registered students totaling 2,600 participants,

consisting of both males and females. All participants had an equal chance of

participating if they wanted. This was a voluntary survey administered electronically

through the Survey-Gizmo online software. Students received an informed consent

message in English and Arabic and were invited to participate. They had to give their

consent before completing the survey, which was also compatible with the iPad,

mobile phone, and computer. Three reminders were sent to participants to give them every opportunity to complete the survey as many participants as possible.

3.12 Ethical Clearance

The first step of ensuring ethical implementation of this study was obtaining official approval from the British University in Dubai followed by the Higher Colleges of Technology -Sharjah Colleges written approval (Appendix 6). The ethical form included an overview of the study, timeline and researcher background. Participants gave informed consent and were informed verbally and in writing as part of the consent form attached (Appendix 7) to participate in the study. Participants were also briefed on the purpose and duration of the study, the results to be accomplished, and the duration of the study and survey. The anonymity and confidentiality of collected information were assured in writing as part of the consent form. Students were given the freedom to participate in the survey to withdraw from any aspect of the research at any time with no negative pressure or penalty.

3.13   Statistical Procedures

Descriptive statistics are reported to better provide understanding of the unique characteristics of the students who completed the instrument (Walker 1999). Specifically, hypotheses were tested as to whether there were statistically significant differences in the characteristics of respondents' based on: (a) gender and age, (b) gender and marital status, (c) gender by semesters in college, (d) gender by program level in college, and (e) age by program level in college.

The Chi-square procedure along with Phi and Cramer's V were used to test for differences in the proportions between categories in the tables. Chi-squared is useful with nominal and some ordinal level data. Each Chi-square will test the null hypothesis concerning no statistically significant relationships between the table values in the rows and the values in the columns. It examines the difference between the observed and expected frequencies, with larger differences resulting in a larger chi-square value (Belle 2002; Box 2005; Walker 1999).

With Chi-squared, the reliability of the results may be reduced with small sample sizes especially for sub-groups (Belle 2002; Box 2005; Walker 1999). The Chi-square test requires 80% of the cells to meet minimum count levels, so the total number of cases should be at least five times the number of table cells, with no cell having a frequency of less than 5. Practical table analysis of frequencies and within group percentages assisted in understanding the relationships between the variables. The Phi and Cramer's V statistics assisted the interpretation in terms of the strength of

any statistically significant differences identified (Belle 2002; Box 2005; Walker 1999).

3.14 T-Tests and ANOVA

The Independent Sample T-test and the Analysis of Variance (ANOVA) procedures were used to determine if there are any mean agreement level differences for survey items and level of participation in community projects; that is, based on gender, semesters in college, and program level in college. T-tests are used to compare mean differences between two groups, for example gender; while the ANOVA procedure examines mean differences for 3 or more groups (Belle 2002; Box 2005; Walker 1999). Both the T-test and ANOVA procedures test the null hypothesis that group means are equal (Belle 2002; Box 2005; Walker 1999).

The statistical analysis used a customary alpha level of $\leq .05$ to determine if each statistical test is statistically significant statistical significance (Pedhazur & Schmelkin 1991). Both test-tests and ANOVA have parametric assumptions, which include need for interval level data, independent observation, probability sample, normally distributed data, and equal variances between groups examined against outcomes (Belle 2002; Box 2005; Walker 1999). These procedures are robust against some violation of assumptions. The analysis of the data considered the assumptions by screening or recoding the data and by exercising caution when interpreting results.

While the survey measures in their original form were ordinal based on the scale of agreement used, the 4-point scale was recoded and collapsed into dichotomized coding such as; Strongly Agree + Agree = 1;and Strongly Disagree + Disagree = 0. Doing so facilitated being able to examine results using parametric procedures (e.g. t-tests and ANOVA) but with caution. Since the survey data were recoded into the 0 and 1 form, the mean actually represented the average percent of agreement (Belle 2002; Box 2005; Walker 1999). This helped the interpretation and comparison of survey responses by relevant subgroups or college factors which one would hypothesize could influence agreement outcomes for each area examined.

Spearman correlations were also used to determine if overall levels of agreement, as measured by each of the six scale dimensions on the survey, showed difference by the independent variables of gender, semesters in college, and college level. The correlations determine if there are any statistically significant relationships or differences using the rank order between two variables; then the direction and strength of the relationship is interpreted between 0.0 and 1.0 (Ravid, 2000; Walker, 1999). Cohen (1988) indicated that interpreting the strength of a correlation may be somewhat arbitrary. After consulting various works such as Cohen (1988), Isaac and Michael (1999), Ravid (2000), and Walker (1999), and practical information in higher education, a useful guide for interpreting correlations in this study may consist of the following:

- +.70 or higher Very strong positive relationship

- +.40 to +.69 Strong positive relationship

- +.30 to +.39 Moderate positive relationship

- +.20 to +.29 weak positive relationship

- +.01 to +.19 No or negligible relationship

- -.01 to -.19 No or negligible relationship

- -.20 to -.29 weak negative relationship

- -.30 to -.39 Moderate negative relationship

- -.40 to -.69 Strong negative relationship

- -.70 or higher Very strong negative relationship

To facilitate correlation analysis, the SPSS software compute function was used and all the individual items within a survey dimension were summed; that is, the 0 and 1 scores (0 = D + SD; 1 = A +SA); then the total scores were divided by the number of items within the dimension; and finally, the result was multiplied by 100 to create a scale index score ranging from 0 to 100. Therefore, a scale score was computed for each survey respondent for each of the six survey dimensions. Each scale score represents the average level of agreement for all items within a survey dimension. A 0 score indicates that a respondent had disagreement for all of the individual survey items within a dimension. Any positive score above 0 represents the relative level of agreement; that is, the average agreement overall or percent of agreement of all items within a dimension.

The Spearman correlation results are summarized for each dimension and determines whether the overall level of agreement varies by gender, college semesters, and college level by examining the ties or rank ordering (Walker, 199). Spearman was used as a more conservative measure based on the level of measurement and potential data distribution issues. This is helpful information to understand the overall level of agreement for each dimension. Using the scale dimensions scores provides enhanced precision for the overall level of agreement as individual survey items where there is agreement level difference can cancel each other out and result in greater precision and reliability (Likert, 1932; Alreck & Settle, 1995; Fink, 1995); that is, in terms of how the overall level of agreement may vary by the gender, semesters in college, and level in college. Nevertheless, understanding how the overall level of agreement for each dimension may vary by key independent variables may not provide enough information to answer hypotheses and to construct an explanation to enhance understanding. Both analysis of scale dimensions and individual survey items are important, but the study greatly focuses on the individual survey item level to fully understand the results, to be able to come up with a valid explanation to enhance knowledge and to contribute to offering insights and recommendations to help the colleges. The findings from this study will be presented and analyzed in detail in the next chapter.

CHAPTER FOUR: RESULTS AND DATA ANALYSIS

This chapter presents the findings of the research data collected using the mixed methods approach of online survey and semi-structured interviews. The chapter will include tables extracted from SPSS and raw feedback in the form of answering the interview questions.

4.1   Survey Results

Out of 2,500 valid student emails among the two Colleges, 650 students in total completed the survey resulting in a 25% overall completion rate. Besides the number of surveys completed, other factors are important in determining the ability to accurately draw inferences from the sample to the population, according to Watson (2001). For example, considering the goals of the research, the precision, the confidence interval, the response rate, and estimating the degree are variability among the measures are all vital factors for review and determining the ability to draw inferences (Watson 2001). Based on the standard formula in the social and behavioral sciences and the central limit theorem (Isaac and Michael 1997), at the 95% level of confidence there was found a +/-3.6% overall margin of error calculated from the overall survey return rate.

It is well-known that with smaller populations a larger return rate is needed to be able to draw inferences from the sample (Watson 2001). As only 115 males out of 900

completed the survey, this represents a +/-8.5% margin of error at the 95% confidence level, and as such the findings for the men's college are weak.. Nevertheless, the findings have strong generalizability to the population of female College students because 535 females out of 1,600 completed the survey, resulting in a 33.4% return rate and a +/-3.5% margin of error.

4.2   Student Characteristics

Since this is a unique exploratory and descriptive study never performed in the United Arab Emirates previously, importance is associated with understanding the characteristics of College population and how survey results may vary and represent certain students.

The characteristics of the students completing the survey in Spring-2013 are shown in Tables provided below. Per Table 3, the respondents consisted of 115 males (17.6%) and 535 females (82.3%). In total, 293 (45.1%) were 18 to 20 year old students, 211 (32.5%) were 21 to 22, and 146 (22.5%) were at or above 23.

Table 3: Gender by Age

			Male	Female	Total	X^2	*p*	*phi*
Age	18 to 20	Count	49	244	293			
		% within	42.6%	45.6%	45.1%			
	21 to 22	Count	30	181	211			
		% within	26.1%	33.8%	32.5%	6.8	.033*	.102
	23+	Count	36	110	146			
		% within	31.3%	20.6%	22.5%			
Total		Count	115	535	650			
		% within	100.0%	100.0%	100.0%			

Note. *p < .05, two-tailed; **p < .01, two-tailed

Chi-square findings demonstrated a statistically significant and "slight" proportional difference (phi = .102) between gender and age, X_2 (2, N=650) = 6.80, p = .033. Thus, 7.7% more females than males were 21 to 22 years of age (females = 33.8%; males = 26.1%), and 10.7% more males than females were at or above 23 years of age (20.6% = females; 31.3% = males).

Table 4: Summary of Respondents' Age

Valid	N = 650
Mean	21.2
Median	21.0
Mode	19
Std. Deviation	2.84
Skew-ness	2.06
Kurtosis	6.70

Table 4 summarizes the age distribution among the 650 respondents. The mean and median age was about 21, while most respondents were 19 years of age. Skew-ness results indicated a "slightly" non-normal positively skewed distribution of age.

Table 5: Gender by Marital Status

			Male	Female	Total	X^2	*p*	*phi*
Marital Status	Married	Count	6	28	34			
		% within	5.2%	5.2%	5.2%			
	Single	Count	109	506	615	0.0	ns	ns
		% within	94.8%	94.8%	94.8%			
Total		Count	115	534	649			
		% within	100.0%	100.0%	100.0%			

Note. *p < .05, two-tailed; **p < .01, two-tailed; *ns* = non-significant

Table 5 examined gender by marital status, with 95% reporting single status. Chi-square findings revealed no statistically significant differences by gender, X_2 (1, N=649) = 0.0, p = .991. Based on the age, a small marital population is not unusual.

Table 6: Gender by Semesters in College

		Male	Female	Total	X^2	*P*	*V*
1 to 2 Semesters	Count	43	169	212			
	% within	37.4%	31.6%	32.6%			
3 to 4 Semesters	Count	39	185	224			
	% within	33.9%	34.6%	34.5%			
5 to 6 Semesters	Count	10	102	112	8.54	.036*	.115
	% within	8.7%	19.1%	17.2%			
7 to 8 Semesters	Count	23	79	102			
	% within	20.0%	14.8%	15.7%			
Total	Count	115	535	650			
	% within	100.0%	100.0%	100.0%			

Note. *p < .05, two-tailed; **p < .01, two-tailed

Table 6 examined gender by the number of semesters attending the College. Overall, about one-third of respondents reported attending 1 to 2 semesters, 34.5% indicated

that they attended 3 to 4 semesters, while 32.9% reported that they attended 5 to 8

semesters at the Colleges.

Chi-square results confirmed statistically significant and "slight" (Cramer's V = .115)

Differences based on gender for the amount of time attending College, X_2 (3, N=650)

= 8.5, p = .036. Thus, 5.8% more males than females attended College from 1 to 2

semesters, but about the same % between males and females attended College from 3

to 4 semesters. Moreover, 10.4% more females than males attended College from 5 to

6 semesters; whereas, 5.2% more males than females attended from 7 to 9 semesters.

Table 7: Gender by Level in College

			Male	Female	Total	$\underline{X^2}$	$\underline{p}$	$\underline{phi}$
Level	New Found.	Count	29	138	167			
		% within	25.2%	25.8%	25.7%			
	Higher Diploma + BAS	Count	24	131	155	.861	ns	ns
		% within	20.9%	24.5%	23.8%			
	Applied BAS Only	Count	62	266	328			
		% within	53.9%	49.7%	50.5%			
Total		Count	115	535	650			
		% within	100.0%	100.0%	100.0%			

Note. *p < .05, two-tailed; **p < .01, two-tailed; ns = non-significant

Table 7 examined gender by level in College. Half of the respondents were in the

applied Bachelors level, 23.8% were in the higher diploma plus Bachelor's degree

level, and 25.7% were in the Foundations Program (pre-university English language

studies). Chi-squared confirmed no statistically significant differences by gender and

level in College, X_2 (2, N=650) = .861, p = .650.

Table 8: Age by Level in College

		18 to 20	21 to 22	23+	Total	$\underline{X^2}$	$\underline{p}$	$\underline{V}$
New Found.	Count	114	21	32	167			
	% within	38.9%	10.0%	21.9%	25.7%			
Higher Diploma + BAS	Count	10	103	42	155			
	% within	3.4%	48.8%	28.8%	23.8%	155.	.000**	.389
Applied BAS Only	Count	169	87	72	328			
	% within	57.7%	41.2%	49.3%	50.5%			
Total	Count	293	211	146	650			
	% within	100.0%	100.0%	100.0%	100.0%			

Note. *p < .05, two-tailed; **p < .01, two-tailed

Table 8 examined age by program level in College. Findings confirmed statistically

significant and "moderate" (Cramer's V = .389) proportional differences by age and

program level in College, X_2 (4, N=650) = 155.6, p = .000. For 18 to 20 year old

students, 38.9% were in the New Foundations Program, only 3.4% were in the Higher

Diploma + Bachelor of Science Degree, but 57.7% were in the Applied Bachelor of

Science Degree Program.

Moreover, 10% of the 21 to 22 year old students were in the New Foundations

Program, 48.8% were in HD + BAS, and 41.2% were in applied BAS Program. For

students at or above age 23, about one-fifth were in the New Foundations Program,

one-third were identified as enrolled in the HD + BAS; and about half were enrolled

in the Applied BAS Program.

Table 9: Cumulative GPA

N	Valid	493
	Missing	157
Mean		2.643
Median		2.680
Mode		2.30
Std. Deviation		.7606
Skew-ness		-.863
Kurtosis		1.34

Table 9 summarizes the cumulative grade point average for 493 out of 650 respondents. These students had an average GPA of B minus, while most of them were found with a C+ GPA. GPAs are "slightly" stacked around the mean.

In summary, the characteristics of the students completing the survey and participating in this study were as follows: 45% were 18 to 20 year old students, 32.4% were 21 to 22, and 22.4% of the students were 23 years or older. Most of the students of the study were 19 years old but on average they were 21 years old. About 95% of all respondents were not married.

Furthermore, one-third had attended College less than 1 year; one-third of the respondents were in College already from 1 to 2 years; and one-third had attended College from 3 to 4 years. The study participants consisted of around a one-fourth from the New Foundations Program; one-fourth who was studying a higher diploma and also a bachelor of science, as well as half of them was enrolled in a 4-year degree

only program. There were some statistically significant differences identified with a larger proportion of younger students attending the New Foundation Program, and as expected, older students were in College longer and attending higher level programs. Most of the students had a C+ grade point average. And finally, the results strongly represent females and weakly represent males.

4.3 Survey Analysis

Key alternative hypotheses are examined to determine how level of agreement varies by gender, time in College, and program of study in College. While alternative hypotheses are stated to organize each section of analysis in the research, the null hypothesis is always assumed and tested with statistics. Doing so is appropriate based on the exploratory and descriptive nature of this study. It is also reasonable to do so to ensure that the findings are not biased, therefore, the research utilized a completely objective approach.

> **H₁:** **Statistically significant mean agreement level differences exist (below the alpha level of .05) for ethical and moral reasoning based on gender, semesters in college, and program level.**

Table 10: Summary of Ethical and Moral Reasoning Items

Analysis	Survey Item	A + SA	D + SD	Count
1	I seek advice from friends in situations requiring ethical and moral judgment.	$n = 548$ 84.8%	$n = 098$ 15.2%	N = 646
2	I support my friends dealing with ethical and moral dilemmas.	$n = 627$ 97.5%	$n = 016$ 02.5%	N = 643
3	Team projects are helping me to develop my understanding of ethics and morality.	$n = 575$ 89.4%	$n = 068$ 10.6%	N = 643
4	The college invites role models to talk with students about ways to improve ethics and morals.	$n = 510$ 79.8%	$n = 129$ 20.2%	N = 639
5	The college is helping me to better understand the perspectives of others.	$n = 530$ 82.3%	$n = 114$ 17.7%	N = 644

The student survey results in Table 10 clearly demonstrated a high level of agreement for most of the Ethical and Moral Reasoning Items. Indeed, 84.8% reported agreement that they seek advice from friends in situations requiring ethical and moral judgment; and 97.5% reported that they support friends with ethical and moral dilemmas. Advancing understanding was exemplified with 89.4% reporting agreement that the College helped them better understand the perspectives of others. Team projects were reported by 89.4% as helping to develop understanding of ethics and morality. About 80% reported that the College invites role models to talk with students about ways to improve ethics and morals.

Table 11: Correlation Summary of Gender, College Semesters, and Program Level by Overall Ethical and Moral Reasoning Scale Dimension Score.

Correlations		Gender	Semesters	Level
Ethical and Moral	Spearman	.159**	.096*	-.059
Reasoning	Sig. (2-tailed)	.000	.015	.135
	N	646	646	646

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Table 11 reports statistically significant and "slightly" positive spearman correlations between gender (p = .000; *rho* = .159) and semesters (p = .015; *rho* = .096) in College and overall level of agreement for items on the Ethical and Moral Reasoning scale dimension. Based on the coding of gender, clearly more females than males have stronger level of agreement about ethics and morals; and the more semesters a student attends College their level of agreement about ethics and morals increases. Level of agreement about ethics and morals did not meaningfully vary by level in College. While overall level of agreement for the dimension is important, it does not provide enough detail to inform a proper explanation about perceptions and attitudes and to support recommendations to assist the Colleges. Therefore, the result of each survey item is examined to provide greater insight, to test hypotheses, and to contribute key information for the study.

Table 12: Ethical and Moral Reasoning Items by Gender

	Gender	N	Mean	SD	T	Sig.
I seek advice from friends in situations requiring ethical and moral judgment.	Male	114	.79	.409	-1.93	.05*
	Female	532	.86	.346		
I support my friends dealing with ethical and moral dilemmas.	Male	114	.97	.161	-.108	.914
	Female	529	.98	.155		
Team projects are helping me to develop my understanding of ethics and morality.	Male	114	.89	.319	-.317	.752
	Female	529	.90	.306		
The college invites role models to talk with students about ways to improve ethics and morals.	Male	114	.63	.485	-4.97	.000**
	Female	525	.83	.372		
The college is helping me to better understand the perspectives of others.	Male	113	.70	.461	-3.83	.000**
	Female	531	.85	.358		

Note. *$p < .05$, two-tailed; **$p < .01$, two-tailed

Table 12 examined Ethical and Moral Reasoning items by gender. T-test findings were statistically significant and supported the alternative hypothesis and indicated that females reported a stronger level of agreement. This is demonstrated through (a) that the College helped them better understand the perspective of others (males = .70, females = .85), t (643) = -3.8, p = .000; and (b) that the College invited role models to talk with students about ways to improve ethics and morals (males = .63, females = .83), t (639) = -4.9, p = .000. A substantive difference was found with greater

98

agreement reported by females (.86) than males (.79) that they obtained advice from friends in situations requiring ethical and moral judgment, t (646) = -1.9, p = .054. No statistically significant differences in level of agreement were found by gender for (a) supporting friends dealing with ethical and moral dilemmas; and (b) the value of team projects helping to develop understanding ethics and morality.

Table 13: Ethical and Moral Reasoning Items by Semesters

Semesters		N	Mean	SD	F	Sig.
I seek advice from friends in situations requiring ethical and moral judgment.	1 to 2	212	.82	.384		
	3 to 4	220	.86	.349		
	5 to 6	112	.85	.360	.787	.501
	7 to 8	102	.88	.324		
	Total	646	.85	.359		
I support my friends dealing with ethical and moral dilemmas.	1 to 2	212	.96	.191		
	3 to 4	220	.98	.134		
	5 to 6	110	.98	.134	.718	.541
	7 to 8	101	.98	.140		
	Total	643	.98	.156		
Team projects are helping me to develop my understanding of ethics and morality.	1 to 2	211	.87	.340		
	3 to 4	220	.89	.312		
	5 to 6	111	.94	.244	1.36	.254
	7 to 8	101	.91	.286		
	Total	643	.89	.308		
The college invites role models to talk with students about ways to improve ethics and morals.	1 to 2	208	.78	.416		
	3 to 4	218	.81	.395		
	5 to 6	111	.87	.333	2.36	.070
	7 to 8	102	.74	.443		
	Total	639	.80	.402		
The college is helping me to better understand the perspectives of others.	1 to 2	211	.81	.397		
	3 to 4	220	.77	.420	4.17	.006*
	5 to 6	111	.92	.274		
	7 to 8	102	.86	.346		

Total	644	.82	.382

Ethical and moral reasoning items were examined by the number of semesters attending College. ANOVA results supported the null hypothesis in Table 13 because no statistically significant mean differences were found for the following: (a) seeking advice from friends in situation requiring ethical and moral judgment; (b) supporting friends dealing with ethical and moral dilemmas; and (c) team projects helping develop understanding of ethics and morality.

A substantively statistically significant difference was found in Table 13 for the College inviting role models to talk to students about ways to improve ethics and morals and the number of semesters attending the College $F (3, 639) = 3.36, p = .070$. So students who attended College for three years had a higher level of agreement for this item (.87) compared with first year students (.78), second year students (.81), and fourth year students (.74).

Nevertheless, a statistically significant difference was found between time in College and perceiving that the College is helping with better understanding the perspectives of others, $F (3, 643) = 4.17, p = .006$.

Various aspects of ethical and moral reasoning were examined relative to the type of program in College.

Table 14: Ethical and Moral Reasoning Items by Program

		N	Mean	SD	F	Sig.
I seek advice from friends in situations requiring ethical and moral judgment.	New Foundations	165	.80	.401		
	Higher Diploma + BAS	155	.85	.357	2.16	.115
	Applied BAS Only	326	.87	.336		
	Total	646	.85	.359		
I support my friends dealing with ethical and moral dilemmas.	New Foundations	166	.97	.171		
	Higher Diploma + BAS	153	.98	.139	.181	.834
	Applied BAS Only	324	.98	.155		
	Total	643	.98	.156		
Team projects are helping me to develop my understanding of ethics and morality.	New Foundations	166	.93	.249		
	Higher Diploma + BAS	153	.92	.270	3.88	.021*
	Applied BAS Only	324	.86	.346		
	Total	643	.89	.308		
The college invites role models to talk with students about ways to improve ethics and morals.	New Foundations	165	.85	.354		
	Higher Diploma + BAS	154	.81	.397	2.71	.067
	Applied BAS Only	320	.77	.424		
	Total	639	.80	.402		
College is helping me to better understand the perspectives of others.	New Foundations	166	.82	.386		
	Higher Diploma + BAS	154	.90	.306	4.06	.018*
	Applied BAS Only	324	.79	.408		
	Total	644	.82	.382		

Note. *$p < .05$, two-tailed; **$p < .01$, two-tailed

The null hypothesis is accepted because findings in Table 14 indicated that there were

no statistically significant and meaningful differences between students in New

Foundations, working on a higher diploma then a BAS, or working on a BAS only in

terms of mean level of agreement; that is, for (a) seeking advice from friends in

situations requiring ethical and moral judgment; (b) providing support to friends in dealing with ethical and moral dilemmas; and (c) reporting that the College invited role models to talk with students about ways to improve ethics and morals.

A statistically significant difference was found by program for mean agreement level about the value of team projects for helping to develop understanding of ethics and morality, $F (2, 642) = 3.88$, $p = .021$. Practical interpretation suggests that student perceptions regardless of program of study are very positive for the value of team projects for helping to develop understanding of ethics and morality. While statistically significant differences were found between programs, practical interpretation suggests they are minimal so no definite conclusion about programs can be drawn from this finding.

A statistically significant difference was also found by program for the perception that the College is helping students understand the perspectives of others, $F (2, 643) = 4.06$, $p = .018$. Again, mean level of agreement is positive for all groups, but students studying for a higher diploma then a BAS had larger mean agreement (.90) then students in New Foundations (.82) and students studying for an applied BAS only (.79). Perhaps there are greater opportunities in the HD + BAS program for enhancing understanding for the perspectives of others.

H$_2$:   **Statistically significant mean agreement level differences exist (below the alpha level of .05) for understanding**

social responsibility based on gender, semesters in college, and program level.

Table 15: Summary of Understanding Social Responsibility

Analysis	Survey Item	A + SA	D + SD	Count
1	I understand the meaning of being socially responsible.	$n = 631$ 98.7%	$n = 008$ 01.3%	N = 639
2	I am a socially responsible person.	$n = 612$ 96.2%	$n = 024$ 03.8%	N = 636
3	The college provides me with opportunities to develop values of social responsibility.	$n = 519$ 81.7%	$n = 116$ 18.3%	N = 635
4	The college is helping me become a socially responsible person.	$n = 544$ 85.4%	$n = 093$ 14.6%	N = 637

Survey results in Table 15 found very strong self-reports about understanding the meaning of social responsibility (98.7%) and reporting being a socially responsible person (96.2%). T-test findings in Table 12 indicated no statistically significant differences by gender in mean level of agreement for understanding the meaning of social responsibility and reporting being socially responsible.

As derived from Table 15, there was strong agreement for the College to provide opportunities to develop social responsibility (81.7%) and help students to become socially responsible (85.4%).

Table 16: Correlation Summary of Gender, College Semesters, and Program Level by Understanding Social Responsibility Scale Dimension Score.

Correlations		Gender	Semesters	Level
Understanding Social	Spearman	.122**	.084*	-.115*
Responsibility	Sig. (2-tailed)	.002	.034	.004
	N	639	639	639

** Correlation is significant at the 0.01 level (2-tailed).
 * Correlation is significant at the 0.05 level (2-tailed).

Table 16 findings indicate that gender (p = .002; *rho* = .122) and semesters in College (p = .034; *rho* = 0.84) are statistically significant and positively correlated with overall level of agreement for items about Understanding Social Responsibility. Female students and students with more time in College have "slight" stronger understanding of social responsibility. Whereas, level in College is statistically significant and negative correlated (p = .004; *rho* = -.115), so new Foundation students and students who attend a higher diploma program before a 4 year degree tend to have stronger understanding for social responsibility. This may reflect the different program offerings and experiences at the College in their respective programs, worthy of further investigation.

Table 17: Understanding Social Responsibility by Gender

	Gender	N	Mean	SD	T	Sig.
I understand the meaning of being socially responsible.	Male	112	.98	.133	-.559	.577
	Female	527	.99	.106		
I am a socially responsible person.	Male	112	.96	.207	-.422	.673
	Female	524	.96	.187		
The college provides me with opportunities to develop values of social responsibility.	Male	112	.71	.458	-3.40	.001**
	Female	523	.84	.366		
The college is helping me become a socially responsible person.	Male	112	.76	.430	-3.15	.002*
	Female	525	.87	.332		

Note. *$p < .05$, two-tailed; **$p < .01$, two-tailed

Statistically significant findings in Table 17 supported the alternative hypothesis and showed that females had stronger agreement (.84) than males (.71) for the College providing opportunities to develop social responsibility values, t (634) = -3.4, p = .001; and agreement was stronger among females (.87) than males (.76) that the College was helping students to become socially responsible, t (636) = -3.2, p = .002. It appears that there is no difference in understanding social responsibility by gender, but it does appear that the college maybe providing more opportunities to develop social responsibility for female students.

Table 18: Understanding Social Responsibility by Semesters

		N	Mean	SD	F	Sig.
I understand the meaning of being socially responsible.	1 to 2 Semesters	210	.99	.097		
	3 to 4 Semesters	219	.98	.150		
	5 to 6 Semesters	111	1.00	.000	1.16	.323
	7 to 8 Semesters	99	.99	.101		
	Total	639	.99	.111		
I am a socially responsible person.	1 to 2 Semesters	208	.95	.224		
	3 to 4 Semesters	219	.95	.209		
	5 to 6 Semesters	111	.98	.134	1.65	.178
	7 to 8 Semesters	98	.99	.101		
	Total	636	.96	.191		
The college provides me with opportunities to develop values of social responsibility.	1 to 2 Semesters	209	.79	.409		
	3 to 4 Semesters	219	.80	.402		
	5 to 6 Semesters	110	.91	.289	2.61	.050*
	7 to 8 Semesters	97	.81	.391		
	Total	635	.82	.387		
The college is helping me become a socially responsible person.	1 to 2 Semesters	209	.83	.379		
	3 to 4 Semesters	219	.83	.376		
	5 to 6 Semesters	110	.94	.245	2.76	.041*
	7 to 8 Semesters	99	.87	.339		
	Total	637	.85	.353		

Note. *$p < .05$, two-tailed; **$p < .01$, two-tailed

Statistically significant ANOVA findings in Table 18 indicated that students attending

College during their third year had stronger average agreement (.91) than first year

(.79), second year (.80), and fourth year (.81) students for the College providing

opportunities to develop social responsibility values, $F (3, 635) = 2.61$, $p = .050$.

Similarly, year 3 students had the strongest agreement that the College was helping

them to become socially responsible, F (3, 637) = 2.76, p = .041.

Table 19: Understanding Social Responsibility by Program

		N	Mean	SD	F	Sig.
I understand the meaning of being socially responsible.	New Foundations	165	.98	.134		
	Higher Diploma + BAS	153	.99	.081	.434	.648
	Applied BAS Only	321	.99	.111		
	Total	639	.99	.111		
I am a socially responsible person.	New Foundations	165	.96	.202		
	Higher Diploma + BAS	153	.98	.139	.914	.402
	Applied BAS Only	318	.96	.205		
	Total	636	.96	.191		
College provides opportunities to develop values of social responsibility.	New Foundations	165	.84	.365		
	Higher Diploma + BAS	152	.88	.332		
	Applied BAS Only	318	.78	.417	3.82	.022*
	Total	635	.82	.387		
The college is helping me become a socially responsible person.	New Foundations	165	.87	.334		
	Higher Diploma + BAS	153	.93	.259	6.31	.002*
	Applied BAS Only	319	.81	.394		
	Total	637	.85	.353		

Note. *$p < .05$, two-tailed; **$p < .01$, two-tailed

Additional ANOVA findings in Table 19 found that students in the higher diploma + BAS program had the highest mean level of agreement (.88) than applied BAS only students (.78); that is, for the College providing opportunities to develop social responsibility values, F (2, 635) = 3.82, p = .022. In fact, HD + BAS students had higher mean agreement (.93) that the College was helping them to become socially responsible than applied BAS (.81) students, F (2, 637) = 6.31, p = .002.

Table 20: Summary of Impact on Personal and Social Responsibility

Analysis	Survey Item	A + SA	D + SD	Count
1	The college promotes community involvement.	n = 580 90.1%	n = 064 09.9%	N = 644
2	The college rewards students who participate in community projects.	n = 470 73.0%	n = 174 27.0%	N = 644
3	Student clubs at the college contribute to community projects.	n = 529 82.3%	n = 114 17.7%	N = 643
4	My teachers have encouraged me to participate in community projects.	n = 482 74.7%	n = 163 25.3%	N = 645
5	My family encourages my participation in community projects.	n = 529 82.7%	n = 111 17.3%	N = 640
6	My Islamic religion drives my participation in community projects.	n = 625 98.3%	n = 011 01.7%	N = 636

H₃: **Statistically significant mean agreement level differences exist (below the alpha level of .05) about the contribution from the College to learning and social responsibility based on gender, semesters in college, and program level.**

Survey results in Table 20 suggested from "moderately strong" to "very strong" levels of agreement for the impact of the College on personal and social responsibility. In terms of moderate results, around three-fourths of the respondents agreed that the College rewards students who participate in community projects and teachers encouraged such participation. Also, student clubs were viewed by 82.3% as contributing to community projects. In terms of strong results, 90.1% of the students agreed that the College promoted community involvement. Other factors driving

participation were reported by 98.3% or respondents to be the Islamic religion; while

82.7% reported that the family encouraged their community project participation.

Table 21: Correlation Summary of Gender, College Semesters, and Program Level by Impact on Personal and Social Responsibility Scale Dimension Score.

Correlations		Gender	Semesters	Level
Impact on Personal and	Spearman	.123**	.079	-.180**
Social Responsibility	Sig. (2-tailed)	.002	.054	.000
	N	646	646	646

** Correlation is significant at the 0.01 level (2-tailed).
 * Correlation is significant at the 0.05 level (2-tailed).

Table 21 Spearman results indicate that gender is statistically significant and

positively correlated (p = .002; *rho* = .123) with agreement about influences on

developing personal and social responsibility. The perceived impact from various

influences does not vary by semesters, but it does by program (p = .000; *rho* = -.180).

Foundation students had stronger agreement about influences.

Table 22: Impact on Personal and Social Responsibility by Gender

	Gender	N	Mean	SD	T	Sig.
The college promotes community involvement.	Male	113	.82	.383	-3.05	.002*
	Female	531	.92	.276		
The college rewards students who participate in community projects.	Male	113	.72	.453	-.342	.732
	Female	531	.73	.443		
Student clubs at the college contribute to community projects.	Male	113	.70	.461	-3.82	.000**
	Female	530	.85	.358		
My teachers have encouraged me to participate in community projects.	Male	113	.68	.468	-1.77	.076
	Female	532	.76	.427		
My family encourages my participation in community projects.	Male	112	.76	.430	-2.08	.037*
	Female	528	.84	.366		
My Islamic religion drives my participation in community projects.	Male	109	.94	.229	-3.34	.001**
	Female	527	.99	.097		

Note. *$p < .05$, two-tailed; **$p < .01$, two-tailed

Statistically significant differences for the impact of the College and other factors on personal and social responsibility were identified by gender in the t-test reported in Table 22. Females reported stronger level of agreement than males that: (a) the College promoted community involvement (females = .92, males = .82), t (645) = -3.0, p = .002; (b) student clubs contributed to community projects (females = .85, males = .70), t (643) = -3.8, p = .000; (c) family encouraged participation in community projects (females = .84, males = .76), t (640) = -2.1, p = .037; and (d) the Islamic religion was a driver for participation in community projects (females = .99, males = .94), t (645) = -3.4, p = .001. No statistically significant differences were

found by gender for the teachers enhancing participation in community projects.

Table 23: Impact on Personal and Social Responsibility by Semesters

		N	Mean	SD	F	Sig.
The college promotes community involvement.	1 to 2 Semesters	211	.89	.318		
	3 to 4 Semesters	219	.91	.289		
	5 to 6 Semesters	112	.93	.259	.666	.573
	7 to 8 Semesters	102	.88	.324		
	Total	644	.90	.299		
The college rewards students who participate in community projects.	1 to 2 Semesters	210	.73	.446		
	3 to 4 Semesters	220	.76	.426		
	5 to 6 Semesters	112	.71	.458	.864	.459
	7 to 8 Semesters	102	.69	.466		
	Total	644	.73	.444		
Student clubs at the college contribute to community projects.	1 to 2 Semesters	208	.78	.413		
	3 to 4 Semesters	221	.86	.353		
	5 to 6 Semesters	112	.79	.412	2.19	.087
	7 to 8 Semesters	102	.87	.335		
	Total	643	.82	.382		
My teachers have encouraged me to participate in community projects.	1 to 2 Semesters	210	.72	.448		
	3 to 4 Semesters	221	.74	.441		
	5 to 6 Semesters	112	.78	.418	.658	.578
	7 to 8 Semesters	102	.78	.413		
	Total	645	.75	.435		
My family encourages my participation in community projects.	1 to 2 Semesters	209	.76	.431		
	3 to 4 Semesters	220	.83	.375		
	5 to 6 Semesters	111	.89	.312	4.54	.004*
	7 to 8 Semesters	100	.89	.314		
	Total	640	.83	.379		
My Islamic religion drives my participation in community projects.	1 to 2 Semesters	208	.97	.168		
	3 to 4 Semesters	219	.98	.134		
	5 to 6 Semesters	111	.99	.095	1.27	.283
	7 to 8 Semesters	98	1.00	.000		
	Total	636	.98	.130		

Note. *$p < .05$, two-tailed; **$p < .01$, two-tailed

According to Table 23, no statistically significant differences were identified by semesters for the College promoting and rewarding and social clubs and teachers encouraging participation in community projects. Islamic religion driving community participation was very strong among all categories of time. But students who attended more than 3 years in College did report stronger agreement that family encouraged participation in community projects, $F(3, 640) = 4.54$, $p = .004$.

Furthermore, no statistically significant differences were identified between programs regarding the College promoting and teachers encouraging participation in community projects.

Table 24: Impact on Personal and Social Responsibility by Program

		N	Mean	SD	F	Sig.
The college promotes community involvement.	New Foundations	166	.93	.260		
	Higher Diploma + BAS	155	.91	.288	1.35	.259
	Applied BAS Only	323	.88	.323		
	Total	644	.90	.299		
The college rewards students who participate in community projects.	New Foundations	165	.88	.320		
	Higher Diploma + BAS	155	.70	.458	14.5	.000**
	Applied BAS Only	324	.66	.473		
	Total	644	.73	.444		
Student clubs at the college contribute to community projects.	New Foundations	166	.89	.312		
	Higher Diploma + BAS	155	.83	.375	4.5	.011*
	Applied BAS Only	322	.78	.413		
	Total	643	.82	.382		
My teachers have encouraged me to participate in community projects.	New Foundations	166	.79	.409		
	Higher Diploma + BAS	155	.77	.419	2.08	.126
	Applied BAS Only	324	.71	.453		
	Total	645	.75	.435		
My family encourages my participation in community projects.	New Foundations	166	.84	.370		
	Higher Diploma + BAS	153	.90	.307	4.28	.014*
	Applied BAS Only	321	.79	.409		
	Total	640	.83	.379		
My Islamic religion drives my participation in community projects.	New Foundations	164	1.00	.000		
	Higher Diploma + BAS	152	.99	.081	3.81	.022*
	Applied BAS Only	320	.97	.174		
	Total	636	.98	.130		

Note. *$p < .05$, two-tailed; **$p < .01$, two-tailed

The Islamic religion was the strongest driver of community project participation (i.e., total mean = .98). Nevertheless, statistically significant mean agreement level differences by program of study were identified as influencing participation in community projects. For example, students in the New Foundations Program demonstrated largest average agreement (.88) regarding the College rewarding students who participated in community projects relative to HD + BAS students (.70) and Applied BAS students (.66). This difference was statistically significant, F (2, 644) = 14.5, p = .000.

At the same time, New Foundation students had the largest mean agreement (.89) that student clubs contributed to community projects versus HD + BAS students (.83) and Applied BAS students (.78), and this result was statistically significant, F (2, 643) = 4.5, p = .011. Higher Diploma + BAS Program students had a greater mean level of agreement that the family encouraged participation in community projects than students in other programs, F (2, 640) = 4.3, p = .014.

H4: **Statistically significant mean agreement level differences exist (below the alpha level of .05) for level of community involvement based on gender, semesters in college, and program level.**

Table 25: Summary of Community Involvement

Analysis	Survey Item	A + SA	D + SD	Count
1	I have participated in a community project as part of a college course.	$n = 343$ 52.8%	$n = 307$ 47.2%	$N = 650$
2	I participate in community projects only through donating money.	$n = 286$ 44.0%	$n = 364$ 56.0%	$N = 650$
3	Unrelated to college, I have participated in a community project or performed community service.	$n = 422$ 64.9%	$n = 228$ 35.1%	$N = 650$
4	I expect rewards, other than self-satisfaction, as a result of my community service.	$n = 132$ 20.3%	$n = 518$ 79.7%	$N = 650$

The findings in Table 25 indicate that 52.8% of the students reported that they have participated in a community project as part of a College course. Whereas, 64.9% of the students indicated that they participated in a community project or performed community services unrelated to the College. Participating in community projects only through donating money was reported by 44.0% of respondents. The expectation of rewards, other than self-satisfaction, was only reported by 20.3% of respondents.

Table 26: Correlation Summary of Gender, College Semesters, and Program Level by Community Involvement Scale Dimension Score.

Correlations		Gender	Semesters	Level
Community	Spearman	.059	.148**	-.135**
Involvement	Sig. (2-tailed)	.131	.000	.001
	N	650	650	650

** Correlation is significant at the 0.01 level (2-tailed).
 * Correlation is significant at the 0.05 level (2-tailed).

Findings in Table 26 suggest that gender is not statistically correlated with overall level of agreement about items assessing level of community involvement and drivers of community involvement. But the more semesters attending College is statistically significant and "slightly" positively correlated with level of community involvement (p = .000; *rho* = .148). Whereas, the lower program levels, as exemplified by Foundation students and higher diploma students report greater overall community involvement than bachelor program only students (p = .001; *rho* = -.135). To better clarify and understand the educationally important results, comprehensive review and testing of each survey item which is part of the overall dimension is clearly necessary.

Table 27: Community Involvement by Gender

	Gender	N	Mean	SD	T	Sig.
I have participated in a community project as part of a college course.	Male	115	.43	.498	-2.20	.028*
	Female	535	.55	.498		.
I participate in community projects only through donating money.	Male	115	.40	.492	-.952	.342
	Female	535	.45	.498		.
Unrelated to college, I have participated in a community project or performed community service.	Male	115	.64	.481	-.142	.887
	Female	535	.65	.477		
I expect rewards, other than self-satisfaction, as a result of my community service.	Male	115	.20	.402	-.090	.928
	Female	535	.20	.403		

Note. *$p < .05$, two-tailed; **$p < .01$, two-tailed

Table 27 t-test findings suggested that a larger proportion of females (.55) than males (.43) participated in community projects as part of a College course, and this was a statistically significant difference, t (650) = -2.2, p = .028. No statistically significance mean agreement level differences were found by gender for participating in community projects outside of College, by donating money only, or relative to expecting rewards.

Table 28: Community Involvement by Semesters

		N	Mean	SD	F	Sig.
I have participated in a community project as part of a college course.	1 to 2 Semesters	212	.42	.494		
	3 to 4 Semesters	224	.50	.501		
	5 to 6 Semesters	112	.73	.445	11.2	.000**
	7 to 8 Semesters	102	.60	.493		
	Total	650	.53	.500		
I participate in community projects only through donating money.	1 to 2 Semesters	212	.42	.495		
	3 to 4 Semesters	224	.47	.500		
	5 to 6 Semesters	112	.44	.498	.602	.614
	7 to 8 Semesters	102	.40	.493		
	Total	650	.44	.497		
Unrelated to college, I have participated in a community project or performed community service.	1 to 2 Semesters	212	.56	.497		
	3 to 4 Semesters	224	.64	.482		
	5 to 6 Semesters	112	.77	.424	5.72	.001**
	7 to 8 Semesters	102	.73	.448		
	Total	650	.65	.478		
I expect rewards, other than self-satisfaction, as a result of my community service.	1 to 2 Semesters	212	.18	.388		
	3 to 4 Semesters	224	.21	.405		
	5 to 6 Semesters	112	.27	.445	1.40	.239
	7 to 8 Semesters	102	.17	.375		
	Total	650	.20	.403		

Note. $*p < .05$, two-tailed; $**p < .01$, two-tailed

Table 28 findings indicate no statistically significance mean agreement level differences were found between semesters for participating in community projects by donating money or expecting rewards for community service.

Additional findings in Table 28 showed that about three-fourths of the students who attended College from 3 to 4 years, 56% of first year students, and 64% of second year students reported participation in a community projects or performed community service outside of College. This difference was statistically significant, $F (3, 650) = 5.7$, $p = .001$. Likewise, third year students in College reported on average participating in more community projects as part of a College course (.73) than year

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one students (.42), year two students (.50), and year 4 students (.60), and this was

statistically different, F (3, 650) =11.2, p = .000.

Table 29: Community Involvement by Program

		N	Mean	SD	F	Sig.
I have participated in a community project as part of a college course.	New Foundations	167	.53	.500		
	Higher Diploma + BAS	155	.71	.455	16.1	.000**
	Applied BAS Only	328	.44	.497		
	Total	650	.53	.500		
I participate in community projects only through donating money.	New Foundations	167	.51	.501		
	Higher Diploma + BAS	155	.44	.498	2.85	0.58
	Applied BAS Only	328	.40	.491		
	Total	650	.44	.497		
Unrelated to college, I have participated in a community project or performed community service.	New Foundations	167	.63	.483		
	Higher Diploma + BAS	155	.75	.432	5.23	.006*
	Applied BAS Only	328	.61	.489		
	Total	650	.65	.478		
I expect rewards, other than self-satisfaction, as a result of my community service.	New Foundations	167	.25	.432		
	Higher Diploma + BAS	155	.23	.424	2.61	.074
	Applied BAS Only	328	.17	.374		
	Total	650	.20	.403		

Note. *$p < .05$, two-tailed; **$p < .01$, two-tailed

Students who were enrolled in the HD + BAS Program reported greater average

participation in community projects related to a College course (.71) than students in

New Foundations (.53) or the Applied BAS Program only (.44), and these were

statistically differences, F (2, 650) =16.1, p = .000. As alternatively hypothesized,

HD + BAS Program students reported greater average participation in community

projects or service unrelated to College (.75) than students in New Foundations (.63)

and the Applied BAS Program only (.61), and findings were statistically different, F

(2, 650) =5.23, p = .006. Nevertheless, no statistically significant mean differences

were found by College program and expecting rewards for community service. Only a

substantive difference was found with (.51) students in New Foundations, (.44) in HD + BAS, and (.40) in only Applied BAS reporting agreement that they participated in community service by only donating money.

Table 30: Number of Community Projects (Prior 6 Months)

Projects	Frequency	Valid %	Cumulative %
0	274	54.5	54.5
1	63	12.5	67.0
2	56	11.1	78.1
3	46	9.1	87.3
4	19	3.8	91.1
5	11	2.2	93.2
6	9	1.8	95.0
7	3	.6	95.6
8	6	1.2	96.8
9	3	.6	97.4
10	13	2.6	100.0
Sub-Total	503	100.0	
Missing	147		
Total	650		

Table 30 findings confirmed that 54.5% of respondents participated in no community projects during the previous six months; that 32.3% participated from 1 to 3 projects the previous six months; and that 12.8% reported participating in 4 or more community projects.

Table 31: Summary of Number of Community Projects

N	Valid	503
	Missing	147
Mean		1.44
Mode		0
Std. Deviation		2.291
Skew-ness		2.110
Kurtosis		4.407

Table 31 results indicated that most students participated in no projects, but on

average participated in 1.44 projects. This result indicates poor participation by

students which through interviews would explore reasons and assumptions behind it.

Table 32: Number of Community Projects by Gender

	Gender	N	Mean	SD	T	Sig.
How many community-based projects have you participated in during the last 6 months?	Male	87	1.55	2.645		
	Female	416	1.42	2.213	.503	.616

Note. *$p < .05$, two-tailed; **$p < .01$, two-tailed

Table 32 t-test findings demonstrated no statistically significant differences in the

number of community projects participated in during the previous six months based

on gender.

Table 33: Number of Community Projects by Semesters

	N	Mean	SD	F	Sig,
1 to 2 Semesters	161	1.30	2.289		
3 to 4 Semesters	173	.69	1.469		
5 to 6 Semesters	93	2.66	2.861	18.0	.000**
7 to 8 Semesters	76	1.95	2.355		
Total	503	1.44	2.291		

Note. *$p < .05$, two-tailed; **$p < .01$, two-tailed

ANOVA findings in Table 33 supported the alternative hypothesis, because

statistically significant differences were found in the mean number of community

projects participated in during the prior six months based on number of semesters in

the College, $F(3, 503) = 18.0$, $p = .000$. Indeed, year three students reported

participation in a mean of 2.66 community projects and year four students reported

participation in a mean of 1.95 community projects; yet year 1 students reported only

a mean of 1.30 community projects and year 2 students reported on average less than

1 community project participated in during the prior six months.

Table 34: Number of Community Projects by Program

	N	Mean	SD	F	Sig.
New Foundations	129	.04	.362		
Higher Diploma + BAS	121	2.53	2.799	45.0	.000**
Applied BAS Only	253	1.63	2.247		
Total	503	1.44	2.291		

Note. *$p < .05$, two-tailed; **$p < .01$, two-tailed

Statistically significant differences were found in Table 34 by program for the mean

number of community projects reported, $F(2, 503) = 45.0$, $p = .000$. New Foundation

students had low average involvement in community projects (.04), Applied BAS

students had on average 1.63 community projects, and HD + BAS students had a

mean of 2.53 community projects.

Table 35: Number of Community Projects by GPA

	N	Mean	SD	F	Sig.
0.0 to 1.99	54	1.17	2.238		
2.00 to 2.99	195	1.75	2.569	1.42	.241
3.00+	137	1.53	1.944		
Total	386	1.59	2.322		

Note. *$p < .05$, two-tailed; **$p < .01$, two-tailed

Table 35 found no statistically significant differences in the mean number of

community projects by College GPA. Students with grade range from average to good

seem to have higher average community engagement on projects compared to poor

academically performing students. This could possibility be due to lack of interest and

engagement in the academic life ,in addition to a wide range factors that could put

students in this category at risk.

> **H$_5$:** **Statistically significant mean differences exist (below the
> alpha level of .05) about the perceived benefit of
> community involvement based on gender, semesters in
> college, and program level.**

Table 36: Summary of Perceived Benefit of Community Involvement

Analysis	Survey Item	A + SA	D + SD	Count
1	Participating in community projects enhances my knowledge.	$n = 592$ 91.1%	$n = 058$ 08.9%	N = 650
2	Participating in community projects enhances my self-confidence.	$n = 613$ 94.3%	$n = 037$ 05.7%	N = 650
3	Participating in community projects improves my academic performance.	$n = 548$ 84.3%	$n = 102$ 15.7%	N = 650
4	Volunteering in community projects shows loyalty to the UAE.	$n = 605$ 93.1%	$n = 045$ 06.9%	N = 650

Strong agreement was identified for the perceived benefit of participating in community projects, as reported in Table 36. For example, more than 90% of the respondents' agreed that community projects enhanced their knowledge and self-confidence; and 84.3% reported that it improved their academic performance. Volunteering in community was viewed by 93.1% as showing loyalty to the UAE.

Table 37: Correlation Summary of Gender, College Semesters, and Program Level by Perceived Benefit of Community Involvement Scale Dimension Score

Correlations		Gender	Semesters	Level
Perceived Benefit of	Spearman	.163**	.116**	-.031
Community Involvement	Sig. (2-tailed)	.000	.003	.429
	N	650	650	650

** Correlation is significant at the 0.01 level (2-tailed).
 * Correlation is significant at the 0.05 level (2-tailed).

Findings in Table 37 indicate that gender is statistically significant and correlated with overall level of agreement about the perceived benefit of community involvement (p =

.000; *rho* = .163). A greater proportion of females than males reported greater overall

agreement about the benefits of community involvement. Also, students who attended

more semesters in College had greater overall level of agreement about the benefits of

community involvement (p = .003; *rho* = .116). No agreement level differences

overall were found by different College program levels.

Table 38: Perceived Benefit of Community Involvement by Gender

	Gender	N	Mean	SD	T	Sig.
Participating in community projects enhances my knowledge.	Male	115	.81	.395	-4.28	.000**
	Female	535	.93	.251		
Participating in community projects enhances my self-confidence.	Male	115	.88	.328	-3.33	.001**
	Female	535	.96	.203		
Participating in community projects improves my academic performance.	Male	115	.75	.436	-3.11	.002*
	Female	535	.86	.344		
Volunteering in community projects shows loyalty to the UAE.	Male	115	.88	.328	-2.45	.014*
	Female	535	.94	.234		

Note. *p* < .05, two-tailed; **p* < .01, two-tailed

While strong agreement was identified among all students about the benefits of

participating in community projects, statistically significant differences in perceptions

and level of agreement was found by gender, per t-test findings in Table 37. The null

hypothesis is rejected because females reported stronger agreement than males that

participating in community projects (a) enhances knowledge (males = .81, females

=.93), t (650) = -4.3, p = .000; (b) enhances self-confidence (males = .88, females

=.96), t (650) = -3.3, p = .001; (c) improves academic performance (males = .75,

females =.86), t (650) = -3.1, p = .002; and (d) demonstrates loyalty to the UAE

(males = .88, females =.94), t (650) = -2.5, p = .014.

Perhaps there several factors contribute to the female perceived grater benefits to

community involvement related to females social skills, college contribution to

sharing opportunities with female campuses, family and encouragement and finally

religious reasons.

Table 39: Perceived Benefit of Community Involvement by Semesters

		N	Mean	SD	F	Sig.
Participating in community projects enhances my knowledge.	1 to 2 Semesters	212	.87	.334		
	3 to 4 Semesters	224	.90	.298		
	5 to 6 Semesters	112	.96	.186	3.36	.018*
	7 to 8 Semesters	102	.95	.217		
	Total	650	.91	.285		
Participating in community projects enhances my self-confidence.	1 to 2 Semesters	212	.92	.272		
	3 to 4 Semesters	224	.94	.234		
	5 to 6 Semesters	112	.96	.207	1.70	.165
	7 to 8 Semesters	102	.98	.139		
	Total	650	.94	.232		
Participating in community projects improves my academic performance.	1 to 2 Semesters	212	.80	.400		
	3 to 4 Semesters	224	.88	.331		
	5 to 6 Semesters	112	.80	.399	2.83	.038*
	7 to 8 Semesters	102	.90	.299		
	Total	650	.84	.364		
Volunteering in community projects shows loyalty to the UAE.	1 to 2 Semesters	212	.90	.306		
	3 to 4 Semesters	224	.92	.265		
	5 to 6 Semesters	112	.96	.186	3.34	.019*
	7 to 8 Semesters	102	.98	.139		
	Total	650	.93	.254		

Note. *p < .05, two-tailed; **p < .01, two-tailed

Perhaps there several factors contribute to the female perceived grater benefits to

community involvement related to females social skills, college contribution to

sharing opportunities with female campuses, family and encouragement and finally religious reasons.

The benefit of community involvement was perceived differently as hypothesized based on the amount of time of college attendance. Table 39 results indicated that year 3 and 4 students had a very strong mean level of agreement (.95 to .96) compared to the strong mean level of agreement of year 1 and 2 students (.87 to .90) that community projects enhance knowledge, and this was statistically significant, $F_{(3, 650)} = 3.4$, $p = .018$. For perceiving that community projects enhanced academic performance, year 2 and year 4 students demonstrated strong agreement (.88 to .90) compared to moderately strong agreement reported by year 1 and 3 students (.80), and these differences were statistically significant, $F_{(3, 650)} = 2.8$, $p = .038$. Practical analysis suggests that more time in College contributes to greater engagement in projects which in turn it seems to enhance self-esteem, and that volunteering on community projects shows loyalty to the UAE.

Table 40: Perceived Benefit of Community Involvement by Program

		N	Mean	SD	F	Sig.
Participating in community projects enhances my knowledge.	New Foundations	167	.88	.326		
	Higher Diploma + BAS	155	.96	.194	3.55	.029*
	Applied BAS Only	328	.90	.297		
	Total	650	.91	.285		
Participating in community projects enhances my self-confidence.	New Foundations	167	.93	.249		
	Higher Diploma + BAS	155	.97	.177	1.15	.316
	Applied BAS Only	328	.94	.245		
	Total	650	.94	.232		
Participating in community projects improves my academic performance.	New Foundations	167	.87	.333		
	Higher Diploma + BAS	155	.83	.375	.824	.439
	Applied BAS Only	328	.83	.374		
	Total	650	.84	.364		
Volunteering in community projects shows loyalty to the UAE.	New Foundations	167	.93	.259		
	Higher Diploma + BAS	155	.97	.159	3.23	.040*
	Applied BAS Only	328	.91	.284		
	Total	650	.93	.254		

Note. $*p < .05$, two-tailed; $**p < .01$, two-tailed

Some statistically significant differences were identified in Table 40, which compared the perceived benefit of community involvement by major category defining College program. Because levels of agreement are very strong for most of the measures, there is difficulty in making the claim that one program category has stronger levels of agreement than another. Care is exercised in not reading too much practical

significance into results which are already strong or very strong. Therefore, no

educationally meaningful agreement level differences exist between students in New

Foundations, HD + BAS, or Applied BAS only for reporting that participation in

community projects enhances knowledge, self-esteem, academic performance, and

shows national loyalty. Findings demonstrate a high level of agreement among

programs for measures examining perceived benefit from community projects and

service.

H6: **Statistically significant mean differences exist (below the alpha level of .05) for perceived College impact on understanding and motivation for community involvement, and based on gender, semesters in college, and program level.**

Table 41: Summary College Impact on Understanding and Motivation

Analysis	Survey Item	A + SA	D + SD	Count
1	Since I joined the college, I have better understanding of UAE community needs.	$n = 595$ 92.7%	$n = 047$ 07.3%	N = 642
2	Since I joined the college, I have better understanding of global issues.	$n = 475$ 74.1%	$n = 166$ 25.9%	N = 641
3	Since I joined the college, I am more committed to improving my community.	$n = 594$ 92.7%	$n = 047$ 07.3%	N = 641
4	Since I joined the college, I am more motivated to help others.	$n = 615$ 95.8%	$n = 027$ 04.2%	N = 642

Table 36 shows a strong level of agreement among students for the college

contributing positively to their understanding and motivation relative to social

responsibility understanding and practices. For example, 92.7 % of the students

reported that since joining the college, they have better understanding of the UAE

Community needs and are more committed to improving their communities. Findings

also indicated that 95.8% of students were more motivated to help others after joining

the college. However, enhanced understanding of global issues because of attending

the College was only reported by 74.1% of respondents.

Table 42: **Correlation Summary of Gender, College Semesters, and Program Level by College Impact on Understanding and Motivation Scale Dimension Score.**

Correlations		Gender	Semesters	Level
College Impact on	Spearman	.044[*]	.164[**]	.022
Understanding and	Sig. (2-tailed)	.265	.000	.581
Motivation	N	645	645	645

** Correlation is significant at the 0.01 level (2-tailed).
 * Correlation is significant at the 0.05 level (2-tailed).

Findings in Table 41 suggest that there are no overall agreement level differences

about the College impact on understanding and motivation by program level. But

there was a statistically significant and positive correlation, not based on gender and

program level in College, but only based on semesters in College (p = .000; *rho* =

.164) and the overall level of agreement about the College impact on understanding

and motivation. Nevertheless, detailed items analysis is necessary to better understand

and explain these findings.

Table 43 College Impact on Understanding and Motivation by Gender

	Gender	N	Mean	SD	T	Sig.
Since I joined the college, I have better understanding of UAE community needs.	Male	113	.88	.331	-2.28	.023*
	Female	529	.94	.242		
Since I joined the college, I have better understanding of global issues.	Male	113	.73	.444	-.174	.862
	Female	528	.74	.438		
Since I joined the college, I am more committed to improving my community.	Male	112	.89	.311	-1.51	.131
	Female	529	.93	.249		
Since I joined the college, I am more motivated to help others.	Male	113	.88	.320	-4.31	.000**
	Female	529	.97	.161		

Note. *$p < .05$, two-tailed; **$p < .01$, two-tailed

Statistically significant agreement level differences for the College impact on

understanding and motivation were identified by gender in the t-test reported in Table

43. Females reported stronger level of agreement than males that since joining the

college: (a) they have better understanding of the UAE Community needs (females =

.94, males = .88), t (642) = -2.28, p= .023; and (b) females are more motivated to

helping others (females = .97, males =.88), t (642) = -4.31, p=.000. Nevertheless, no

statistically significant agreement level differences were found by gender for having

better understanding of global issues (females = .74, males =.73) and being more

committed to improving the community (females = .93, males =.89).

College impact on understanding and motivation was examined through the semesters

of attendance. No statistically significant differences were found by the amount of

time attending college and the impact from the college on enhancing motivation to help others and improving the community.

Table 44: College Impact on Understanding and Motivation by Semesters

		N	Mean	SD	F	Sig.
Since I joined the college, I have better understanding of UAE community needs.	1 to 2 Semesters	208	.88	.326		
	3 to 4 Semesters	220	.95	.209		
	5 to 6 Semesters	112	.95	.226	3.43	.017*
	7 to 8 Semesters	102	.94	.236		
	Total	642	.93	.261		
Since I joined the college, I have better understanding of global issues.	1 to 2 Semesters	209	.67	.473		
	3 to 4 Semesters	221	.71	.457		
	5 to 6 Semesters	109	.87	.336	7.51	.000**
	7 to 8 Semesters	102	.83	.375		
	Total	641	.74	.438		
Since I joined the college, I am more committed to improving my community.	1 to 2 Semesters	210	.91	.288		
	3 to 4 Semesters	220	.92	.268		
	5 to 6 Semesters	110	.95	.209	.833	.476
	7 to 8 Semesters	101	.94	.238		
	Total	641	.93	.261		
Since I joined the college, I am more motivated to help others.	1 to 2 Semesters	210	.94	.242		
	3 to 4 Semesters	220	.97	.176		
	5 to 6 Semesters	111	.99	.095	2.13	.094
	7 to 8 Semesters	101	.94	.238		
	Total	642	.96	.201		

Note. *$p < .05$, two-tailed; **$p < .01$, two-tailed

According Table 44: The null hypothesis is rejected because a statistically significant mean agreement level difference [F (3, 641) =7.51, p = .000] was found between students who attended College from 1 to 2 years versus 3 to 4 years for having better understanding of global issues since joining the College. Enhanced understanding of community needs since joining the College was strongly reported by all students. But

year 1 students reported weaker agreement than year 2, 3, and 4 students. This difference was statistically significant, $F(3, 642) = 3.4$, $p = .017$.

Table 45: College Impact on Understanding and Motivation by Program

		N	Mean	SD	F	Sig.
Since I joined the college, I have better understanding of UAE community needs.	New Foundations	163	.93	.262		
	Higher Diploma + BAS	155	.94	.246	.123	.884
	Applied BAS Only	324	.92	.267		
	Total	642	.93	.261		
Since I joined the college, I have better understanding of global issues.	New Foundations	164	.66	.476		
	Higher Diploma + BAS	154	.85	.358	7.97	.000**
	Applied BAS Only	323	.73	.444		
	Total	641	.74	.438		
Since I joined the college, I am more committed to improving my community.	New Foundations	163	.91	.281		
	Higher Diploma + BAS	152	.96	.195	1.68	.186
	Applied BAS Only	326	.92	.276		
	Total	641	.93	.261		
Since I joined the college, I am more motivated to help others.	New Foundations	163	.98	.135		
	Higher Diploma + BAS	154	.95	.209	1.57	.207
	Applied BAS Only	325	.95	.223		
	Total	642	.96	.201		

Note. *$p < .05$, two-tailed; **$p < .01$, two-tailed

According to findings in Table 45, no statistically significant differences were identified between programs for the impact of the College on enhanced (a) understanding of the UAE community needs, (b) reporting greater commitment to improving the community, and (c) reporting enhanced motivation to help others. A statistically significant difference was identified with HD + BAS students reporting a

larger mean level of agreement than New Foundation students for having better understanding of global issues since joining the College, $F (2, 641) = 7.9$, $p = .000$.

4.4   Summary of Findings

In order to summaries the extensive findings presented earlier, firstly, the survey items are categorized to facilitate interpretation of the strengths and weaknesses. The survey items are reported and summarized using the following categories of strength: (a) Very Strong (90%+ Level of Agreement), (b) Strong (80% to 89% Level of Agreement), (c) Moderately Strong (70% to 79% Level of Agreement), or (d) Slightly Strong (69% or Less Level of Agreement).

Tables 40 to 43 provide a summary of key findings of the survey for further interpretation and discussion in the subsequent chapter.

Table 46: Very Strong: 90%+ Level of Agreement

I support my friends dealing with ethical and moral dilemmas	97.5%
I understand the meaning of being socially responsible	98.7%
I am a socially responsible person	96.2%
The College promotes community involvement	90.1%
My Islamic religion drives my participation in community projects	98.3%
Participation in community projects enhances my knowledge	91.1%
Participation in community projects enhances my self-confidence	94.3%
Volunteering in community projects shows loyalty to the UAE	93.1%
Since I joined the College, I have better understanding of UAE community needs	92.7%

Table 47: Strong: 80% to 89% Level of Agreement

I seek the advice from friends in situations requiring ethical and moral judgment	84.8%
Team projects are helping me to develop my understanding of ethics and morality	89.4%
The College is helping me to better understand the perspectives of others	82.3%
The College provides me with opportunities to develop values of social responsibility	81.7%
The College is helping me become a socially responsible person	85.4%
Student clubs at the College contribute to community projects	82.3%
My family encourages my participation in community projects	82.7%
Participation in community projects improves my academic performance	84.3%

Table 48: Moderately Strong: 70% to 79% Level of Agreement

The College invites role models to talk with students about ways to improve ethics and morals	79.8%
The College rewards students who participate in community projects	73.0%
My teachers have encouraged me to participate in community projects	74.7%
I expect rewards, other than self-satisfaction, as a result of my community service	79.7%
Since joining the College, I have better understanding of global issues	74.1%

Table 49: Slightly Strong: 69% or Less Level of Agreement

I have participated in a community project as part of a College course	52.8%
I have participated in community projects through donating money	44.0%

Unrelated to College, I have participated in a community project or performed community service	64.9%

Secondly, important statistically significant differences were found by gender, thereby supporting the alternative hypotheses and rejecting null hypotheses. For example, female College students reported stronger levels of agreement than males regarding:

- the College helping them understand the perspectives of others

- the College using role models with students to improve ethics and morals

- the College providing opportunities to develop social responsibility values

- the College helping them become socially responsible

- the College promoting community involvement

- the College supporting student clubs to benefit community projects

- the family encouraging participation in community projects

- the Islamic religion influencing participation in community projects

- the actual amount of participating in community projects

- the perceived benefit of community projects on knowledge, self-confidence, academic performance, and showing loyalty to the UAE

- the perceived benefit from the College on enhancing understanding of UAE community needs and influencing the level of motivation for helping others

Third, alternative hypotheses were accepted because important statistically significant differences were found by time or number of semesters attending the College and certain items examining ethical and moral reasoning, understanding for social

responsibility, the level of community involvement in projects, the perceived benefit of community involvement, and the College's impact on understanding community needs and issues and motivation for involvement in helping others. The following were statistically significant difference identified for key survey items by semester attendance:

- third year students reported greater levels of agreement (a) that the College enhanced understanding the perspectives of others; (b) that the College provided opportunities to develop social responsibility values, and (c) that opportunities were provided to develop values of social responsibility.
- 3rd and 4th year students reported greater levels of agreement for participating in community projects or performing community service, and that community projects enhanced knowledge
- year 3 and 4 students were reported to having better understanding of global issues since joining the College than other groups
- third year students reported participating in more community projects as part of a College course, and they reported the largest average number for participation in community projects than the other groups
- year 1 students reported lower levels of agreement that their understanding of community needs had improved since joining the College

Fourth, alternative hypotheses were accepted because the following statistically significant differences in level of agreement for survey measures were found between College programs:

- HD + BAS students had the strongest agreement for the College providing opportunities to develop social responsibility values

- HD + BAS students had the strongest agreement that the College was helping them become socially responsible

- HD + BAS students had the strongest agreement that the family encouraged participation in community projects

- HD + BAS students reported greater average participation in community project as part of a College course as well as community service unrelated to the College

- HD + BAS students reported stronger agreement than New Foundation students that understanding for global issues have improved since joining the College

- New Foundation students had the lowest average participation in community projects

- New Foundations students had the strongest agreement that the College rewards students who participate in community projects and that student clubs contributed to community projects

4.5 Open-ended Findings

Students were invited to answer three open-ended items. The first question asked students to list examples of social responsibility practices they had been engaged in at

some point in the past. A total of 152 students out of 650 answered this question with 306 different responses. The purpose of this question was to collect information not easily captured by closed items and to basically identify the most frequently reported examples of social responsibility practices. For the students that answered this question, many of them offered more than one comment, some involving clear examples of specific activities, while other comments were less precise but did convey an example of volunteering, raising awareness, or indicating what they valued. These open-ended data collected were counted and categorized to 11 categories based on the most frequently reported examples by students as shown in (Appendix 8). However, each category was clustered based on a specific theme as explained below:

- *Helping others*: focused on referring to the word "Help" in all type of forms extended to immediate family such as brothers, sisters and parents, or to help extend the entire community members. Student examples to describe "Help" had a large scope including emotional support and empathy.

- *Helping Family*: this category is focusing more on family members only. It directly specified help granted to any "family members" in any form, including special needs within family members, elderly people or as simple as supporting siblings with their studies.

- *Health:* in the health category, the student frequently mentioned participating in blood donation campaigns, followed by extending support especially to "patients at home, community houses or hospitals". Students also described their forms of involvement which included helping in administration, clinics or with more specialized medical service if they come from the health background.

- *Children:* student social responsibility examples targeting children focused on helping young children in "schools" through teaching and getting involved in designing special subjects that would enhance their awareness on social responsibility matters at a young age.

- *Special needs:* the student had two main categories within the special needs to support to. The first one is people with disabilities either physical or mental of all ages, and secondly, old folks' homes.

- *Environment:* students were keen to bring different examples around environmental sustainability which include reducing usage of water and electricity, recycling products and maintaining a clean environment.

- *Money donation:* students discuss donation and charitable work in general including money, clothes, food and sharing their donation with needy people either inside or outside the country.

- *Volunteering:* student feedback varied from regular volunteering and to being more engaged in sophisticated projects such as organizing events, and charitable campaigns. Students also referred to local organizations they participated in such as Taktouf, Emirates Foundation and Dubai Volunteers, in addition to international organization such as Save the Child and Habitat for Humanity. Some student projects were part of the College clubs and initiatives happening as part of the college extra-curricular.

- *Raising Awareness:* students discussed a wide range of concepts for awareness activities that they were part of and could possibly participate in the future such as raising awareness about Philanthropy, Social Education and Services, Global issues, and the importance of helping others and social responsibility values.

- *Values:* Students listed different values of social responsibility as one of practices they were involved in. The students gave 43 responses on values that they felt crucial to social responsibility practices with the most important being: Respectful, creating Shared Value, good attitude, being responsible,

maintaining spirit of contributing and giving, commitment and practicing ethics and sharing advice and spreading awareness.

- *Other*: This category represents the different values and attitudes of individuals towards social responsibility. This category included feedback on citizenship and different values and attitudes that preserve culture and traditions, the Arabic language and Islamic values.

To further obtain better results, items were ranked from the most frequently reported examples to the least reported. The following consists of the 11 key categories identified:

1. Generally, helping others (N =61)

2. Volunteering in the community (N =50)

3. Response conveyed values (N = 43)

4. Performing work for the environment (N = 31)

5. Other – too detailed to list (N = 31)

6. Donating money for charitable work (N = 30)

7. Involved in College or community activities to raise awareness for social responsibility practices (N = 24)

8. Helping family (N = 11)

9. Working with special needs populations (N = 10)

10. Community service in health (N = 9)

11. Working with children (N = 6)

To summarize the findings, additional grouping was made to the list above to show ratings by groups:

A: High Level group: response rate between 61-43 represented in 1, 2 and 3

B: Moderate Level group: response numbers: 31-24 represented in 4, 5, 6 and 7

C: Conservative Level group: response numbers: 11-6 represented in 8, 9, 10, 11

A second open-ended item asked respondents to offer suggestions for what the College could do to further develop students' personal and social responsibility. In total, 150 students out of 650 or provided recommendations. The student provided feedback that was put into six categories as shown in
(Appendix 9) The clustering was done based on the following collected information:

- *Education, Workshops/Academic Program/Lectures/Training Program:* All suggestions that were reported by students were either formally addressed with the curriculum or co- curricular activities that would be very informative to students about social responsibility.

- *Awareness: Guest speakers/role models:* Suggestions provided by student reported their interest in attending presentations by role model in the Emirati

society that would share with the best practices of being socially responsibility.

- *Motivate students/encouragement/ rewards system:* Extracted from the student addressing the importance of reward and appreciation to engage more students and stimulate their participation.

- *Increase opportunities:* this represents the student reporting that either there are not enough opportunities for them on campus, or they are not aware of these opportunities

- *Other:* the student suggested ways to engage students further in social responsibility events such as more promotions and marketing about these events and do not mark student absent if participated in out of class events

- *Events/Clubs/student Activities /fields trips:* student suggested emphasizing greater role of collaboration with the community through field trips or organizing clubs at the college in association with external organizations.

To rank the order of importance, each suggestion was placed into a category and each category was counted. Findings were classified into the following six categories with respect to College recommendations:

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1. Enhance events, clubs, student activities, and field trips (N = 36)

2. Provide additional education in the form of workshops, lectures, and training programs (N = 35)

3. Enhance reward systems to motivate and encourage student involvement (N = 29)

4. Enhance awareness with guest speakers and role models (N = 11)

5. Other suggestions (N = 8)

6. Generally increase opportunities (N = 7)

Following the above grouping to summarize the findings, three levels of grouping, High, Moderate and Conservative were adopted to the above six classifications:

A: High Level group: response rate between: 36-35 represented in 1and 2

B: Moderate Level group: response numbers: 29 represented in 3

C: Conservative Level group: response numbers: 11-7 represented in 5 and 6

4.6 Interview Findings

Individual interviews were conducted with 7 students and 3 teaching faculty. Student candidates were randomly selected for an interview, while the faculty was selected for an interview through purposeful means; that is, to collect relevant information about social responsibility education and practices at Sharjah Colleges.

The interview questions were designed to reflect further on quantitative data collected. Student interviews included four female students and three male students.

4.6.1 Student Interviews

Q1: How do you define/understand Individual social responsibility?

Female students' understanding of social responsibility reflected three different concepts. The first concept was discussed by *Mona*, a student in year one Business Administration Program. *Mona* reported that social responsibility is the ability of the individual to network and socialize to enhance networking and connections with other people inside or outside the college. The topics of the networking could include social topics such as environment or business ideas that people can talk about. Also, individuals can discuss ideas of collaborations and helping others.

The second definition by *Farida* from the Engineering Program studying in her third year is that Individual Social Responsibility is the ability of the individual to be become independent in solving his/her problems and without the need of other people support. The person's ability to solve problem requires him to employ many skills such as critical thinking, self-reflection, being patient and proper evaluation of the situation. *Farida* also discussed the concept of giving back to the society independently and not necessarily as part of the group. *Farida* indicated that being a good citizen is an important form of social responsibility because it requires a lot of

sacrifices, being independent, and a good decision maker. This includes listening to the leaders and following their instructions to make the country safe for everyone.

Moza is studying in the Foundation Program in her first Level. She defined social responsibility as how someone could be responsible in the society by being helpful and collaborative. She discussed the importance of different characteristics that the person must have to become socially responsible. Moza indicated that these skills need to develop overtime. Some of these skills have been learnt from our parents and family members and some of them are either read about or have been taught in the college or schools.

Maisa is another female student study in Business Administration Program in her first Level and she said *"social responsibility is developing people in the society through teaching them ethics, respect and cooperation. They can learn about these skills through the college or maybe in high school. Sometimes we observe these skills from our older siblings, teachers or family members at home"*

Male students had also the opportunity to reflect on the question about their understanding of personal and individual social responsibility concept. The student *Eisam* who is studying Engineering in his second year indicated that individual social responsibility in his opinion is social responsibility which is about creating positive

actions that contribute to one community represented in the Country, direct society including family members and friends.

Khalid who is also in Information Technology Program in his second year defined social responsibility as "*To do your work alone and do your work just with little help from other people. It is also represent providing quality work without copying from other people, or cheating or being dishonest. It is important that we be responsible for the work we create fully*".

The final interviewee was Ameer who is in his final year in Business Administration Program and he said that social responsibility starts with the immediate relationship with people. Therefore, the person must be first responsible in his own family with his parents, brothers and sisters or in his own family if he is married with children. The person must try very hard to meet their needs and support them financially and emotionally and try his best to make them happy.

Q2: The preliminary research data shows that female student engagement in social responsibility community projects is higher than male student, what do you think are the reasons behind that?

Interview feedback with female students discussed female core values, their soft skills and women's overall skills of being people oriented rather than task oriented.

Farida believed that there are more female students engaged in social responsibility projects because females are more ambitious and have a good vision of the future. Therefore, they are likely to help others and share positive values to contribute to a better life. *Farida* added that due to several traditional and cultural challenges women had faced in past they have learned to work harder and smarter to prove their ability and skills such as volunteering and being involved in community service which is one of the indicators of high level of Social responsibility for the individual.

Mona discussed how female students have better soft skills than male students which encouraged them to volunteer more. Also their ability to network and meet more people probably opens doors for them for more opportunities. Mona believes that females have strong skills in time management and organizational skills that have helped them to achieve that as many female students are keen to balance working in the community and volunteering alongside academic commitments.

Maisa and *Mona* both felt that just because women have higher participation, it does not mean that males have lower set of skills. But both believed that Emirati male students have lower participation because they have more responsibilities than female students. *Maisa* said *"male students have different priorities such as family obligation, job requirement, helping other family members if they are the eldest in the family and when they have time they are likely to choose an opportunity that could*

pay them money to spend on themselves or their family members rather than working

for free".

Moza also believes that male student family obligations and their direct expenses are represented in cars or indirect expenses to support their family such as paying for the house. To meet the cultural expectation of being able to save money for the future, they decide to spend their time in generating money through running their own business or working part time or full time.

Male student feedback regarding this question has taken different directions. Some of their feedback has supported female students and others did not. *Ameer* said that *"Females, either they are sisters, daughters or wives; they are the one who are mostly very active in the social world either through socializing, helping others, caring most or even extending emotional support to members of the family and friends. Given the reality that the majority of their routine is dealing with family members, their children or female friends they are a real social family leader".*

Khalid and *Eisam* did not agree with the preliminary finding of the research indicating that female student participation in community projects is higher than male students. *Khalid* reported that student feedback is not necessarily accurate when it comes to sharing result in surveys. He thought that female students have exaggerated their answers when they heard that there is a comparison between male and females.

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Eisam looked at the feedback from a statistical approach where he reflected his feedback that due to the higher number of females in the society, their participation tends to be perceived higher.

Q3: What skills/values do you think student can learn from being engaged in social responsibility projects?

There are a number of skills identified by male participants answering this question. Male students were mentioned: 1) Communication, 2) leading people, 3) community engagement, 4) critical thinking and 5) family support including helping parents and children. Male student feedback was very consistent in reporting the skills.

As for the female students, there were many values reported by them:

Farida described four main values and skills a person could gain from participating in social responsibility projects such as 1) being independent, 2) knowing other people, 3) developing communication skills especially when dealing with people from different countries, and 4) learning medical terms when volunteering for hospitals or medical institutions. She also indicated that being socially responsible enhances one's citizenship and religious values.

Maisa mentioned learning the skills of being more 1) cooperative, 2) understanding how to deal with difficult people and 3) acting in difficult situations. Maia mentioned about the college's new initiative of Learning by Doing and she commented that this

will enable students to learn more skills required depending on the project they will be taking.

Mona explained that social responsibility teaches people how to become 1) considerate, 2) share peace and 3) enhance communication skills.

Moza said "*Networking and knowing new people will teach you respect collaboration and equity. If someone in needs, you will help them so no one is better than the other*".

Q4: What do you think the country needs to do to enhance social responsibility engagement for youth?

Ameer and *Eisam* both believed that in order to enhance youth engagement it should start with the educational system as they spend more time in schools, colleges and university. Therefore, they suggested to include social responsibility education courses in the higher education system and to offer variety of training and development opportunities in this field.

Khalid indicated that before training people on any skills, there should be great awareness about the topic. Awareness encourages individuals and groups to participate in the project and make the goal happen as long as they believe in it. Therefore, he suggested that the country should spread awareness about the importance of supporting families and helping them. *Khalid* discussed the important role of family in supporting their children to participate in community services and the

role of the society to accept volunteers is very important - that's why all members need to understand the concept, purpose and applications.

Female students have elaborated with many ideas on how the any country in general and United Arab Emirates in particular could enhance social responsibility engagement for youth. *Mona* discussed that the foundation for every project should be solid. She suggested that the country should invest in extending awareness to high school students as well as to family members about volunteerism importance and protection to the environment. The importance of starting to educate high school students is that they are still young and willing to participate in new concepts. They should start when they are in schools and build on it once they reach university. *Mona* claims that there is no harm of even starting awareness from very young age like in KG or Nursery.

Maisa said *"in order for students to participate there should be a rewarded for their participation. Rewards not necessary to be money but it could also be words of appreciation or a token of appreciation."*

Moza also believed that appreciation and acknowledgement is missing from the college, therefore, there should be certificates given to students to motivate them to participate more. *Moza* suggested that the college could incorporate additional marks

to student courses that reflect their community service or volunteer in or outside the college.

Farida suggested that the first step is to create a comprehensive awareness campaign about social responsibility advantages and values gained. The project should be beyond the Higher Colleges of Technology. It should include all Educational institutions for under and post graduates in the country. This way it will encourage youth and students to compete with each other to college more hours of work in the community and their social responsibility skills and act will further develop. Moreover, there should be a national system to reward and appreciate students for their participation in community projects which could be done in the presence and support of one of the sheikhs to give it extra privilege and have a community leader and a real model attending.

Q5: What organizations in the society do you think the College should collaborate with to enhance social responsibility learning for students?

Mona suggested the telecommunication company Etisalat and Human Resources Development Authority because these organizations are very popular and recognized by different members in the society and both are well known with many branches to accommodate volunteers in different cities. Most importantly, these two organizations are known for compensating students financially for their participations. Mona said *"it is very important to receive appreciation in return. It motivates people to go back*

and volunteer again. Having a cash prize enables you to help yourself, your family and others".

Maisa and *Moza* reported that they don't have specific names but they suggest any organization that is willing to help and support people in need. *Maisa* gave the example of United Arab Emirates Red Crescent as it caters for people outside and inside the country. It also reached out for genuine cases that need support as they have specialist in the field. This way you ensure that your effort of supporting people is delivered to the right people.

Farida delivered a very organized thought with a list of companies and organizations that are listed by order of importance:
The first one is charitable organizations as they help needy students and people with different needs locally or internationally. The second in the list is Hospitals and Health Care providers as volunteering in such locations help patients and sick people who are desperately in need for support and compassionate individuals to be around them. The third category is Elderly people house and those who live in the old people house because you can bring the smile to them and ease their difficult situation. Next is Orphans house due to these people need for care and support. We are one community and we should be for each other. The following organization is Educational institutions such as schools and children camps, because it's important to act as role models to younger people and try to pass on our good experiences with

them. Finally, is any organization that contributes to the happiness of people and draw the smile on their face.

As for male students, *Khalid* reported that we should start with the internal institution therefore I suggest collaborating with Student Council Association at the Higher Colleges of Technology to enhance social responsibility learning for students at the council and other students in different educational levels and programs. This collaboration could also be extended to include Student Council from other colleges and other universities across the United Arab Emirates. The concept could go global and we could share best practices in the field with international academic institutions.

Ameer suggested internal collaboration to incorporate social responsibility education into the curriculum through the Liberal studies program. He indicated that this collaboration would result in sharing the knowledge with all students and therefore everyone would learn about social responsibility and would be able to have meaningful community service opportunities.

Eisam recommended looking at the concept from different perspective through discussing the new government initiative of the Presidential Affairs which is called "Absher" which was created with the aim to increase the percentage of Emirati graduate employment in the provide sector. *Eisam* believes that the private sector has great corporate social responsibility opportunities requiring many volunteers which

would maximize the opportunities for students to participate. According to Eisam, through student and graduate participation, they would be able to exercise their moral and ethical reasoning through different challenging situations posed by the business sector has and they would potentially be trained by mentors who are specialists in the field. Upon students and graduates completion of the program, they might be offered employment opportunities which mean those students did not only receive professional social responsibility training and gained knowledge, but also received an employment opportunity which would contribute to increasing the Emiratization percentage and meet the goal of Absher initiative program.

In summary, reflecting on the general understanding of individual social responsibility concept among students, there seems to be different levels of understanding the concept among students. This variation cannot be generalized about the entire interview and research population due to the small sample size. It is well known that interview research is more valid than reliable. However this diversity in feedback allows further analysis and discussion which is reported in chapter five. Another observation is that there is strong agreement by both male and female students that there is a need to further develop social responsibility learning for people and to create more awareness opportunities. Also the concept of extending awards and appreciation for participant has come up for both male and female student interviews.

4.6.2   Faculty Interviews

The purpose of the faculty interviews is to collect further information on the perception of faculty on Personal and Social Responsibility education at Sharjah Colleges- Higher Colleges of Technology. The three professionals selected for the interviews play an important role that is directly related to contributing to students learning inside and outside classrooms. Two of them also liaise with family members and guardians intermittently. The interviews were conducted individually face to face to ensure further reflections and elaboration on the concepts. Prior to conducting the interviews, approval was given by the director of the college and consent forms were signed by the participants. The real names of the participants have been changed for confidentiality and transparency in sharing feedback.

The three candidates have different roles but they work across campuses meaning that they provide services to both male and female students. The average employment years for the participants are ten years with the Higher Colleges of Technology. The first candidate, Mrs. Huda, is a member of the student affairs and her job responsibilities include but are not limited to daily involvement in student issues on campus and designing and implementing extracurricular activities for students in different programs and levels at both the Men's and Women's campuses.

The second candidate is Mrs. Manal who is responsible for dealing with Foundation Program students' academic issues and provide support and advising services to

ensure their progress. Her role requires her to refer students to different services on campus to extend further support such as personal counselling, career advising or services that provide financial aid and provide accommodation and support for special needs students. She is also responsible for designing enrichment and engagement programs for first year students to contribute to their success.

The third candidate is Mrs. Elina who is a business faculty member for both male and female students at the department of Business Applied Sciences Program. She teaches Business Ethics and she has designed several co- curricular and extra-curricular activities and projects that contributed to student learning through mapping them with graduate outcomes to ensure engaged and creative learning.

The interview questions below were designed to collect information regarding the existing college effort to support Personal and Social responsibility learning on campus and outside campus and it also discussed the challenges and interrelated professional staff feedback to students input.

Q1: How do you define/understand individual social responsibility?

Mrs. Huda defined social responsibility as the individual contribution in the community which includes voluntary work, community service and overall participation in awareness campaigns. The role of the individual could be through

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participation or organizing these events. Social responsibility includes also the effort of donating money to needy people or to countries in crises.

Mrs. Elina answered the question by indicating that social responsibility is about people involvement in accomplishing tasks or projects without expectation as in paid return or appreciation is the real social responsibility. She also added that it should be done by intrinsic motive and without being pushed or regulated to volunteer, participate in the community, help others or provide care. The core of social responsibility concept is the person and his ability to achieve results without return. Mrs. Manal said "Social responsibility is the willingness of the individual to gain voluntary experience without expecting a return. The real return is the self-satisfaction." It also should not be done for external motivational factors like media presence and acknowledgement in public events so it does not deceive the purpose of the noble cause of the social responsible act.

Q2: How do you think the college is contributing to the student learning of social responsibility? That is, (a) to understand the concept of social responsibility; (b) to practice and understand ethical and Moral reasoning; and (c) to participate in community projects /engagement.

Mrs. Elina reported:

"*The college had established a well academic and non-academic framework to educate for social responsibility*". She discussed the three points as the following: Directly related to the subject content, the college is offering the *"General Ethics"* course to all Year one business students with the purpose to help students to learn the practices of ethics at different levels. There is also the" Ethical Business" course which is taught for year three business students.

Elina elaborated that *"the business ethic theories and exercises are integrated in all learning outcomes, for example, students get the opportunity to learn about employing ethics in Software design and management, in marketing, in human resources management and administrations."*

As for the college extracurricular activities, she responded, "*I believe they are designed for students to reflect on the gained skills in the classroom and for them to get the opportunity to practice their skills in real life. For example, I was involved in several projects that were designed in collaboration with the Habitat for Humanity Program where students had to travel for few weeks to offer support to needy people in different countries such as India, Philippines, Egypt and Vietnam. Students have also participated in different blood donation campaigns*' Elina said.

Mrs. Elina mentioned that some of these social responsibility projects were done with close teacher supervision and sometimes students were encouraged to undertake these projects independently and outside the college hours. In order for the college to ensure the continuity of these initiatives, the college must incorporate and integrate learning

outcomes to these extracurricular activities to enhance student learning experience and ensure that students develop the required set of skills. Close reflection of skills should be incorporated between these activities and the content subject in relevance to social responsibility learning.

As for the Foundation Program which is considered one of the most important years for the students, Mrs. Manal felt that the existing curriculum lacks sufficient and proper co-curricular and extracurricular directly focusing on social responsibility education. She indicated that the focus is on the core skills for the content courses such as Math and English for the new students. *"Yes I do believe it's important, but soft skills also key for students to succeed"* Mrs.Manal said. She suggested scheduling more activities such as awareness campaigns, conferences and overseas trips as part of the core curriculum. Mrs. Manal described that in the academic year 2012-2013, the Foundation team introduced community project opportunities for students which included community service, social services and volunteering which was perceived positively by students. The learning outcomes of such projects for foundation students were to enhance students' soft skills such as altruism, caring about and for others as well as being productive members of the society.

Mrs.Manal commented that student services department in the college has been active in offering a variety of activities supporting social responsibility learning to students. For example, fundraising activities for children of Gaza, Mosaic event which was

organized under the theme of the spirit of giving, and finally, promoting voluntarily and community service opportunities communicated by the industry to all students via emails and announcement boards.

Mrs. Huda indicated that the student services department was dedicated to offer different suitable opportunities to all male and female students. Activities related to social responsibility were either promoted by other organizations to the college students or designed by staff and faculty to ensure community services and volunteering take place. The designed programs highlighted the importance of being socially responsible individuals to students and sometimes involved role models from the society to talk to students about their contributions. Mrs. Huda added that *"I think learning ethical and Moral reasoning start during new student orientation when all policies and student code of conduct is being discussed with students."*

The student Code of Conduct (Appendix 10) and Student Handbook (Appendix 11) state all expectations related to the student relationship with other students, faculty and administration. It also reflects the expectation of modest dress code, academic honesty and overall behaviors. Mrs. Huda reported that the College effort to educate for social responsibility is not well structured although there were different efforts done through affiliation with international and local organization. Examples of these organizations are Takatouf and Duke of Edinburgh Award. Huda mentioned that there are serious efforts by the students to establish charitable clubs but they are more active at the women's college rather than the men's college.

Mrs. Eilena added that since last year, the college has adopted a new concept of experiential learning to support student's involvement while learning which is called "Learning by Doing". This concept focuses on the role of the faculty in designing projects for students that would support the learning outcome at the same time it will give students the opportunity to develop stronger knowledge of the content subject through involvement, experiments, and discussion.

CHAPTER FIVE:

DISCUSSION, CONCLUSIONS, AND

RECOMMENDATIONS

This section provides discussion on the data reported from the qualitative and quantitative feedback collected to explore student's perception on social responsibility education and applications at Sharjah Colleges- Higher Colleges of Technology. The chapter provides analysis of the findings and addresses to the research hypothesis with interpretation and various recommendations to implement social responsibility education in the United Arab Emirates educational system. It also proposes a framework for social responsibility education program to enhance the existing system for better outcomes for social responsibility education.

5.1   Ethical and Moral Reasoning

According to the survey data collected, 97.5% of the students reported that they practice ethical and moral reasoning by extending support to their friends who are struggling with ethical and moral dilemmas. Although there were insufficient cases from the male students, female students showed a stronger level of agreement that the college helped them better understand the perspective of others (males=.70, females

.85) and that the college invited role models to talk with students about ways to improve ethics and morals (males=.63, females .83).

This is possibly due to the Women's College environment which applies different policies than Men's Colleges which encouraged female students to seek and share more advice than male students. One of these different policies is the existing "Gate Access Policy" at the Sharjah Women's College which requires female students to remain on campus from 8:00 am to 5:00 pm from Sunday to Thursday. The policy indicates that female students are not allowed to leave campus without prior family permission during the mentioned operation hours. The students can only leave campus if they are guarded by their legal guardians or if they have applied for a "Green Card" which grants access to female students to leave the campus any time based on prior obtained permission from the legal guardian (Student Handbook 2013). Generally, guardians prefer that their daughters, sisters and wives to remain on campus for the full day and do not leave unless there is a strong reason such as medical appointments, family emergency or upon the guardian's request. As a result, female students spend an average of 8 to 10 hours daily on campus inclusive of class times. Students reported they spend their free time on campus participating in college activities organized by student services department and socializing on campus with their friends which leads them to discuss ethical, moral dilemmas and situations. Discussion could also happen beyond the circle of friends to include teachers or the college staff, Academic Advisors and Student counselors. The survey reported that 82.3% of students agreed that the college contributes to student learning through educating

them on how to understand the perspective of others through different forms such as class discussions, counselors' awareness sessions, guest speakers, and extracurricular activities which includes professional development, workshops and training opportunities. Also, 89.4% students believe that team projects assigned to them by the college, helped them develop their understanding of ethics and moral reasoning. The student Khalifa shared the example how working helped him and other students to be fair when distributing tasks and responsibilities among the group members, help each other in case of difficulties and most importantly not to cheat or plagiarize. Khalifa added "besides fulfilling the academic goals, we learn many values of team work such as being fair, respectful, supportive assertive and honest". The Higher Colleges of Technology policies and procedures are designed to ensure safe, equitable and professional learning opportunities for students embedding ethics and moral reasoning. An example of a relevant document stressing on main values such as honesty, respect, decent behavior, and faithfulness is the Student code of conduct Another factor supporting the learning of ethics and moral reasoning is the institution policies and guidelines. This is represented in the student Code of Conduct document which sets a benchmark for behavior standards in the College. It was developed by the institution to provide a clear set of rules and regulations for students to must understand and follow during their studying years. The objective of the regulations is to provide a safe and secure learning environment for all students and to protect people, property, and the processes that support the learning environment. The Code of Conduct document discusses key values such as 1) Academic Dishonesty which

stresses on students not to be engaged in any form of cheating, copying or exchanging

information inappropriately, 2) Relationships with Others which includes the student

relationship with other students which is governed by respect and collaboration, and

relationship with faculty which also focuses on respect and ethical interaction and

relationship with college property with invites students to protect the college

properties and items and proper use of resources 3) the college expectations which

emphasize on students to represent the college in proper manner and maintain

professional behaviors and dealings (Student Code of Conduct 2013) . In order to

ensure student accessibility and understanding of the code of conduct expectation, the

college developed communication and implementation strategies summarized in the

below three points: a) the document is made available online for students to read and

access anytime on or off campus, b) during the new student orientation, the document

is distributed to all students and their guardians to be aware of policies and

procedures, c) teachers and counselors discuss the student code of conduct and student

handbook with students in their classrooms during the orientation week and respond

to all their questions, d) the document is referred to in discussion at the college annual

guardians meeting which take place at the beginning of the second semester.

It was important to understanding the detailed nature of the Code of Conduct and

policies because they plan such essential role in regulating students behaviors and

influencing ideas about values of independent social responsibilities. Moreover, the

role of faculty and administrators is to enforce the standards through communication,

modeling appropriate behaviors and supporting students.

5.2   College contributions to Personal and Social responsibility

From interviews with faculty and comments from open ended questions from students about college programs and activities, it was reported that college contributes to Personal and Social responsibility learning through; a) the structured learning happening inside the classroom based on designed curriculum with specific learning outcomes; b) learning experiences happening outside the classroom learning which are either extra-curricular and co-curricular activities; and, c) Community based learning which includes variety of projects and events that are designed in integration with the curriculum.

However, the perceptions of the social responsibility learning supported by these forms received different levels of agreement among the nature of support provided by the college as the following:

a) Curriculum based -Classroom learning:

Based on the survey feedback collected, there were only 52.8% of the students who participated in community projects as part of the curriculum. It appears there is a moderate level of agreement on the level of available well-structured personal and social responsibility learning happening in the classrooms and associated with the curriculum. This means there is significant opportunity to improve the result taking in

consideration the following options; a) there are not enough experiential and community based projects integrated in the curriculum and aligned with clear learning outcomes or requirement associated with community engagement, b) there are integrated projects however, the designed projects with the community are not graded or they have optional student participation which probably students did not select to take part in, c) the options available do not meet the student expectation such as location and nature. However, there was statistically significant difference in third year students in college reporting on average participation in more community projects as part of the college course (.73) than first year (.42), second year (.50) and fourth year (.60). This could explain the academic requirement program- the work placement and Internship- program which is linked to the graduate learning outcome of undergoing six weeks of work experience. Some students choose to have their internship in service-based industry with community projects to enhance their social responsibility values. The above result supported the work-based learning discussed by the Community-Based Learning: Engaging Students for Success and Citizenship (2006).

The role of faculty in supporting Social Responsibility Education is reflected in student feedback indicating that only 74.7% of the students reported that their teachers encouraged them to participate in community projects with no statistical significant difference between male and female students. This response rate is conservative

considering that 84.3% of the students believed that participating in community projects improved their academic performance.

Another justification for this reported percentage is that according to the demographic information of this research, one third of total respondents (650) of the respondents are from foundation program who do not have formal integration of Social Responsibility Courses in their Curriculum as they mainly focus on English and Math competences.

Also, it's possible that student participation in social responsibility is not academically related; therefore the teachers are not involved in supervising these opportunities as they happen outside the classroom environment and maybe the college environment as a whole which are organized by the Student Services department.

The above supports the importance of the role of the college administration especially the faculty in encouraging and mentoring students to take part in social responsibility projects as discussed by Dey & Associates (2008) in the literature review.

Student feedback from the second open ended question which asked them to offer suggestions for what the college could do to further develop student's personal and social responsibility indicated that thirty five students suggested enhancing the curriculum by incorporating workshops, lectures and training programs that provide additional insights and knowledge of social responsibility. Moreover, interviewed students shared their suggestions of incorporating courses to teach ethics and social responsibility theories and practices to students at different levels and academic

programs. The students suggested offering a variety of training and professional development for the entire United Arab Emirates educational system including high schools.

Although the faculty person in the Business Program, Mrs. Eline suggested that the college is already delivering "General Ethics" academic course to the first year business students with the purpose to introduce general practices of ethics and morals to different disciplines. The "General Ethics" course is only offered to first year business program with relevant assignments and projects incorporated to the community. The current limitation is that this course is not applicable to the entire college student population attending different programs. As Mrs. Manal, the Foundation Program Advisor, discussed in the interview the need for a well-structured and integrated academic program designed to provide students with values and social responsibility theories and practices through experiential learning. Although, the effort made by the foundation program has been a great progress to contribute to the foundation student enhancement of their personal and social responsibility values, but the lack of commitment from students towards the program remain to be a challenge as it was scheduled as a none-credit hour that fail to retain students in it as discussed by Melaville et al. (2006).

b) Extra-curricular and co-curricular activities:

Based on the survey findings, 90.1% of students reported a very strong level of agreement that the college promotes community engagement which they could

possibly be referring to the College different practices including co- and extra-curricular activities. A slightly lower percentage of students represented in 81.7% agree that the college provides them with opportunities to develop values of social responsibility. For further effective learning to happen, experiential and extracurricular classroom experiences should be offered to complement classroom learning which brings the role of Student Services in providing meaningful experiences to achieve the learning required.

According to the Higher Colleges of Technology's Co-Curricular and Extracurricular activities procedure document, extracurricular activities are defined to include student clubs and events that take place outside the classrooms either with direct relevance to the curriculum or contribute to one or more of the learning values and outcomes. Interviews indicated that Sharjah Colleges, Higher Colleges of Technology, extra-curricular activities are provided by the Student Services department. It includes 20 different types of clubs and activities targeting the development of student talents, interest and skills. As reported in the interviews, some examples of these clubs are the Student Administrative Council (SAC) which is responsible to represent the voice of students to the College administration. The student council members both at the women's or Men's college organize various activities that promote social responsibility, community engagement, charitable fundraising events and entertainment events. Another independent student clubs focusing on charitable projects and raising awareness on volunteering and helping others is "Basmah" Club at the women's college. The Basmah Club organizes four major events per year to

raise funds to different countries in need. It has also organized events for Salam Ya Seghair to raise funds for the children of Ghaza and Syria. Interviewees also described about Al Shamoukh Leadership Development Club at Sharjah Women's College, which is another club that promotes social leadership and empowering women to make a difference in the society. It offers mentoring program for students to develop their leadership skills such as assertiveness, operational skills and the power of inspiring others. Finally, male students talked about Al Rahala Club at the Men's College, which aims to promote peace, learning through traveling and understanding the perspectives of other people. The club helps to develop respect for cultures and diversity through traveling and hosting informative events from other countries. The Korean, Japanese and Italian Cultural days were organized by students and their mentors. The survey indicated that 85.4% of students reported that participating in clubs offered by the college that it contributes to community projects, but there is slightly stronger agreement among female students about the impact of clubs in instilling social responsibility values. Perhaps the gate policy at the women's college facilitates more students staying on campus to take part in these clubs while male students leave the campus during their break times.

 This probably produces the difference in self-reports about level of understanding and involvement in community projects and their of the college in enhancing social responsibility values and experiences.

    c) Community based projects and events:

Generally, student participation in community based projects and events were reported somewhat low in comparison to all questions. Although, 90.1% of the students reported that the college promotes community involvement, however, their overall participation unrelated to college activities was only 64.9%. Although, the feedback received from the faculty interviews indicated that the college has the active role of soliciting for social responsibility events and opportunities from the community to be hosted either on or off campus. It seems that there is a need to increase the number, frequency and consistency of these opportunities. Based on the structure of the organization, the department of Student Services is responsible for organizing events for students including charitable, awareness driven, competitions and community engagement opportunities that should help to communicate and develop values and skills of social responsibility. The feedback collected from interviews showed that Student Services organize community service events for students through student clubs which are totally run by students. There are ten active clubs for both male and female students promoting the concept of volunteering, charitable work and helping others. The Shamoukh and Basmah student clubs are two examples of female student-driven clubs that organizes several events with community organizations and role models. The students organized different activities with the House of Orphans in the emirate of Sharjah and Children Cancer patients in the city of Al-Ain. In addition, the college has formed collaborative partnership with several charitable organizations such as UAE Red Crescent where the college organizes fundraising events to support global and local crises. Another partnership

has been formed with the Office of Her Highness Sheikha Jawaher Bint Mohammed Al Qasimi the wife of His Highness Sheikh Dr. Sultan Bin Mohammed Al Qassimi, the ruler of Sharjah, to support fundraising initiative through involving students and faculty in participating in their charitable campaigns. Examples of different campaigns that students participated in were Salam-Ya-Seghar and the funds raised were 120,000 UAE Dirhams and for the Warm Heart campaign, the student collected winter blankets for Syrian children which were worth more than 20,000 UAE Dirhams. Reviewing the above feedback, it does indicate that the opportunities available for students do not only encourage their participation through financial donation but also indicates non tangible participation which supports students feedback of 44.0% students reporting that have participated in community projects through donating money only.

As discussed above, the community based activity related to social responsibility learning is either done as co-curricular or extra-curricular. Either way, the overall received feedback either qualitative or quantitative suggests that the college must establish a comprehensive interrelated program to offer social responsibility and community engagement opportunities to students consistently and continuously. This includes the recommendations provided by students in terms of the college adopting a new way of marketing and promoting these opportunities to reach out all students. Moreover, the diversity of these opportunities must include the type of experience students have listed in their open-ended questions where 36 responses have suggested

enhancing events, clubs, student activities, and the second highest response (35) has recommended providing additional education in the form of workshops, lectures, and training programs.

In summary, there are existing efforts for incorporating personal and social responsibility learning into the curriculum, however, the current practices are not comprehensive to reach out to all students. The recommendation is to design a full integrated program that caters for social responsibility theories and practices learning for students. The program should be mapped out for all college years and divisions to ensure that learning is accrued at different stages. It should also allow sufficient time for learning and reflection.. The current vision of Higher Colleges of Technology is to promote Learning by Doing and with the introduction of General education courses there should be a great opportunity of introducing personal and social responsibility education outcomes and activities.

5.3   Social Responsibility Definition and understanding

The first area of discussion for this research study is to find the overall understanding of the concept of social responsibility among Emirati students studying at Sharjah Colleges – Higher Colleges of Technology.

The data indicated a very strong level of agreement, as 98.7% students believe that they understand the meaning of being socially responsible and 96.2% consider themselves to be socially responsible individuals. As the survey did not ask students

directly to define the concept social responsibility, therefore, the feedback provided

mainly reflected the student's personal interpretation according to their expectations,

background and education. The feedback gathered from the interviews showed that

there was variation in understanding the concept of individual social responsibility.

Thus, some students discussed their understanding of social responsibility as the

individual's ability to network and to know more people in social events and students

also discussed the challenges they experienced while initiating conversations with

other students in different academic levels at the college. There are many reasons that

might have contributed to this misunderstanding of the concept which is possibly the

literal translation of the word "social" and "responsibility" without applying any

reflection on the purpose.

The student defined Social Responsibility using two approaches. The first approach

discussed the values associated with individuals and social responsibility practices.

summarizes the values mentioned by students as their social responsibility values

which include helping others, collaboration, caring, honesty and protecting the

environment. The above values based definition list similar values discussed at the

Educating for Social Responsibility in Colleges and Universities project by Core

Commitment. Although student feedback seemed to strongly support values of social

responsibility, the skills discussed by students lacked reflection on the altruism

concept which is giving without expectation. This was also shown in the student

feedback regarding expecting appreciation or award for their work in the community.

During interviews, four students' feedback reflected practices of community engagement and the spirit of giving back to the community but indicated the importance of receiving a reward or appreciation either in the form of acknowledgement or monetary as a return for their participation. Although the student discussion confused the altruistic meaning of social responsibility, however, this cannot be generalized using collected data as there is not enough evidence to support this argument.

Nevertheless, the maturity in discussing the concept between the staff and student shows a significant difference in the level of understanding regarding social responsibility concept.

The vagueness of the definition among students was already discussed in the literature review. The staff definition for social responsibility supported student values and especially the importance of being involved in the community projects to help others through participating in different activities without any expectations. The faculty was keen to highlight the importance of altruism and volunteering without expectation to achieve a shared goal and a common advantage. The students showed a moderately low response rate of 79.9% describing that they do not expect any reward for their community service other than self-satisfaction. They have also reported a slight lower rate of 73% describing the college efforts in appreciating and rewarding students for their contributions to community services. The student elaborated during the open-ended questions that students prefer not to participate in extracurricular events because it does not have direct rewards to them, unlike attending classes or doing

projects which are associated with grades. The students recommend that the college should consider motivating students to be engaged in community projects as part of extra-curricular activities through acknowledging their participating in media, college news or by inviting them to the student award ceremony. Twenty-nine students proposed that the college must develop a reward and appreciation system to motivate and encourage student involvement. Additionally, some students shared their feedback about the need to enhance the curriculum by integrating social responsibility topics and values in it and to increase the quantity and quality of events and activities to promote engagement, social responsibility, volunteering and helping others.

5.4   Student participation in community projects

Unrelated to college requirements, 64.9% of the students reported that they have participated in a community project or performed community services. The above result does not indicate the type of student involvement in these projects. The result considers the possibility of being engaged through volunteering and being available to perform the tasks independently or within a group, and the other possibility is through donating money as only 44.0% students reported that they have participated in community projects through donating money. As discussed earlier in chapter two, that Emirati population is very well grounded in their religion and culture which is donating money as Sadaqat or Zakat (Kasidoudes and Bradtorb 2007). The result indicated that a low percentage of students participate in community projects as 54%

of students have not participated in any community projects in the last six months. Probably, there are several reasons behind students' weak engagement in community projects which was discussed during interviews as a) lack of understanding of the importance of social responsibility act in the community; b) students showed strong interest in receiving award and appreciation for their participation; and c) student would consider paid priority experience rather than volunteering ones with no pay. In the few reported gender related cases reported, there was a statistical significant agreement that females reported stronger engagement in community projects than male students. The feedback collected from interviewing students justified the findings due to females being social in nature and they enjoy helping others. Moreover, the participant demographic information indicated that 95% of respondents were single. Based on interview discussion, female students reported that the majority of female students have fewer obligations than male students and therefore they would not mind working voluntarily or for the sake of experience. On the other hand, males may have additional obligations such as employment either part time or full time. However, male students would consider experiences with pay instead of voluntary experiences due to different financial obligations. Emirati culture and tradition encourage males at young age to work and generate income to support their future. In some circumstances, the older son in the family receives additional obligation of supporting his family financially in the case of the father's absence or illness. Nevertheless, females receive financial support from their guardians in most cases and are not required to work unless the family has serious financial issues.

Another finding reported is that new foundation students had the lowest average participation in community projects which perhaps reflect student interest in focusing on their transition period from high school to college life rather than being distracted with other activities. Also, at this stage, the family is more likely to encourage students to also focus on their studies to develop the right skills for college life. Finally, the majority of foundation students require further skills to support their time management, organizational skills, critical thinking and communication; therefore, after building these skills they are more likely to be more confident and engaged in further activities such as social responsibility and community service projects. The foundation's low average of participation in community projects discussed by Mrs. Manal who referred to the lack of integration of social responsibility education as part of the curriculum in the foundation program as the current status of these courses is Non-credit hours which does not obligate students to participate. Moreover, the structure of the foundation program is to equip students with English and Math competences to enable students to succeed when joining program years.

The research showed that third year students reported high levels of agreement that the college contributes better to their social responsibility learning either through enhancing their understanding about the perspectives of others or by providing them with opportunities to develop their values. Perhaps this feedback indicated that the longer the students spend time in the college the more they are able to be involved in social responsibility learning opportunities. It could possibly relate to the feedback provided by Mrs. Eline who discussed about the "General Ethic" courses offered to

post foundation students which include different skills related to social responsibility, values and moral. Senior students are probably keen to evaluate opportunities and feel more confident about joining clubs which promote Social Responsibility values and activities. They are also able to know where to search for these opportunities, connect with Student Administrative Council members, join clubs and participate in different events.

In the reference to the open-ended data collected, students based on frequently reported example which was consisted of 11 key identified categories, the top three reported activities by students probably were a) any activities that generally focus on helping others; b) volunteering in the community and c) practicing good values in dealing with self, individuals and groups.

5.5 Benefits of community engagement

The benefit of participating in community engagement activities was clearly reported through student survey and faculty interviews. The survey reported three benefits associated with self and academic development. Overall, students seemed to realize the importance of social responsibility to skills and values development. The result showed that 94.3% respondents believed that by participating in social responsibility activities and community projects it contributes positively to their self-confidence. Perhaps student self-confidence gets developed from the student ability to plan and organize events that contribute positively to individuals and groups. Organizing

events that include communication skills, negotiation skills, critical thinking, and planning and project management.

Beside soft skills development, 84.3% of students believed that Participation in community projects improve their academic performance which could include enhancing knowledge and wealth of information as represented by 91.1 %. The academic skill enhancement possibly refers to presentation skills, collaboration in projects and developing teamwork skills. It could possibly relate to direct academic skills as in ethics program offered by the Business department. It is more likely for students to see the direct result of Social Responsibility when it's linked to academic outcomes especially when students are engaged outside the college environment.

5.6   Other factors contributing to student social responsibility education

5.6.1   Family

College students continue to receive support and consultation from their guardian after high school. In the case of government higher education providing free education to United Arab Emirates national students, the role of the guardian remains to be supervisory through extending suitable study environment to students inside the home and ensure any complimentary studying expenses are covered.

The role of the family is also extended through providing support and encouragement to the student's academic performance. There is an overall positive agreement that

family encourages the student to participate in community events and project as 82.7% reported by students. Although there was no specific question asking about the type of support provided by the family, nevertheless, it could possibly be represented in the family encouragement to motivate students to participate in such projects. As reasonable explanation associated with the Emirati families tradition, that further support is probably more applicable in the case of female students as represented in guardians granting the student the approval to participate in these events through chaperoning or providing transportation. As a result, female students reported a stronger level of agreement than male students that their family extended more encouragement for their participation in community projects.

Another observation among students reporting family support by level of program, the HD + BAS students had the strongest agreement that the family encouraged participation in community projects, probably this maybe because the HD + BAS program has the longest years of education with the college as the students spend an average of 5 years to earn their BAS program. Students go through several orientation programs including their family. Hence, providing information about such activities to families appears to encourage them further to permit the involvement of their sons and daughters.

In reference to the open-ended question feedback, the students listed "Helping" family as part of their shared discussion about Social Responsibility practices.

5.6.2 Citizenship

The relationship between Social Responsibility and Citizenship has surfaced extensively in the discussion during the data collection and was reported significantly by both genders. The data showed that 93.1% students believed that volunteering in community projects is part of being a proper citizen and it communicates loyalty to the country. It was extremely positive to see student ability to draw a direct connection between being a loyal citizen through being engaged in community projects and demonstrating social responsibility act. During interviews, students discussed that being a socially responsible individual is a form of paying back to the government and the leadership of the country. This could be demonstrated by helping others in the society, supporting elder people, patients or special needs. Also, volunteering to support with the country's major events to represent the image of the country to visitors at the best level. Some students shared the example of the optional new country military service program for youth as an example of a social responsibility opportunity those youths must commit to and participate to pay back to the country and show loyalty. Another form of social responsibility values that is connected to citizenship education discussed by students was enhancing ethics and morality in the workplace. Students discussed that through participating in initiatives like "Absher" which is a government initiative organized by the United Arab Emirates Presidential Affairs and aims to increase employment opportunities of UAE Nationals

in the private sector which has great Corporate Social Responsibility Programs. .

Thus, students and graduates would be enabled to expand their options and learn

further practices on social responsibility, implement critical thinking and problem

solving skills.

Student feedback regarding social responsibility issues in the country indicates the

agreement that the college has played a vital role of improving students'

understanding of the UAE Community needs as reported by 92.7% of respondents.

In reference to both open-ended questions, students reported that it is very important

to develop skills of citizens through Social Responsibility.

5.6.3 Religion

Students scored Religion and specifically the religion of Islam as the one of the key

drivers to their Personal and Social Responsibility engagement and community

service (98.3%). During the interviews, students discussed their beliefs of how Islam

teaches those values and practices of social responsibility. Example of values included

act of kindness, helping others, honesty, collaboration, altruism and as simple as

removing harm from roads of other people as stated in one of the Hadith by Prophet

Mohammed (Peace Be Upon Him). Students have also mentioned variation of

practices that include categories which students ranked according to *ajer* which means

reward from god. The list of practices starts with a) help family members and

neighbors in needs; b) donate money, food and items to people in need; c) protect the

environment by planting and taking care of animals; d) keep the environment clean; e) visit patients ; f) be kind to children; and g) respect elder people.

Students mentioned that in addition to following Islamic values, they follow Prophet Mohammed as a role model in his practices and dealing with others.

Although the percentage of agreement was high for all students, however, female students reported stronger level of agreement than male students that the Islamic religion is their influencing factor for their participation in community projects. This might be relevant to female students as discussed earlier that they tend to spend more time on campus discussing issues and influencing each other on different topics including religion. This finding certainly requires further investigation, however, it could also be applicable that from the list of Islamic social responsibility practices listed above, female students are more likely to be helping family members and neighbors, working on environmental issues and working with children including friends and family.

5.7   The UAE Vision 2021

The United Arab Emirates Vision 2021 document invites individuals to create the spirit of being socially responsible and engage themselves in a variety of awareness programs and community service events which include volunteering opportunities and charitable work which will promote social inclusion and integration of all people living in the UAE. The document is also aligned with students reporting their positive feedback on being socially responsible citizens through the examples they shared of being socially responsible at personal and professional levels. According to the government document, the leadership of the country is dedicated to support Emirati youth to become confident and socially responsible with high ethics and strong commitment to be successful towards contributing positively to their society.

The discussed role of families above reflects the expectation of the UAE Government Vision 2021 of its target to achieve cohesive and prosperous families that one of its key foundations in the Emirati society is to achieve equitable participation in the society through empowering women and maintaining a strong relationship between family members. As the research reported higher significant levels of female students feeling more supported to participate in community engagement by the college and family members, it translates the country's vision of creating opportunities for females on different domains to participate and play an active role without being discriminated against. Moreover, the guardian's support and encouragement for

students to participate in community projects confirm the country's leadership expectation of the appropriate role that families must play in extending mentoring and guidance to their children to achieve successful results. The document has also urged the nation to adopt and practice moderate Islamic values and practices to promote such practices of social responsibility in all levels to ensure preserving the beliefs, tradition and heritage of Emirati people and culture in such dynamic and globalized environment.

In summary, the general social responsibility feedback provided by the faculty described the college effort in providing Social Responsibility education to students through activities and projects that contribute to the society and community service. There is a general agreement that the college offers variety of extracurricular activities but they are not well-structured or integrated with the entire program offerings. The quantitative and qualitative feedback reported from students show direct alignment between what the UAE 2021 Vision document proposed and what students reported in relevance to their Social Responsibility practices such as volunteering, being good citizens, and meeting role models in the college.

5.8   Summary of findings from discussion

The discussion of the collected data showed several issues relevant to the hypothesis provided in the research. The final part summarizes findings from students, followed by faculty and then the general findings.

5.8.1 Student

- Student self-report on their level of understanding individual social responsibility was very strong. Although the research does not ask directly for a definition of social responsibility, but the students managed to frequently report on values associated with the concept of Social Responsibility or its applications. However triangulation of data collection methods indicated that there was a level of vagueness in defining the term by students.

- The Ethical and Moral Reasoning had also received strong feedback by students that they are practicing it through helping their friends and support them with dilemma through interaction with friends informally or formally through assignments and projects. Female students seemed to report significant agreement to a number of questions such as their ability to deal with dilemma or moral reasoning.

- The role of the college in extending supporting educating for Social Responsibility had varied depending on the hypothetical question. For example the students seemed to perceived the College to positively offering extracurricular activities that promotes for Social Responsibility learning, and instilling values of social responsibility in students through teamwork, policies and procedures, however there are areas where additional effort need to be

achieved specially to integrating social responsibility into the curriculum and provide additional Social Responsibility and community services engagement to students and faculty to encourage students participation. Students seemed to understand the benefits associated with community service and social responsibility engagement.

5.8.2 Citizenship

- The students reported a very strong and positive feedback represented in their high sense of citizenship. The student believed that a strong social responsibility value is an indication for a good citizen. Citizenship discussion was reported by students in three different levels. The first one was through the direct question of the survey, the second is in the open ended questions and finally during the face to face interviews.

5.8.3 Islamic Religion

- Islamic religion had received the highest response rate by students as the core drive for their social responsibility act and beliefs. Students also discussed Islamic practices during the face to face interviews and the open ended question in the survey.

5.8.4 Family

- Finally, the role of the family in support community services involvement was acknowledged by student especially female students.

5.9 Recommendations

The higher education and need for change research suggests offering several programs to develop leadership and soft skills of students (Fowler 2004). The shared example of such a program is opportunities that would contribute to enhancing emotional intelligence, student leadership program and effective communication skills. One of the challenges that the research anticipates is the possibility that some of the general education programs lack the learning by doing factor which engages student directly in community projects. Another suggested advancement is to undergo stronger commitment to reflect change within the curriculum, policies, values and institutional practices.

In review of the above provided summary of the discussion, this section has two scopes of recommendations. The first scope presented two comprehensive programs that aim to address the findings from this research project. The second scope addresses a list of general recommendation that would work for colleges and universities at different levels. The provided recommendations for educational institutions take into consideration three key areas which are a) Curriculum b) Faculty

c) Extracurricular activities and D) social capital utilization. There are also recommendations made for family.

The recommendation also provides a further section on future research to enhance this concept.

5.9.1 Comprehensive Personal and Social Responsibility Education Framework

As a clear outcome of this research, there is a serious need for a holistic integration of Curriculum, Community and Family to enhance individual social responsibility learning and engagement with clear learning outcomes. The proposed framework provides solutions of combining classroom education with community and experiential learning. The program focuses on three main pillars which are College, Community and Family as shown below in figure (1):

Figure 1: Personal and Social Responsibility Education Framework
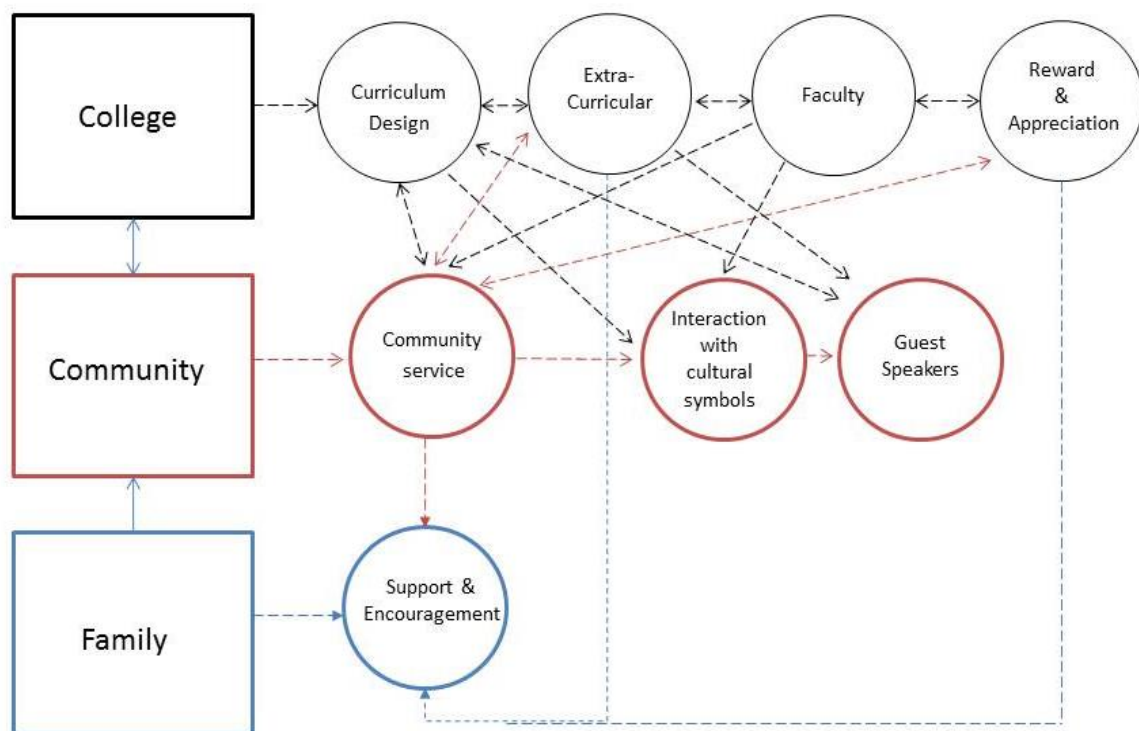
Personal & Social Responsibility Education Framework

The framework of three pillars constitute the College, Community and Family with each pillar having one or more factors that contribute to learning of social responsibility theories and practices. Pillars and factors are constructed based on the feedback collected and the factors are interrelated with direct and indirect effects to student learning.

The first pillar looks at "College" and consists of four factors which are the Curriculum, Extra-Curricular, Faculty support, and Reward and Appreciation. The "College" aspect discusses designing suitable *curriculum* that aims to introduce social responsibility theories and values which must be incorporated in Foundation Program Years as they are crucial years of experience for new students. The curriculum offering could be scheduled as one of the General Education courses. Additional courses with social responsibility subject context could be offered to students in their specialized program years with more advanced context to enable them to deal with more complicated scenarios of ethical and moral dilemma. The courses offer structured learning that follow the college credit hours and grading system which would ensure student' participation at this early stage of the program. Following the curriculum design, the second factor is the *extracurricular activities* which are designed with the purpose to supplement the theories with experiential experience to enrich students learning. Extra-curricular activities would be a community based learning for students with key requirements to support their learning through real life situation and their applications of a proper reflective and self-evaluation system.

Again, to ensure that a proper integration is happening, the extracurricular activities must be mapped out carefully with the course learning outcomes and the required learning competences must be explained to students and the community host. Students must be able to see this link clearly and rely on drawing conclusions related to the practical experience. In reference to Figure (1) ,the links between curriculum and extracurricular are designed to be two-sided to ensure that when designing the curriculum, experiential learning must be considered especially when soliciting for community service or volunteering experience. The community component must also take into consideration managing expectations of the community partners through offering training and awareness workshops to companies involved. These awareness workshops will offer community partners the knowhow on handling the processes in their organizations and ensuring that proper learning is happening to students.

The role of the *faculty* is the third factor with has two sided arrows indicating the important impact of faculty on encouraging students to participate in community projects and social responsibility activities. They are also the direct mentors to evaluate the performance of the students as part of the curriculum requirement. The faculty role should be represented in mentoring students during their community engagement experience. Faculty should use self-reporting or reflection for students including methods such as interviews, log or online diary. The role of higher education institutions should also include the nurturing opportunities to develop social leaders through co-curricular and extracurricular activities which includes and not

limited to community service, service learning and awareness programs. Faculty could also be perceived as role models to students through their interactions and applications for social community act and values.

According to Pasque et al. (2005), it is important that faculty contribute to the education of social responsibility through scholarly work and research in the field. Moreover, they should encourage students to develop the right skills to be active in the community work and civic engagement. The colleges must continue providing knowledge while focusing on shaping behaviors and building values such as leadership, soft skills, integrity, act of kindness and collaboration.

The final factor of providing awards and appreciation also has a two-sided relation. One of the research findings is the high weight of importance this factor represents to motivate students in participating in community projects. The students have reported that they demand higher level of appreciation for their community participation from both college and faculty. Therefore, the connection line involves faculty to extend encouragement and support to students to participate in community projects. Moreover, the model suggests extending appreciation to faculty who are the role model for students as a practice of sharing values of social responsibility. To motivate faculty in mentoring and extending extra out of classroom supports and opportunities to students to learn more about social responsibility practices, the college could allocate an award for employee with high level of creativity in sharing such projects

or who exemplify such practices. In order to continue promoting for the value of altruism, awards should not be monetary.

The second pillar is *Community* which is a key factor to provide experiential learning. The community service factor has two connections as the first one is towards extracurricular activities and the second is for award and appreciation. Allocating suitable extracurricular opportunities in community services is possible through students or the college. The purpose of these activities differs according to requirements, skills set and learning outcomes associated with the course. For example, co-curricular activities that complement the learning outcomes required by the course could be assigned by the college or faculty to ensure suitability of the experience. Extracurricular activities could be optional activities to enhance the learning of the students and introduce them to social responsibility values in practical away. As earlier discussed, the Student Services department plays a key role in soliciting for such opportunities with various community partners. According to the generated feedback from students regarding social responsibility experiences in the community, the student reported several categories that could be considered when offering opportunities to them such as ; a) working with special needs population including old people house; b) helping needy people around the world either by building houses, schools or hospitals,:c) visiting and helping patients in the hospital, and d) offering help in general to people in need for help in the community. The opportunities discussed by students have also shown the diversified scope of learning

they are interested in experiencing. Hence, these suggestions and student eagerness to participate must be compensated upon completion of the community service or work. Student acknowledgement either by grades as a course requirement or by other incentive like rewards points or certificates of appreciation would offer a great support to their engagement.

The second Community factor is interacting with cultural symbols to create relevant experiential learning for students. The college is required to maintain solid networking and connections with different community organizations to provide opportunities for students. Curriculum and faculty could use these opportunities are used to complement theories in the curriculum and use case studies from the society. Additional resource from the culture is inviting role models from the society that could enrich student experience of what they have contributed to the country in the field of social responsibility and community work.

The final factor is the role of guest speakers in enhancing student learning about social responsibility. As mentioned above, the UAE has great role models in the society to share their contribution and success stories in the society. Some of these people are the leaders of this country who have played a great role in contributing to the social responsibility learning as discussed in Vision 2021. In addition to local examples from the student society, there are international guest speakers that have contributed greatly to social responsibility concept and could possibly be invited to address students.

Family is the last pillar complementing the student effort of learning social responsibility directly. The research shows that students receive support from their guardians to participate in community projects especially as reported by female students. As discussed, there are other studies that indicated that family support for extracurricular activities is inadequate as families tend to focus on academic achievement for students as they feel that extracurricular activities could possibly divert students from concentrating on their studies. In order to ensure successful community work experience for students, this framework should involve family in understanding the purpose of the community service experience and clarify the requirement for it. It will also be important to educate family and guardians about the importance of such experience in building values of social responsibility to students and share student results and appreciate them.

5.9.2 Social Responsibility Award scheme

The second recommendation proposal was mentioned in great detail by students and staff either during interviews or was reflected on the survey's open-ended question which is extending proper "Reward and Appreciation" to participants. The majority of students seemed not to participate strongly in activities unless there is an expectation of award or appreciation. This may indicate that besides intrinsic motivation, students need another motivator to enhance their participation. They are likely to participate in

graded classroom related activities but if there is no academic reward their

participation will decrease. This could be one of the inherited practices in Schools

where students are encouraged to participate and then are compensated by additional

grades that contribute to the extracurricular activities hour or the overall classroom

behavior. It is recommended to look into this matter from two different perspectives.

The first perspective is to educate students about the importance of participation

without returns. Students should understand that the real gain is improving their skills,

communication and network as well as benefiting their surrounding community. This

may take a long time as it is associated with changing a mindset from previous

expectations (Boyd & Brackmann 2012). Perhaps this awareness could be done in

collaboration with schools and should start in a younger age with students. The

second perspective as an immediate response the college is to establish a reward

scheme for all students to enhance their engagement and boost their motivation. Based

on the feedback provided from interviewing students and staff, recently, the college

has introduced The Duke of Edinburgh's Award which is a youth reward scheme

designed to enhance youth engagement in community engagement. The Duke of

Edinburgh's Award is a British Program that was found in 1956 and has been adopted

by over 140 countries.

The findings from this research support the idea that any reward scheme that attempts

to develop community engagement and social responsibility would be more effective

if it includes cultural, traditional and political requirements of the United Arab

Emirates. It could easily be adapted to any country while maintaining key principles

and goals of the program. It is suitable for schools and higher education as well as independent philanthropic organizations. The proposal overview is to:

a) Introduce a program under the name of "Sharik" which means "Participate" in Arabic. The use of an Arabic meaning preserves the identity of the participants and makes it easier for them to remember. The name effect would also motivate and invite community people to participate as part of their Social Responsibility.

b) The program aims to invite students to participate in different personal and social responsibility acts around the country and internationally. Their participation will depend on their set of skills, knowledge and ability to commit to long or short term experiences. This would be provided through an electronic self-service survey the student will complete which will provide them with results as shown in Figure (2).

c) Create a website and involve social media to promote the program to students and promote community partners. The social media will also promote best practices and success stories by the participants.

d) Build a comprehensive and informative website to include: a) information about the vision and mission of the program; b) values of social responsibility and definition of social responsibility; c) role models of social responsibility locally and internationally; d) opportunities available and organizations offering for such opportunities; e) Loyalty points scheme that share non-monetary privileges to participants.

The award scheme must have attractive privileges to participants especially youth to encourage their participation and ensure their full engagement. The reward scheme is designed to provide long term privileges to students so it covers their in-college study duration and after graduation. An example of rewards would be:

a) Credit points that contribute to their academic grades system

b) Early bird discount rates or free admission in international and local conferences and training programs

c) Priority of admission in certain well know universities and colleges

d) Recognition and profiling in youth websites or the program website

e) Opportunities to meet with Social Responsibility and Community Service leaders and role models for students

f) Accumulate community service points towards discounts in certain stores

As discussed by Boyd & Brackmann (2012) , one of the advantages of civic and community engagement program is to encourage and retain participation of youth yet, to get them engaged. Throughout continuous participation student would develop and enhance their altruistic skills and act of kindness.

In addition, to ensure interactive learning experiences with online information, an online self-information check quiz could be developed, where students answer questions about their overall level of understanding social responsibility concept and definition, examples of areas of interest and their availability. Also, there would be a

section to match the individual skills with type of community service suitable for his or her ability and skills.

The Vision of the program is connected directly with the three scheme levels to ensure that during social responsibility learning that takes place in all levels, the participants continue to keep in mind the objectives and values needed instead of the target to reach the reward associated with the program. Also, successful candidates are to be profiled as role models to new joiners in the program.

Below is a diagram illustrating the concept of the Social Responsibility Award Scheme "Sharik"

Figure 2: Social Responsibility Award Scheme "Sharik":
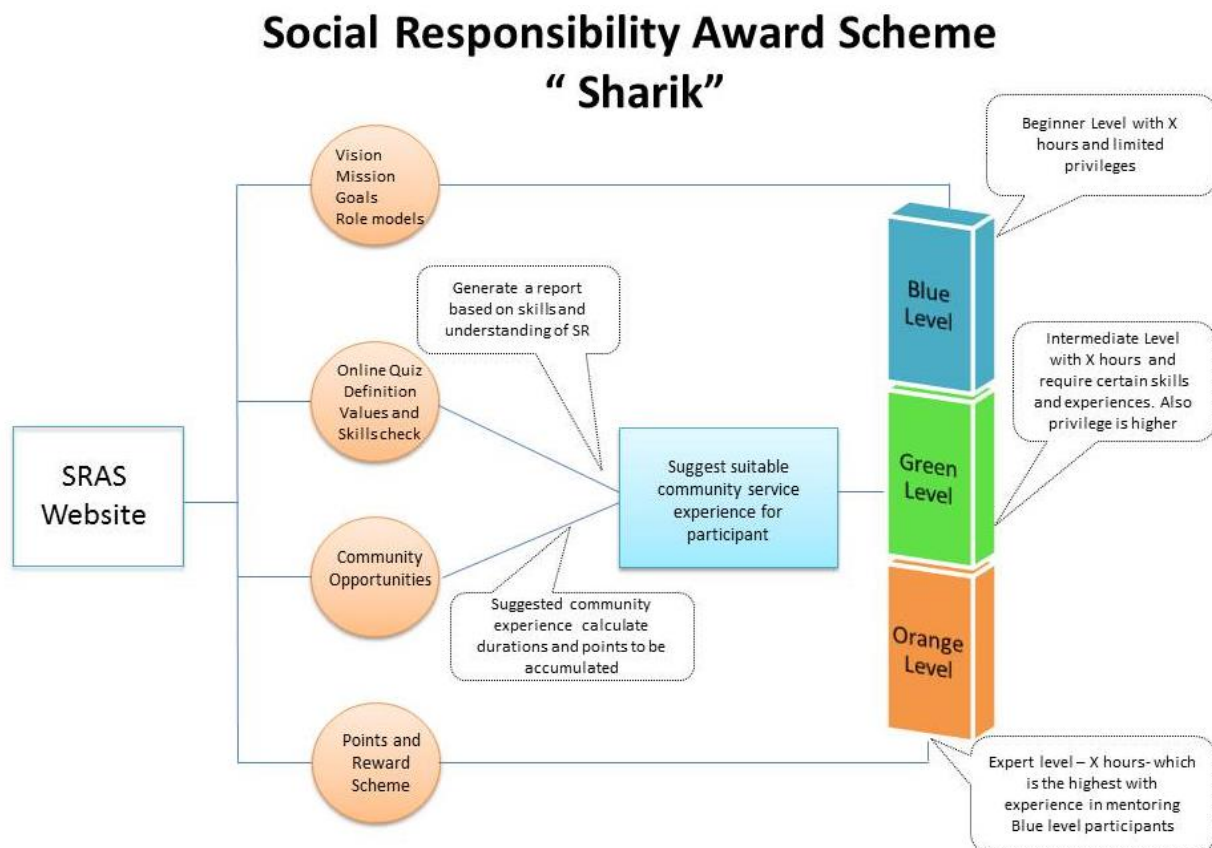
5.9.3   Additional factors:

This research has indicated that students' motivation towards social responsibility participation and community service is the mostly driven by Islamic religion especially in the case of female students. This is followed by Citizenship and loyalty to the country. One of the reasons these may have contributed to that result is the role of the country's leadership in instilling the vision of the importance of Islamic values and traditions in enhancing social responsibility for self and the group. This was one of the themes of UAE Vision 2021. Also, the country's leadership approach in connecting with people has greatly inspired youth to follow their footsteps. The cultural leadership of late Sheikh Zayed Bin Sultan, the founder of the United Arab Emirates, was also closely observed and imitated by youth. The UAE leaders covered by media conducting prayers and celebrating holy Islamic events and practicing Islamic values may have transferred the message to youth and the entire population. I suggest this is one of the key findings that should be explored further by research to elaborate with evidence.

5.9.4   Future Research:

As indicated in the literature review, there is a lack of research resources on social responsibility education in the region in general and the United Arab Emirates in

particular. The following recommendations are offered for building on the present research study as follow:

1. Sampling strategies and support activities need to be explored to try and find ways to encourage more males to participate in completing College surveys. More thorough picture can be developed by expanding future research to include College students attending in all of the different Emirates in the UAE as well as students attending other public and private institutions. More research is needed to see how results may vary and compare against other female students at institutions in the GCC. As the study findings are preliminary, it would be useful to replicate the study at other Colleges to determine to what extent findings are similar or different. Female students were more involved and engaged in community projects and reported more favorably about the impact of the College.

2. The results from this research should be verified and to the extent possible the methodology should be replicated and verified. Given the feedback collected, it seems that there are two challenges facing students' understanding of accurate social responsibility definition. The first one is understanding the actual definition of social responsibility and secondly, understanding the concept of altruism by giving without having expectations in return of tangible or none tangible reward.

3. Addressing the above two issues, the college must consider social responsibility education starting with fundamental understanding of the concept and values supporting the practices of social responsibilities. It is also recommended that future research should consider investigating the Emirati youth understanding of social responsibility. Studiers can potentially explore children and youth to monitor the development of the concept with the transition from school to college life.

4. Replicate this research in all federal institution in UAE and come up with a wide approach that identifies challenges of educating for social responsibility.

5. Pilot the proposed Comprehensive Social Responsibility Education Framework as recommend in this research to evaluate and recommend further enhancement

6. Implement and pilot survey the Social Responsibility Reward Scheme to evaluate its effectiveness and suggest further enhancements to it.

5.10   Limitations

There were a number of limitations associated with this research, some were anticipated prior to starting the research and some were identified during the research stages as listed below:

- The lack of literature reviews about the topic of Individual or personal Social Responsibility. This limitation was resolved through considering different areas of looking at social responsibility including curriculum and community based learning approaches. The wide scope of Social Responsibility as it's associated with different practices. To overcome this challenge, a proper scope was defined and adopted for this research.

- The survey was designed in English which would have been a challenge for foundation students. Since it was done for the entire student's population, a supportive measure was adopted to translate the survey and keep it in both English and Arabic languages. Since the Higher Colleges of Technology is an English speaking institution, most of the students responded to the survey in English. They have used the some Arabic words to respond to some items.

- The survey sampling procedures and efforts attempted to obtain a large enough number of completed instruments to accurately apply to the entire population of College students attending the Men and Women's College. The plan was to ensure that findings could draw inferences to the College population and key subgroups from the completed surveys. A low margin of error was estimated as results strongly represent the Women's College, but only slightly apply to the Men's College. Findings are mostly relevant for female students. The survey results were overwhelmingly positive for self-reported level of agreement for many survey items. Findings are preliminary and suggest that there is value in trying perhaps 7-point or 10-point scales instead of 4-point scale to see if this will have an influence on achieving greater precision and accuracy and how survey scales may derive different results based on the unique context and student population.

- There are a number of assumptions made in this research that have direct impact on data collection and data interpretation. This study was limited to the scope of higher education institutions represented in Higher Colleges of Technology in Sharjah. .

- Findings can strongly apply only to the female student population but has poor generalizability over the men's campus due to the deficient survey return rate

5.11   Conclusion

In conclusion, employing the mixed methods approach to ensure triangulation and data accuracy was successful in researching the Student Perceptions of Social Responsibility Education and Engagement in the Sharjah Higher Colleges of Technology in the United Arab Emirates. The collected and analyzed feedback has successfully captured the students' perceptions of formal and informal education received at the College to enhance students' social responsibility values and skills. It also focused on the interaction between Higher Colleges of Technology Sharjah Colleges and community members to solicit for community service opportunities for students. The research indicated clear findings answering the core research questions which is firstly, the Higher Colleges of Technology – Sharjah Colleges have some existing practices in place to educate for personal and social responsibility whether in classroom through structured curriculum as in the case of the Business Administration Program or in Co-Curricular Activities such as Habitat for Humanity and IT trips to India building schools. Also, the new educational approached adopted by the Higher Colleges of Technology system which is called "Learning by Doing" indicates the HCT colleges drive to educate students further and involve the community in implementing some of the college transfer skills.

The research finding also discussed the Extra-Curricular activities organized by Student Services department through different student clubs that promote volunteering, helping others and the enhancing the spirit of giving. The Social Capital

implementation was limited in its presentation through collaboration with community partners to offer opportunities for students. These opportunities are either community-based experiences to support students learning in direct relationship with the curriculum as in work placement and internship, or Community place experience through sending students to field trips to different cultural and social organizations to learn more about the people and place. Both Personal and Social Responsibility education applications and Social Capital practices at Sharjah Colleges- HCT, requires further curriculum integration to educate for social responsibility and to solicit for more opportunities in the community for students to engage in meaningful community service. Also, the Sharjah Colleges should adopt a reward and appreciation system to motivate students for further participation and encourage faculty to support and mentor students.

Finally, the United Arab Emirates' Vision 2021 was naturally incorporated in the social and cultural context of student applications of Social Responsibility. For example, student passion towards helping their family members, friends and others came out clear in their feedback towards social responsibility applications. I believe the role of United Arab Emirates leaders in instilling these values through best practices and leading by example have inspired students towards developing these values. Moreover, as the UAE Vision 2021 had an objective to ensure that Emiratis practice moderate Islamic values and remain grounded in their traditions and culture, the research findings showed that students at Sharjah Colleges are aligned with the

government's direction as students believed that social responsibility values and practices are a key component of being a good citizen. They also scored Islamic religion as the main drive for their social responsibility engagement. Finally, the role of family which was stressed by the UAE Vision 2021(Appendix 1) was clearly evident through student feedback on the role of their family in extending support to them to become socially responsible individuals.

In conclusion, the recommendations made as part of this research can potentially enhance the scope and the quality of Social Responsibility educational applications in high schools and post-secondary education in United Arab Emirates. The proposed topics on future research built on this research as a primary data will also ensure that research in this field in the United Arab Emirates specifically, and the Middle East in general would contribute to enhancing Individual and Social Responsibility literature and adding value to the educational system.

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