

The role of the social responsibility of the university teacher in student's achievement motivation

A fieldwork study at the University of Oum El-Bouaghi

دور المسؤولية الاجتماعية للأستاذ الجامعي على دافعية الانجاز لدى الطالب

—دراسة ميدانية بجامعة أم البواقي—

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Abstract

ملخص

This research highlights a well-established social meaning, which is the effects of the university teacher's social responsibility on the student's achievement motivation and performance, and the consequences of that on the work environment, the community environment, and the community environment as a whole. From all this point of view ; We wanted to do scientific research aimed at identifying the reality of Algerian students' achievement motivation. On this basis, this study aims to find out the relationship between the social responsibility of the university teacher and the achievement motivation of the student.

Keywords : Social Responsibility,
University Teacher, Achievement
Motivation, Student.

إن هذا البحث يبرز معنى اجتماعيا
راسخا ألا وهو آثار المسؤولية المجتمعية لدى
الأستاذ الجامعي على دافعية الانجاز لدى
الطالب وأداءه، وما يترتب على ذلك من نتائج
على محيط العمل ومحيط الجماعة ومحيط
المجتمع ككل. من هذا المنطلق كله؛ أردنا القيام
ببحوث علمية تهدف إلى التعرف على واقع
دافعية انجاز الطلبة الجزائريين. وعلى هذا
الأساس تهدف هذه الدراسة إلى معرفة العلاقة
بين المسؤولية المجتمعية للأستاذ الجامعي
ودافعية الانجاز لدى الطالب.

الكلمات المفتاحية: المسؤولية الاجتماعية،
الأستاذ الجامعي، دافعية الانجاز، الطالب.

1. Introduction :

The university, which is at the top of the educational ladder, is one of the most important educational institutions in society that can lead the movement of progress and development. In addition, the message of the university in our contemporary world in its reality is the message of man that God entrusted him with to be his successor on this earth. He seeks science and knowledge, explores the secrets of the universe and nature, and invests the energies that God has harnessed to him. The university is distinguished in that its function is to spread good morals and its mission is to build morals for young people. At least that's part of her message. Therefore, our dealings with the social responsibility of the university teacher first acquires a special taste, and secondly, it has double importance.

Education is the message of the prophets, so the teaching profession is one of the most honorable professions and the highest messages. Any profession must have the ethics of regulating the general behavior of members of the profession with each other, and with other workers in the fields of other professions, and just as there are societal responsibilities for each profession, there are societal responsibilities specific to the teaching profession. This last one got a lot of attention from everyone. We find that most universities teach a subject in work ethics. Motivation for achievement is considered one of the important motives in student behavior and an essential manifestation of mental health. Motivation for achievement is a self-goal that activates and directs behavior.

Accordingly, the study raised a main question:

Does the social responsibility of the university teacher in light of the knowledge society have a role in the student's achievement motivation?

In order to reach an answer to this question, the following hypothesis was adopted:

The university teacher's commitment to social responsibility in light of the knowledge society is related to the achievement motivation of the student.

2. Importance of study :

The importance of studying the subject of social responsibility is evident in the promotion of ethical practices that should be reflected more positively in the teaching methodology, and in the educational relations

between the various components of the university milieu, and for the university teacher to have positive attitudes towards the profession, as he is aware of his moral obligations and makes him aware of the dimensions of the educational message that he bears. Towards the individual and society. It also organizes his social administrative relationship, and trains him in the methods of proper dealing with the various components of the local and national society, in addition to introducing him to the rules of ethical discipline, setting a good example, and showing professional conscience in order to achieve awareness of the importance of the ethical value dimension in the field of education and training (Al-Kubaisi et al. 2012, p. 35).

3. Reasons for the study:

The following reasons prompted us to conduct this study:

- the importance of the aforementioned subject;
- Participation in a national forum in an Algerian university related to the professional ethics of the university teacher.

4. Aims of study :

The current study seeks to achieve the following objectives :

- Shedding light on the most prominent tasks related to the professional performance of a university faculty member ;
- Knowing the level of achievement motivation among students at Oum El Bouaghi University, by measuring each of the following : Students' achievement motivation by measuring each of : the (internal) self-motivation for achievement, the external motivation for achievement and the level of frustration among students ;
- Recognizing the nature of the social responsibility of the university teacher with the achievement motivation of the student at Oum El-Bouaghi University.

5. Social Responsibility

Holmer defines social responsibility as: “The commitment of a business to the community in which it operates, by contributing to a wide range of social activities such as fighting poverty, improving service, combating pollution, creating job opportunities, solving the housing and transportation problem, and others” (Atiyani et al hers, 2016, p. 162).

It is clear from the previous definition that social responsibility is a set of voluntary initiatives practiced by organizations that aim to achieve the goals of the organization and the goals of society at the same time. This is done by reducing the negative effects of the company's operations and increasing the positive effects on society. The concept of social responsibility has evolved until it has become one of the measures of

excellence in business performance in many awards such as the "Malcolm" award (Atiani et al, 2016, p.162).

Sayed Othman defines it as: "It is the individual responsibility for the group, it is the responsibility of the individual before himself for the group to which he belongs." For him, social responsibility consists of three elements: interest, understanding, and participation (Sayed Othman, 1998, pp. 269-271).

Whereas it is defined by "Abdul-Rahman" (1991): "It is related to the societies to which we belong by course and by choice, as we are responsible before the head of the family, or the authority charged with providing the common good" (Al-Kubaisi et al, 2012, p. 56).

As for the Islamic perspective, it was found that social responsibility is a person's commitment to the legal rules that regulate the society in which he lives, provided that they do not contradict what Islam brought. And Islam approves everything that people accept for themselves, provided that it does not allow what is forbidden or forbid what is permissible. The responsibility also falls on the individual in the eyes of the group if he deviates from it, and the responsibility falls on the group if it remains silent about evil (Sajjad Ahmed, 2014, p. 16).

- Operational definition of social responsibility:

It is the sum of student responses (the degree obtained by third-year university students at Oum El-Bouaghi University) on the scale prepared by the researcher to diagnose the social responsibility of the university teacher at Oum El-Bouaghi University, which consists of 17 questions. Which measures the grades obtained by students in the following two indicators:

01. The total score for helping students: through (the total score for helping students academically, and the total score for helping students socially);

02. The total degree of justice among students: through (the total degree of justice in the treatment of students, the total degree of justice in reward and punishment cases among students, the total degree of justice in distributing duties).

6. Methodological procedures for the field study:

6.1. Fields (limits) of the field study:

6.1.1. Spatial field:

It is the spatial domain in which the field research will be conducted, and it is precisely in this field study that the University of Larbi Ben M'hidi in Oum El-Bouaghi is located.

6.1.2. Time field:

6.1.3. Human field:

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Larbi Ben M'hidi University contains 20,193 students, of whom 3,918 are studying for a third university year.

6.2. Study Methodology:

In this study, the social survey method was relied on by random sample as one of the methods of descriptive studies.

6.3. Sample:

The researchers relied on the sample social survey of third-year students at Oum El-Bouaghi University, and the research community consisted of 1032 students, while 1012 forms were accepted and 20 were canceled, and the following table shows that :

Table 1. Members of the research community and the percentage of return of questionnaires by facultys and departments.

Faculty	Third Year	The number of respondents	The canceled questionnaire	Members of the research community	Represent ation ratio
Faculty of Economic Sciences, Commercial Sciences and Management Sciences	328	298	03	295	89.94%
Faculty of Humanities and Social Sciences	750	478	07	471	62.80%
National institute for urban technology management	242	196	08	188	77.68%
Faculty of Earth Sciences and engineering	80	60	02	58	72.50%
The total	1400	1032	20	1012	72.29%
Total third year students	3918			1012	25.83%
Total university students	20193			1012	05.01%

Source: The table is made by the researchers.

6.4. Data collection tools used :

6.4.1. The questionnaire :

The questionnaires were distributed to all members of the research community, and the number of distributed questionnaires reached 1132, of which 1012 were retrieved, valid for statistical analysis, or 89.40%, and 20 were rejected because they were not valid for the study.

6.4.2. The free interview :

In this research, the free interview was relied upon, as it was used first during the exploratory study, which allowed for deep insight into the most important aspects of the subject in the institution, the field of study, to use this tool again in the research, by meeting with some students, and presenting the subject of the study to them with some explanation and detail. The interview tool was also used with a group of teachers in order to know many things, and to raise some points of discussion on the subject, which helped the researcher in the final formulation of the questionnaire.

6.5. Tests of Validity and Reliability:

6.5.1. Validity Tests :

The researchers verified the validity of the scale by calculating the validity coefficient in two ways, as follows :

- **Apparent truthfulness (content validity) :** Some of them call it the arbitrators truthfulness

Where the research tool (the questionnaire) was presented in its initial form to a group of arbitrators with expertise and specialization in the field of sociology and psychology.

As for the achievement motivation variable, we used the Academic Motivation Scale : (AMS) Academic Motivation Scale by Vallerand et al, 1992, p.1003))

To measure the veracity of the arbitrators, the researcher applied the **Lawchi equation: (Mekdad, 1995, p.9).**

$$CVR = (n_e - N/2)/(N/2)$$

where CVR= content validity ratio, n_e = number of SME panelists indicating "essential", N= total number of SME panelists (09 arbitrators).. This formula yields values which range from +1 to -1; positive values indicate that at least half the SMEs rated the item as essential. The mean CVR across items may be used as an indicator of overall test content validity.

The arbitrators' sincerity calculated in this study for the social responsibility axis = 83.01

6.5.2 Stability Tests:

In this research, two methods were used to measure the stability coefficient: the internal stability method and the external stability method.

6.5.2.1 Internal stability method:

For internal stability, Cronbach's Alpha method was used.

1. Cronbach's Alpha:

The stability coefficient takes values confined between (0 and 1). If the stability coefficient is high, this is considered a good indicator of the stability of the form and therefore the validity and suitability of the form for the purposes of the study (if it exceeds 60%, it is usually considered appropriate). (Al-Sawa'i, 2011, p. 138).

To ensure the stability of the questionnaire, Cronbach's Alpha stability coefficient was calculated for each of the achievement motivation variable, as well as for the social responsibility dimension.

Table 2. Cronbach's Alpha coefficient for the social responsibility variable.

Reliability Statistics

Cronbach's Alpha	N of Items
,756	17

Source: Table data derived from SPSS output.20

We notice from the table that the measurement tool has a high degree of stability, as the reliability coefficient Cronbach's Alpha for the phrases that make up the social responsibility dimension reached .7560.

Table 3. Cronbach's Alpha coefficient for achievement motivation variable.

Reliability Statistics

Cronbach's Alpha	N of Items
,918	28

Source: Table data derived from SPSS output.20

We note from the outputs of the above table that the measurement tool has a high degree of stability, as the stability coefficient reached Cronbach's Alpha for the statements that make up the dimension of moral responsibility.9180.

6.5.2.2 External stability method (test-retest method): (Test-Retest)

External stability is related to the degree of stability of the scale tool over time, and it can be measured by applying the same measurement tool twice and over two close periods, and then measuring the correlation coefficient between the results of the first time and the results of the second time. (Godeh, 2009, p. 301).

In this research, this test was applied to a sample of 50 students (who were chosen randomly from the research community), then the test was

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repeated on the same sample, with a time difference of 17 days between the two tests, as shown in the following tables:

Table 4. Pearson correlation coefficient for the pre and post test (Test Retest) for the variable of social responsibility.

Correlations

		Pre-test average for social responsibility	Post- test average of social responsibility
Pre-test average for social responsibility	Pearson Correlation	1.000	.830**
	Sig. (2-tailed)		.000
	N	50	50
Post-test average for social responsibility	Pearson Correlation	.830**	1.000
	Sig. (2-tailed)	.000	
	N	50	50

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

Source: Table data derived from SPSS output.20

Table 5. Pearson correlation coefficient for the pre and post test of achievement motivation

Correlations

		Pre-test average achievement motivation	Post-test average achievement motivation
Pre-test average achievement motivation	Pearson Correlation	1.000	.902**
	Sig. (2-tailed)		.000
	N	50	50
Post-test average achievement motivation	Pearson Correlation	.902**	1.000
	Sig. (2-tailed)	.000	
	N	50	50

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

Source: Table data derived from SPSS output.20

It is noted from the previous outputs of Tables No. 04 and 05 that the value of the calculated correlation coefficients are all positive and of a high degree above 0.70, and that the level of significance has reached 0.000, which indicates the existence of a statistically significant correlation between the two measurements. And from it the form has stability also

external.(<http://www.dOumies.com/education/math/statistics/how-to-interpret-a-correlation-coefficient-r>).

7. Statistical methods for data processing :

The researchers used the SPSS.20 statistical software package for social sciences for the following statistical treatments:

- Calculating frequencies, percentages, iterative columns, circles, as well as graphical curves.
- Arithmetic averages and paired tables for calculating the estimates of members of the research community;
- Standard Deviation (Std. Deviation) to determine the amount of dispersion in the respondents' answers for each statement on the average as follows:
 - The standard deviation is less than (01) indicates that the responses are concentrated, and are not dispersed from the average responses for each of the questionnaire statements, which means that the majority responses are close;
 - The standard deviation is greater than or equal to one (01), indicating that the answers are dispersed and not focused, which indicates divergence of the majority's responses to the topic of the phrase;
 - Cronbakh's Alpha coefficient for calculating the degree of reliability of the questionnaire axes and paragraphs;
 - Pearson correlation coefficient for the Test et Retest method of the initial questionnaire; To also calculate the correlation coefficients between the variables of the study;

Tests of normality of the data, and to test the null hypotheses;

Examination of the study hypotheses at the level of significance (0.05) adopted in the study, by means of the following statistical tests: t-test, One-Way-Anova (F) test by means of analysis of variance for the regression line, and Pearson correlation coefficient (Pearson) to determine the internal consistency of the measurement tool, and the coefficient of determination (R Square).

- Luchi equation to measure the validity of the content.

8. Analyzing the results of the study:

This intervention includes a detailed presentation of the results of the current study by testing the following hypothesis : The university teacher's commitment to social responsibility has a relationship with the achievement motivation of the student.

- **Social responsibility:**

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To test the social responsibility of university teachers at Oum El-Bouaghi University, a descriptive statistical analysis of the data was conducted through two methods:

In confirmation of the above, the researchers extracted the total result through the sum of the answers of the respondents, and divided the result into two categories :

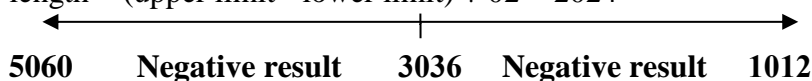
- The negative result category, i.e. there is a weak social responsibility.
- Positive result category, i.e. there is a high degree of social responsibility.

The following method has been adopted :

$$\text{Minimum} = 1012 \times 01 = 1012$$

$$\text{Maximum} = 1012 \times 05 = 5060$$

$$\text{Class length} = (\text{upper limit} - \text{lower limit}) \div 02 = 2024$$



$$\text{Mid of class} = 1012 + 2024 = 3036$$

$$1012 + 2024 = 3036$$

- The category that falls between [1012 to 3036], the result is negative (weak social responsibility).

- The category that falls between [3036 to 5060], the result is positive (high social responsibility).

The researchers considered that each respondent gets a value greater than or equal to 3036, as he acknowledged that the teacher has a social responsibility towards his students, and the following table shows this.

Table 7. The result of social responsibility among a sample of professors at Oum El-Bouaghi University.

Statement	Sum of frequencies	Mean	Standard deviation	Result
Social responsibility phrase 01	2866	2,84	1,20	-
Social responsibility phrase 80	3605	3,58	1,06	+
Social responsibility phrase 11	4211	4,19	0,90	+
Social responsibility phrase 13	3152	3,14	1,20	+
Social responsibility phrase 02	2486	2,47	1,13	-
Social responsibility phrase 04	2516	2,53	1,14	-
Social responsibility phrase 06	3187	3,18	1,13	+
Social responsibility phrase 03	2667	2,65	1,25	-
Social responsibility phrase 07	2850	2,83	1,36	-
Social responsibility phrase 12	2721	2,69	1,25	-
Social responsibility phrase 17	2490	2,47	1,25	-

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Social responsibility phrase 05	3881	3,83	1,21	+
Social responsibility phrase 10	2552	2,55	1,30	-
Social responsibility phrase 15	2930	2,92	1,29	-
Social responsibility phrase 16	3131	3,10	1,25	+
Social responsibility phrase 09	4175	4,13	0,94	+
Social responsibility phrase 14	2802	2,78	1,28	-
Sum/17	3071.88	3.05	1.18	+

(+): The result is positive

Source: (khammar, 2018, p. 191)

It is noted from Table No. (07): that the result is positive for the sum of all the statements of the questionnaire axis, and it was found that there are 10 negative sentences, while there were 07 positive sentences. This also confirms that there is an average social responsibility (approaching half) on the part of most of the teachers of Oum El-Bouaghi University.

It was clear from Table No. (07) that the arithmetic mean value of the total degree of assisting teachers to their students academically was average (03.44) with a standard deviation of (01.09), and it occupied the second place compared to other dimensions of social responsibility. This result confirms what the researcher " Karbouche" concluded, who found that only 12% of the students of Oum El-Bouaghi University were helped by teachers through educational support (Tutorat), while 35% of the students' answers said that they had heard of it and did not know it (Karbouche, 2017, p.294).

The study also found that there are many teachers of the University of Oum Al-Bouqi who love good for their students, as true to what he, peace be upon him, said "None of you truly believes until he loves for his brother what he loves for himself" (Anas bin Malik, Sahih Al-Bukhari, p. 13) Likewise, as the Messenger of God, may God's prayers and peace be upon him, said: "Religion is sincerity" (Al-Albani, Sahih Al-Targheeb, p. 1776).

It can be concluded that the teachers at Oum El-Bouaghi University help their students academically to a moderate degree.

From the foregoing, the researchers concluded that the teacher should direct his students to proper guidance regarding sources of knowledge, information vessels, and study references. And to take into account, whenever possible, the transfer of an increasing burden of responsibility for learning to the student through the adoption of appropriate teaching methods. And to follow up the performance of his students to the maximum extent possible.

Through the foregoing, it can be concluded that : **the total degree of helping the teachers to their students (whether academically or**

socially) was medium, and this was also confirmed by the arithmetic mean of 03.13.

Through the results of the above table as well, it is noted that the total degree of fairness in the treatment of students by teachers was medium, almost weak. This was explained by the arithmetic mean of 02.66, and also confirmed by the negative response rate, which was 52.78%. While the percentage of the positive answer was 28.79%. It was found that all items of the indicator had a moderate degree. As the score of this indicator is the weakest compared to all indicators of the axis.

It can be concluded that the overall degree of fairness in the treatment of teachers for their students was medium, almost low.

It is noted from the results of the previous table that the total degree of fairness in cases of reward and punishment among students was medium, with an arithmetic mean of 03.10 and an affirmative response rate of 47.33%. And a standard deviation of 01.26, which indicates that there is some kind of dispersion in the respondents' answers.

It can be concluded that the total degree of justice in the issues of reward and punishment by teachers to their students was average.

Through the outputs of the previous table, it was found that the overall degree of fairness in distributing duties was also of a medium degree. What explains this is the arithmetic mean of 03.46

We conclude that the total degree of fairness in distributing assignments by teachers to their students was average.

The arithmetic mean values for the items of the tool also indicate that the level of social responsibility was high for 03 items only, and with a moderate degree for 14 items of the axis.

The arithmetic mean values also indicate that only two (02) items had an arithmetic mean higher than (04.00), 15 items had a mean less than (04.00), and 10 items got an arithmetic mean less than (03.00).

After analyzing the social responsibility data tables within the University of Oum El-Bouaghi, it is necessary to identify whether there is a statistically significant relationship between the variable of social responsibility and the level of achievement motivation. Pearson correlation coefficient was used to clarify the significance of the relationship between the two previous variables.

Since the data of each of the variables of social responsibility and the variable of achievement motivation are quantitative (in the form of degrees), the Pearson correlation coefficient will be used.

The following table shows the bilateral correlation coefficient between the variable of social responsibility and the variable of achievement motivation.

Table 8. The binary correlation coefficient between the variable of social responsibility and the variable of achievement motivation.

Correlations

		The average social responsibility variable	The average achievement motivation variable
The average social responsibility variable	Pearson Correlation	1	,265**
	Sig. (2-tailed)		,000
	N	1012	1012
The average achievement motivation variable	Pearson Correlation	,265**	1
	Sig. (2-tailed)	,000	
	N	1012	1012

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

Source: Table data derived from SPSS output.20

It is noted from the previous outputs that the value of the correlation coefficient has reached 0.265** (between the average social responsibility and the average achievement motivation), and that the level of significance has reached 0.000, which indicates the existence of a significant positive correlation between the prevailing social responsibility in the institution and the level of achievement motivation of the student .

Since the significance level Sig is less than 0.05 (the level of significance adopted in the study). Therefore, the null hypothesis will be rejected and the alternative hypothesis will be accepted on the basis that there is a relationship between the social responsibility dimension of the university teacher and the level of achievement motivation of the student, i.e. there is an effect of social responsibility on the level of achievement motivation of the student.

After the binary correlation coefficient was extracted; The researchers decided to find out the significance of this obtained coefficient. To answer this, the binary distribution of the Pearson coefficient must be converted into a T distribution.

Data normality test:

Table 9. Testing the normality of the data for each of the variable of social responsibility and the variable of achievement motivation.

Tests of Normality

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	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
The average social responsibility variable	,034	1012	,089	,997	1012	,078
The average achievement motivation variable	,086	1012	,071	,963	1012	,068

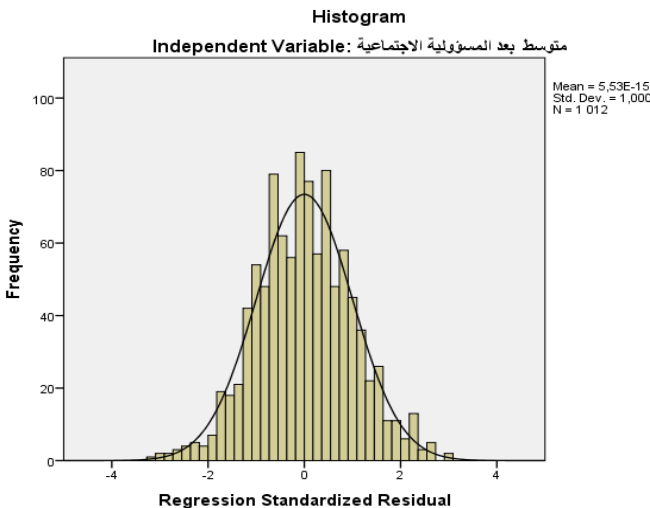
a. Lilliefors Significance Correction

Source: (khammar, 2018, p.199).

It is clear from the previous table that the value of Sig. It is equal to 0.089 and 0.071, respectively, based on the Kolmogorov-Smirnov results, and they are greater than the approved significance level of 0.05 (the number of cases is equal to 1012, which is greater than 50, from which we choose the Kolmogorov-Smirnov test), so the null hypothesis will be accepted that the data follow a normal distribution.

The following chart illustrates this:

Fig.1. Histogram through social responsibility.



Source: Figure data derived from SPSS output.20

Through the existing histogram, it is noted that the data follow a normal distribution, given that the histogram came in the form of a bell. This is also evident from the following diagram.

The null hypothesis test:

There is no relationship between the university teacher's commitment in terms of social responsibility and the achievement motivation of the student.

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Since the data follows a normal distribution, in order to find out the causal relationship between the two variables of the study, the linear regression test will be used, from which both the coefficient of determination (R square) and the t test will be calculated, as well as the Fisher test f (f).

Table 10. Linear regression test between the average social responsibility and the average achievement motivation.

Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
,265	,070	,069	,563

The independent variable is The average social responsibility variable

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Regression	24,208	1	24,208	76,355	,000
Residual	320,216	1010	,317		
Total	344,424	1011			

The independent variable is The average social responsibility variable.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2,969	,102		29,141	,000
The average social responsibility variable	,287	,033	,265	8,738	,000

a. Dependent Variable: average of achievement motivation variable

Source: Table data derived from SPSS output.20

The data of the previous tables show that the value of the binary correlation coefficient was 0.265, and the coefficient of determination (R Square) was .0700, at a confidence level of 95% and a statistical significance level of 0.000. This means that 07% of the change in the student's achievement motivation is due to the change in the social responsibility dimension of the university teacher. While the remaining 93%

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(07% - 100%) is the unexplained change; Which may be due to the presence of other variables related to the motivation variable.

Whereas, the calculated value of (t) is equal to 08.738, which is greater than its tabulated value of 01.645, and since the calculated value of f (f) is equal to 76.355, which is greater than its tabulated value of 03.84 (at the significance level 0.05), and since the significance level Sig is zero 0.000, which is less than The level of significance adopted in the study was 0.05, so the null hypothesis was rejected and the alternative hypothesis was accepted that there is a statistically significant effect of the social responsibility of the university teacher on the degree of achievement motivation among students at Oum El-Bouaghi University.

The outputs of the last table have been translated into a linear regression equation between the application of social responsibility and achievement motivation of the student as follows:

$$Y = 0.287 * X + 2.969$$

knowing that:

Y: represents the dependent variable (student achievement motivation).

X: represents the independent variable (social responsibility).

2.969: represents the constant (the effect of other variables).

This equation represents the impact of the social responsibility of the university teacher on the achievement motivation of the student by coefficient (B) and its value is 0.265

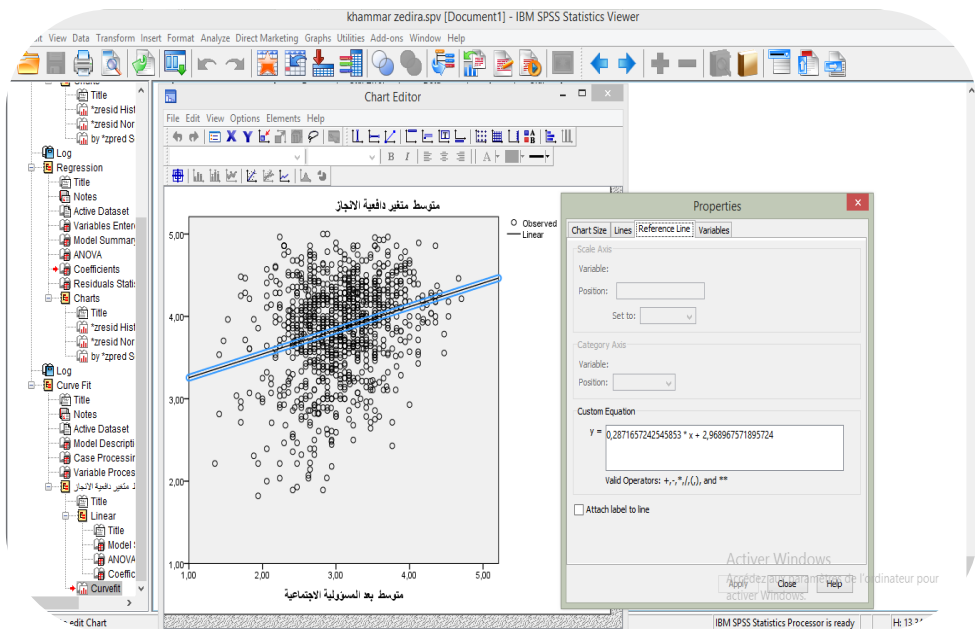
From the foregoing, the researcher concluded that:

There is a positive (weak) correlation between social responsibility and achievement motivation among students at Oum El-Bouaghi University. And the relationship is direct.

The following figure illustrates this:

Fig.2. The spread line between the average social responsibility and the average achievement motivation.

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Source: Figure data derived from SPSS output.20

Through the figure, it is noted that the relationship between them is a direct positive relationship.

The result of the study hypothesis test:

The commitment of the university teacher in terms of social responsibility is related to the achievement motivation of the student.

To verify the validity of this hypothesis, reference was made to the results of the arithmetic averages, as well as their percentages that correspond to the overall results of the two axes of the study (social responsibility and achievement motivation).

1. Social responsibility:

The researchers measured the dimension of social responsibility through the following:

1.1 The total degree of student assistance: This indicator was calculated using two indicators (02), namely:

1.1.1 Helping students academically:

By discussing this indicator, the researchers concluded the following:

- The arithmetic mean is (03.44), and the degree of students' help academically is average, and this was confirmed by the students' affirmative answer (agree + strongly agree) with a rate of 59.00%, which is an average percentage.

1.1.2 Helping students socially :

- 31.51% of the research community (which is an average percentage that is almost weak) and with an arithmetic mean of (02.72) acknowledged that teachers help their students socially (for example, in solving some of their own problems, participating with their students in doing some social activities and helping them create life projects) . And what explains this is that there is a weakness in the side of the help from the teachers to their students.

What was concluded was that the total degree of helping the university teacher to his students was average, and this was confirmed by the arithmetic mean, which is equal to (03.13).

1.2 The overall degree of fairness among students:

The results of this indicator are shown through the following:

1.2.1 Justice in the treatment of students :

- That 28.79% of the respondents' answers (which is a weak percentage) and what was also confirmed by the arithmetic mean of (02.66) believe that there is fairness in the treatment of students by the university teacher at Oum El-Bouaghi University. While those who believe that there is no justice in the treatment of students by teachers was 52.78%. For example, some teachers are biased in treating students, as well as distinguishing between male and female students. This was also found in some teachers being influenced by mediation in their dealings with students and in the way they were given exam marks.

1.2.2 Justice in cases of reward and punishment among students :

- 47.33% of the community members stated that there is fairness in issues of reward and punishment among students by their teachers, for example the following statements: (Students who participate a lot within the department get high points in terms of TD points, they give students their real points in exams, as well as fairness in their evaluation of students). What explains the arithmetic mean (03.10).

1.2.3 Equity in the distribution of duties:

- 60.68% of the community members stated that there is fairness in distributing assignments among students by most of the teachers (such as assigning all students to do assignments and not excluding anyone from that), and this was confirmed by the arithmetic mean (03.46).

The results of the study showed that the reality of social responsibility in terms of each of (helping students, justice among students) among the teachers of Oum El-Bouaghi University was in a medium degree, through their degrees of social responsibility (low 08%, medium 80.34% and high

11.66%). And through the positive result of all paragraphs of the social responsibility index. And also through the general arithmetic mean of the social responsibility scale (03.05). And also through the positive answer rate (agree + strongly agree) the total for the social responsibility dimension is 44.50%.

By analyzing the results of the second axis of social responsibility, which was appropriate to a moderate degree, and that most students have a somewhat high achievement motivation.

As well as through the Pearson correlation coefficient between the variables social responsibility and achievement motivation, which is equal to 0.265, as well as the coefficient of determination, which is equal to 0.070.

It can be deduced that the second sub-hypothesis is true:

The commitment of the university teacher in terms of social responsibility is related to the achievement motivation of the student. In this study, the relationship between them was positive, but to a weak degree.

In an attempt to find the variables - of social responsibility - that are related to the high achievement motivation among the students of Oum El Bouaghi University, the correlation coefficients between them were addressed.

9. Conclusion:

In conclusion, we come to the conclusion that the university is mainly concerned with building people and improving the conditions of students, as it is a moral organization by necessity, because it is concerned with the scientific and moral construction of the student, and therefore it must be keen to develop an ethical environment in the organization, otherwise it is unable to advance its mission, and the teacher is the main element on which the process is based. The educational and educational interactive attitudes that occur between him and the students or among the students themselves, as he is the main driver of the different motives of the students, as he is responsible for shaping their attitudes and desires and pushing them to communication, perseverance and achievement, through the use of various methods and methods of teaching appropriate to the subjects and topics that you teach.

The motive for achievement is one of the important motives that direct the student's behavior towards achieving acceptance or avoiding non-acceptance in situations that require academic excellence. Based on this, the motivation for achievement becomes a strong and dominant factor in the

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student's academic life, as the acceptance of teachers depends mainly on their continued achievement of a high level of achievement. Hence, we find that we must preserve our inherited good university traditions, and at the same time work to develop the ethics of the university education profession. in order to be consistent and responsive to the spirit of the ages and its requirements; To serve the community and scientific research and to serve the student and help him increase his achievement motivation.

By conducting this research, our expectations and perceptions were that the university teacher's commitment to professional ethics could help increase the student's achievement motivation. We imagined that the university teacher's commitment to professional ethics in terms of social responsibility can increase the achievement motivation of the student.

Through the theoretical premises seeking to find or monitor the reality of the relationship between the two variables of the study, we tried to reach objective results that can be trusted by collecting most of the data available to us to conduct this research.

On this basis, we conclude that there is motivation for achievement among the students of Oum El-Bouaghi University through what I concluded from the high degree of self-motivation for achievement, the high degree of external motivation for achievement, as well as the low degree of frustration. As well as what the quantitative data and evidence of our field study showed about the results of the respondents' answers, which showed that most students have high motivation. But what we concluded in our research is that it is not only due to the variable of the ethics of the university teacher's profession, but it could be other variables that we did not adopt in our research (that is, there could be other factors that led to an increase in students' motivation), or the existence of mistakes that we made that we did not realize (For example, errors in the research tool or the method used). Or that the respondents were not objective in their answers for reasons we do not know, as through our observation and experience of the reality of the students, and also through what we noticed and from the free interviews that we conducted with many students, we find that there is a great contradiction between what actually exists and the answers of the respondents to the questionnaire questions .

Study suggestions:

The researchers reached the most important suggestions that they consider objective and applicable in the field.

- ❖ Increasing the salaries of teachers to match the prevailing standard of living these days, in order to devote more time to scientific and academic research;
- ❖ Providing students with the opportunity to participate in making decisions related to their educational affairs;
- ❖ Treating students fairly and equally, and trying to reduce, if not eliminate, mediation and nepotism that interfere with the treatment of students;
- ❖ Exercising accuracy and objectivity when evaluating students. In this regard, it may be appropriate to conduct training courses for teachers to help them effectively assess the competence of their students.
- ❖ All legislation and laws that guarantee both the teacher and the student must be strengthened.

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