

The effectiveness of a proposed motor program to raise the level of social responsibility during physical education and sport séances. (study of middle-grade students)

فعالية برنامج حركي مقترح للرفع من مستوى المسؤولية الاجتماعية خلال حصص التربية البدنية والرياضية. (دراسة ميدانية على تلاميذ السنة ثمانية متوسط)

Ben Nedjma Noureddine

University:mohamed boudiaf ,m'sila, email: noureddine.bennedjma@univ-msila.dz

Received: 02/09/2019

Accepted: 15/10/2019

Published: 05/12/2019

Abstract:

The main objective of this study is to investigate the effect of a proposed motor program on raising the level of social responsibility by applying it to a sample of 38 students of middle school who suffer from the problem of fear of social responsibility, where the researcher used the experimental method in this study by selecting an experimental group and a control group and the achievement of a proposed motor program for the purpose of raising the level of social responsibility among students of the middle school ,the statistical treatment showed that there are statistically significant differences between pre and post test This proves the impact of the proposed motor program in raising the level of social responsibility among the pupils of middle school .

Key words : motor program, social responsibility, physical education and sports

المخلص :

تهدف هذه الدراسة أساسا إلى معرفة أثر برنامج حركي مقترح في الرفع من درجة المسؤولية الاجتماعية ،من خلال تطبيقها على عينة من تلاميذ الطور المتوسط قوامها 38 طالب وطالبة والذين يعانون من مشكلة الخوف من المسؤولية الاجتماعية ، حيث استخدم الباحث المنهج التجريبي في هذه الدراسة من خلال اختيار عينة تجريبية وعينة ضابطة وإنجاز برنامج حركي مقترح لغرض الرفع من مستوى المسؤولية

الاجتماعية لدى تلاميذ الطور المتوسط وبعد المعالجة الإحصائية تبين أن هناك فروق ذات دلالة إحصائية بين القياس القبلي والقياس البعدي، هذا ما يثبت أثر البرنامج الحركي المقترح في الرفع من مستوى المسؤولية الاجتماعية لدى تلاميذ الطور المتوسط.

Introduction:

the school seeks to teach its students how to take responsibility Through lessons and activities with direct and indirect guidance, develop a sense of responsibility, and teaches them to relying on themselves to think, answer questions, discuss, and perform roles through activities, To do homework themselves, and the school administration calls them to pay attention to their cleanliness and arrangement in the classroom and in the yard of the school, also in the outer environment, as a training to take responsibility in different situations of life. The social responsibility is also a vital requirement in order to prepare our children to assume their roles, and to do it best, to contribute to the building and progress of society, that is why the growth and social maturity of the individual is measured by the level of social responsibility towards himself and towards others (Tayseer, 1988, p. 2).

Social responsibility is one of the human qualities that must be instilled into the individual The education of human beings to take social responsibility towards their actions and words has a great importance to regulate life to the human society.

If individuals take their responsibilities and the results of their actions, their lives settle and reassure among themselves, a justice and a sense of psychological and social security prevail in their private and public live , the sense of responsibility is not an abstract term, but a meaningful and practical sense. a person who feels social responsibility is a positive, practical person .

According to Mahmoud Okasha, every human being is socially responsible to himself and the group to which he belongs The group is responsible for itself as a whole and for its members as individuals and social responsibility is necessary to reform the whole society It

The effectiveness of a proposed motor program to raise the level of social responsibility during physical education and sport séances. (study of middle-grade students)

is a social need as much as an individual (Mahmoud Okasha, 2002, p. 281).

Learning responsibility can start very early in a child's life and the development of a sense of responsibility does not happen by chance or suddenly, but the child can learn something from taking responsibility from the education he receives from his parents and school.

Even a person acquires social status through social learning, which means that the individual has become a social being and responsible for his actions and learns to take responsibility through the experiences gained through interaction with the social situations all this may increase the ability to take responsibility or may decrease this ability if he fails in dealing with these situations .

It is related to the extent of the individual's success in meeting the requirements of social attitudes, especially in the early adolescence, which extends from 12 to 15 years, and which corresponds to the educational system of intermediate stage, It is also characterized by the rapid growth that accompanies puberty, At this stage, the teenager seeks independence He wants to get rid of the limitations and powers that surround him and wake him up with a sense of self and being accompanied by sexual arousal caused by biological transformations and the growth of the reproductive system in adolescents (Hamid Abds Salam, 1999, p. 263). Physical and sports activity in the school environment is a effective atmosphere in acquiring social skills, which helps students to raise the degree of social responsibility to them and this through the performance on the one hand and the leadership roles during the organization and the management ,therefore, teachers of physical education and sports must adapt the motor programs so as to contribute to raising the degree of social responsibility to them

problematic of the study:

The Adolescence as a new world in which the individual discover himself and his abilities, tendencies and talents and achieved it through its physical, sensory, emotional and sexual manifestations, and it is the birth of a new individual to take off the gown of childhood and wearing a dress of adulthood, maturity, development and masculinity ,therefore, the school

must provide the appropriate educational atmosphere to raise the responsibility of students and accustom them to feel it.

Physical and sport activity is also one of the active spaces for the active and serious contribution to raise the level of responsibility and gain experiences ,therefore educational programs have been prepared in such a way that motivate students to assume their responsibilities towards themselves, their colleagues, their families and society, the school is considered as a social necessity Established to satisfy the psychological and educational needs that the family was unable to satisfy .After the complexity of life, the school became a small community where students live to receive science and knowledge and learn to rely on self - responsibility to respect the law and adhere to rights , perform duties and sacrifice for the right and work .

The programs offered to adolescent children in schools on a large scale are important in strengthening a positive social institution and resisting social and peer pressures that can lead to antisocial behavior **(Rashad, 1987, p. 57)**.

Zahran explains that social responsibility is the individual's responsibility for the group for himself and for god, which is the sense of social duty and the ability to bear and carry it **(Zahran, 1984, p. 229)**.

The process of forming trends to the students of Intermediate Education (teenager) is a crucial phase in his life as it determines his view of himself and his position among family members and society, the social responsibility is an important turning point in the lives of students because of the special considerations related to their attitudes and to their role 's lives **(Sahl and Assaous, 2003, p. 275)**.

The weakness of social responsibility is a troublesome problem for the school, the house and the community Including disobedience and violation and lack of response to the request of the teacher in addition to aggressive behavior and cruelty towards comrades and chaotic behavior and riots within the classroom and lying and escape and fraud and sabotage of

The effectiveness of a proposed motor program to raise the level of social responsibility during physical education and sport séances. (study of middle-grade students)

public property and uttering immoral and phenotypic terms, all manifestations prevail in the school space .

Workers in the educational sector should put strategies and they must be developed to address the weaknesses of social responsibility of students, especially middle school students. and we must use Physical and sports activity in raising the social responsibility through the educational attitudes planned by the teacher of physical education and sports he proposed motor programs through their educational content contribute to raising the level of social responsibility among middle school students through the tasks included in the program of physical education and sports class. The researcher supposed if the proposed motor program raises the level of social responsibility among students of middle school?

Partial questions :

1- Are there differences in average scores of middle school students (members of the experimental group) on the social responsibility scale between the pre and post measurement?

2- Are there differences between the mean scores of the middle school students of the experimental group and the control group on social responsibility scale after the application of the proposed motor program ?

3- Are there any differences between the scores of the experimental group after the final application of the motor program since two months (follow-up) on the social responsibility scale degree?

General hypothesis :

The proposed motor program during the physical education and sports seance increases the degree of social responsibility among middle-school students .

Partial hypotheses :

1- there are differences in the mean scores of middle school students (members of the experimental group) on social responsibility scale between the pre and post measurement.

2- there Are differences between the mean scores of the middle school students of the experimental group and the control group on social responsibility scale after the application of the proposed motor program.

3- there Are differences between the scores of the experimental group after the final application of the motor program since two months (follow-up) on the social responsibility scale degree.

Study Aims:

The main aim of this study is to study the impact of the proposed motor program during the physical education and sports seance, in increasing the degree of social responsibility ,by applying it to a sample of middle school students and who suffer from lack social responsibility problem.

Importance study:

the importance of this study is reflected in the importance of the proposed motor program to raise the level of social responsibility among the students of the middle school, and the importance of this study lies in the importance of the proposed motor program and its relationship to social responsibility, in providing students with social skills that contribute to achieving social harmony and make them more initiative and more active.

Key words:

: 1-Motor Program

Motor games are one of the most prevalent and common games in the world of childhood (running, jumping, throwing all kinds, handing and holding the ball), because it is a targeted educational activity aimed at the development of the child on his abilities to overcome the obstacles to reach the goals of the game(Majid, 2000, pp. 11, 13).

1-1-operative definition:

It is a guided activity doing by children to develop their mental, physical, and emotional behavior and abilities, it achieves at the same time pleasure and entertainment, the play

The effectiveness of a proposed motor program to raise the level of social responsibility during physical education and sport séances. (study of middle-grade students)

activities are invested in acquiring knowledge, bringing the principles of science to children, and learning under the guidance of their teacher of physical education and sports, these motor programs contribute through their educational content in raising the level of social responsibility among students of the middle school.

2-social responsibility:

Abdulhamid al-Moghuri believes that social responsibility is a concept that expresses the outcome of an individual's responses to his attempts to understand general social and political problems, to cooperate with colleagues, to respect their opinions, to exert efforts to preserve the reputation of the community and to respect social obligations.

Sayed Oussman, who is considered one of the most prominent scientists who wrote in the field of social responsibility as "individual responsibility for the group and the responsibility of the individual before himself for the group to which he belongs, it is both self-responsibility and moral responsibility (Ozman, 1986, p. 273)

Mohammed al-Khawalde sees responsibility as a vital issue because it is linked to the task of identifying acts, practices and state of readiness, and the positive or negative consequences of these human actions within the social entity (Mohammed al-Khawaldeh, 1987, p. 126).

2-1-operative definition:

Social responsibility in this study means the responsibility of the student towards his classmates and towards himself in assuming tasks and responsibilities during the conduct of the physical and sports education seance, such as leading, in order to raising the technical level and in achieving the objectives of the class through active participation in role-play such as the arbitration and the organization of sports competitions to earn social experiences , all these increase the degree of responsibility of students towards themselves and towards the group 's class.

3-Physical education and sports lesson: Physical education and sports is a form of academic subjects such as physics and language, to form the human body using motor

activities such as exercises and various games (collective, individual) that are conducted under the teacher of physical education and sports prepared for this purpose (Mohammed Awad , 1992, p. 94).

3-1-operative definition:

The physical and sports education lesson is a set of sports activities, each sport activity has specific objectives, in this study, the researcher tries to exploit the activities that contribute positively to raising the level of social responsibility among the students of the middle age, and adapted it for this purpose and create a guiding atmosphere during these activities.

Field Study:

1-scoping Study :we have done the scoping study at 5 middle schools across the territory state of (M'sila), where the researcher conducted a meeting with the teachers of physical education and sports working in these institutions in order to listen them about the level of social responsibility among the students of the middle age, They were also questioned about the services that physical and sports education teachers can provide to alleviate the weakness of the students' responsibility.

2-study Methodology : we used an experimental method Measurement and re-measurement in a comparative manner in this study .

3-study Sample: The sample consisted of (38) male and female students divided in two groups, (19) members for the control group and(19) members for the experimental group, they were selected from one school.

4- study Tools: to collect the data we used scale of social responsibility in this study in order to answer the questions of the study , then the researcher exposed this scale for many experts the researcher also used test of (Wilcoxon)- and -(Mann-Whitney).

5-Study variables :

-Independent variable: motor program **-dependent variable:** the degree of social responsibility among the students of middle school.

The effectiveness of a proposed motor program to raise the level of social responsibility during physical education and sport séances. (study of middle-grade students)

6-fields of study:

-Spatial field: This study was done in the middle school of Sahwan bin Azouz, situated in state of (M'sila).

-Temporal field: This study was extended during the two seasons (2017/2018) in which the scoping study was done ,and the academic season (2018/2019) where the application of the motor program started from October until late December(2018)

7-Psychometric characteristics of the social responsibility scale:

The degree of correlation of axes and the level of significance between the pre and post measurements.

Table :(01) shows the correlation of axes and the level of significance between the pre and post measurement

Table n: (01)

axes	pre and post measurement	Correlation coefficient	Significance level
The first axis	pre and post	0.410	0,000
The second axis	pre and post	0.450	0,000
The third axis	pre and post	0.400	0,000
The fourth axis	pre and post	0.300	0,000
Total	Total	0.487	0,000

we found that the correlation coefficient between the pre- and post-measurement of the first axis related to the responsibility towards the self was 0.410, while the second axis related to the responsibility towards colleagues was 0.450 , and the third axis related to responsibility towards the family was 0.400 at level of 0.00, In the fourth axis, the correlation coefficient was 0.300 but if we look at the total measurement, the

correlation coefficient between the pre and post measurements was 0.487 at the level of 0.00.

a- validity: Table n :(02)

responsibility towards oneself	0.74 **
Responsibility towards colleagues	0.82 **
Responsibility towards the family	0.71 **
Responsibility towards the homeland	0.72 **
total score scale	1.00

Calculate the internal consistency between the results of all four axes and the overall score of the social responsibility scale between the results of all the axes (04) and the total results of the social responsibility scale the correlation coefficient in the first and third axis respectively was 0.74 ** and 0.71 **, at the significance level 0.0 The correlation coefficient of the fourth axis was 0.72 ** significance level 0.0 , For the second axis it is the largest value at the significance level of 0.01 reached 0.82 **

b-stability: Table :(03)

Alpha Cronbach	

Table (03) shows that the stability coefficient for the social responsibility scale was 0.818 It is a value that reflects the degree of stability of the tool , We can say that there is a statistical significance between all statements of the axis.

The effectiveness of a proposed motor program to raise the level of social responsibility during physical education and sport séances. (study of middle-grade students)

Field application procedures: The program's content includes a set of (09) seances of physical education and sports, The program composed by a group of social and motor games that increase social interaction among students that make them Integrate into team play the games proposed to activate the various body organs, and increase their technical skills and physical abilities with the development of their social and moral skills and stability through guidance interventions and the use of guidance techniques by the teacher of physical education

Study results:

1- Presentation and analysis of the first hypothesis results:

there are differences in the mean scores of middle school students (members of the experimental group) on social responsibility scale between the pre and post measurement

Table :(04)

Axes	Average value (-)	Average value (+)	Value (z)	Significance level	Significance
The first axis	5.50	4.17	2.011	0.21	significant
The second axis	6.02	5.30	2.030	0.010	significant
The third axis	8.11	2.3	2.210	0.012	significant
The fourth axis	6.1	4.14	2.620	0.02	significant
total	7.71	2.30	2.350	010.	significant

The tabular value of z at the significance level 0.05 is 1.84

The value of Z, which is equal to (2.350), is greater than the tabular value it is significant at the level of ($\alpha = 0.05$) The significance level of the total results of the scale is 0.01. It is less than (0.05) and therefore can be said that there are statistically significant differences in the scores of the members of the experimental group on the total results of the social responsibility scale in favor of the post-application, This confirms the effectiveness of the

proposed motor program in raising the level of social responsibility among the members of the experimental group.

. 2- Presentation and analysis of the second hypothesis results

there Are differences between the mean scores of the middle school students of the experimental group and the control group on social responsibility scale after the application of the proposed motor program. to validate this hypothesis, the researcher used the Man-Whitney test to ascertain the differences between the control and experimental groups.

Table :(05)

Axes	Groups	Number	Average values	Value (u)	value (z)	sig level	sig
First axis	Experimental	19	18.14	40	2.70	.003	signif
	Control	19	8.30				
second	Experimental	19	17.30	51	2.26	.012	signif
	Control	19	9.10				
Third axi	Experimental	19	17.22	40	2.74	.002	signif
	Control	19	9.30				
Fourth	Experimental	19	19.10	37	3.30	.001	signif
	Control	19	8.30				
Total	Experimental	19	18.10	63	2.36	.006	signif
	Control	19	10.2				

The tabular value of z at the significance level 0.05 is 1.84

The Average values of the students in the experimental group of the scale is 18.10, while the average value of the control group students is 10.2. the value of Z, which is 2.36, appears to

The effectiveness of a proposed motor program to raise the level of social responsibility during physical education and sport séances. (study of middle-grade students)

be greater than the tabular value Therefore, it is possible to say that there are statistically significant differences between the scores of the experimental group and the scores of the control group after applying the proposed motor program on the social responsibility scale in favor of the experimental group, This confirms the effectiveness of the proposed program in raising the level. Social responsibility.

3- Presentation and analysis of the third hypothesis results:

there Are no differences between the scores of the experimental group after the final application of the motor program since two months (follow-up) on the social responsibility scale degree. To validate this hypothesis The researcher used the Wilkikson test.

Table :(04)

Axes	Average value (-)	Average value (+)	Value (z)	Significance level	Significance
The first axis	2.20	1	1.052	0.140	Not significant
The second axis	2.20	0	1.60	0.046	Not significant
The third axis	2.70	2.16	0.340	0.246	Not significant
The fourth axis	1.10	1.10	0.443	0.212	Not significant
total	1.70	2.1	1.018	.170	Not significant

It is clear from table (06) that the value of Z, which is 1.018, is less than the tabular value, and therefore is not significant at the level of significance ($\alpha = 0.05$). Thus, it can be said that there are no statistically significant differences in the scores of the experimental group members on the total score of the social responsibility scale between the repost measurements

Main Results:

The results of the study revealed that there:

- 1- differences in the mean scores of middle school students (members of the experimental group) on the social responsibility scale between the pre and post measurement.
- 2- there Are differences between the mean scores of the middle school students of the experimental group and the control group on the social responsibility scale after the application of the proposed motor program.
- 3- there Are differences between the mean scores of the experimental group after the final application of the motor program since two months (follow-up) on social responsibility scale degree.

Main Recommendations:

- To develop guidance programs to be followed by everyone works in the educational fields, and to give the necessary importance to physical education and sports in the establishment and preparation of these programs
- Provide the necessary means to raise the level of social responsibility among students of the intermediate school.
- The teachers of physical education and sports they must to exploit the seance of physical education and sports for increasing the level of social responsibility among students of the intermediate school.
- Developing students' social responsibility and responsibility towards them and the profession by acquiring knowledge and guiding experiences.

References :

- 1-Tayseer Mohamed Kira: *Social responsibility and some personality traits*, Zagazig University, 1988..
- 2-Hamed Abdel Salam Zahran: *Social Psychology*, world of Books, 2nd ed, Cairo. 1984
- 3-Hamed Abdel Salam, *Growth Psychology (Childhood and Adolescence)*, Book World, Cairo 1999.

The effectiveness of a proposed motor program to raise the level of social responsibility during physical education and sport séances. (study of middle-grade students)

4-Rashad Abdel Aziz Mousa: *Psychology of Gender Differences*, Mukhtar Foundation for Distribution and Publishing, Cairo, 1987..

5-Rashed Nasser, Al-Sahl and Al-Assousi, *Attitudes of Adolescents towards Personal and Family Responsibility in the State of Kuwait*, Journal of the Faculty of Social Work, No. 14, Part 2: Helwan University, 2003

6- Mahmoud Okasha: *Social Psychology*, Modern University Office, Alexandria, 2002

7-Mahmoud Awad Bassiouni and Faisal Yassin Shati: *Theories and Methods of Teaching Physical Education*, University Press, Algeria, 1992.

8-Mohammed Mahmoud Al-Khawaldeh: *The Concept of Responsibility among University Youth in the Jordanian Society for Teaching Responsibility in School Education*, Arab Journal of Humanities, Kuwait University, No. 26, Volume 7,1987. .

9-Majid Raysan Kheribet: *Kinetic Games*, Dar Al Shorouk for Publishing and Distribution, Amman, Jordan 2000.

10- Osman, Sayed Ahmed: *Social Responsibility*, Anglo-Egyptian Library, Cairo, 1986.

résumé en français:

Le but de cette étude est de découvrir l'effet d'un Programme moteur proposé a travers la séance d'éducation physique et de sport pour élever le niveau de responsabilité sociale chez les élèves de moyen cycle , Le chercheur a utilisé la méthode expérimentale dans cette étude en l'appliquant à un échantillon de 38 élèves. Lors du choix d'un échantillon expérimental et d'un échantillon de contrôle et après le traitement statistique, on a constaté des différences statistiquement significatives entre la pré-mesure et la post-mesure, ce qui prouve l'effet d'un Programme moteur proposé au responsabilité sociale chez les élèves de moyen cycle Les résultats les plus importants de l'étude sont les suivants:

*L'efficacité du programme moteur proposé pour élever le niveau de responsabilité sociale chez les membres du groupe expérimental.

*L'efficacité du programme moteur proposé pour élever le niveau de responsabilité sociale vers le soi, les collègues, la famille et le pays .

*Augmenter la prise de conscience des élèves de leurs responsabilités au cours des séances d'éducation physique et de sport et par l'organisation, la gestion.

*L'efficacité des interventions proposées dans le programme moteur proposé pendant les cours d'éducation physique et sportive.