

# **Impact of Training Counselling Program to Developing Positive Thinking and Social Responsibility among Teachers of Learning Disabilities in Light of Professional Practice**

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## **Abstract**

*This study was conducted during (2016-2017) in university of Jazan, faculty of education, department of special education. The study aimed to exploring impact of training counselling program to developing positive thinking and social responsibility among teachers of children with (LD) in light of professional practice. Researchers used experimental method, applied positive thinking and social responsibility scales, designed by researchers used as study tool. The community of study consisted of (20) from teachers of children with learning disabilities. The sample was chosen purposely included control group (10) teachers and experimental group (10) teachers, Researcher used SPSS depends on T-test for one sample, Pearson correlation coefficient, Alpha equation, regression. Finally, the results are as following: the level of social responsibility among teachers of children with learning disabilities is significant(high), the level of positive thinking among teachers of children with learning disabilities is significant(high), background is influence on social responsibility, age is influence on social responsibility. Training counselling program is effective to developing positive thinking and social responsibility.*

**Keywords:** *Positive Thinking, Social Responsibility, Learning Disabilities.*

## **1. Introduction**

The study of Ahmed. E.Y. Eldood(2015) pointed that, Institutional support to quality teaching might help institutions to face upcoming challenges regarding teaching. Quality teaching might be considered as a distinctive feature contributing to the overall quality of the institution, along with scientific reputation and the quality of learning environment. Evaluating of teaching pupils with learning disabilities (LD), requires providing special programs and services that will enable them to receive the utmost benefit from the curriculum, modifications of the current curriculum, also are need it to develop, affirm themselves, and ensure their integration in the regular class and broader community. The National LD Professional Senate (2015) This means offering up the maximum investment in their cognitive, social, professional, and emotional potentials, Pupils with learning disabilities should be enabled to live full lives with more opportunities and less exposure to harm, as well as experience health outcomes in line with the wider general population. Two key issues underpin the current delivery of services for people with learning

disabilities (LD): Transforming Care program as a result of the abuse at Winterbourne View, and the Confidential Inquiry into the Premature Deaths of people with learning disabilities (LD).

**Special Education:** The study of Ahmed. E.Y. Eldood (2015) The field of special education from areas that gained the attention of educators and families with special needs, policymakers and educational decision. As a result of the progress wrought a change in the lives of many people with special needs, and take care of them and blow their energy categories, and upgrading their neglect of the stage, extortion, and displacement, isolation, containment, development, integration, demobilization. In addition the field of learning disabilities is a relatively new areas in the field of special education, which had been accepted by a lot of educational leaders, where it distinguished between many of the concepts that were included under its umbrella (underachievement, slow learning). Where she worked on an assessment of the capabilities of people with learning difficulties, and planning individualized education building them to identify the strengths and limitations they have and work on them. The study of Hamid. E. Ahmed, Alasmari. A & Eldood Y. E(2014) has evolved through many phases, starting with isolation and punishment of people with disabilities until their inclusion and acceptance, and it has passed through difficulties to reach the highest point of equality for people who had been segregated from their typically developing peers . So, the history of special education has had some issues that can be considered as controversial arguments among general and special educators. Therefore, Inclusive education is a relatively new notion that supports a paradigm shift in general schools from assisting students with disabilities to teaching them in regular education classroom. Although there are some limitations about research conclusions that have not generally given adequate results, working toward inclusive education remains to develop steadily among countries.

**Specific Learning Disabilities:** A brief of "Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or perform mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, motor disabilities, cognitive disabilities, emotional disturbance, cultural factors, environmental or economic disadvantage" (Ahmed. E. Y. Eldood.2015). Shu-Hsiang. C & et al. (2015). Education has been perceived as a basic and powerful tool that links economic, societal, and environmental concerns together under a sustainable development strategy and serves to move nations, communities, and households towards a more sustainable future. The point of education is to create a feeling of global responsibility. People are the center of education for whatever platform, environment, or society humanity is trying to establish. Study of Cassady. J. M. (2011) It is important to identify teachers' attitudes toward inclusion because it can dramatically affect their performance and the success of children with disabilities in the classroom. According to avramidis "professionals' attitudes may act to facilitate or constrain the implementation of policies... the success of innovative and challenging programs must surely depend upon the cooperation and commitment of those most directly involved". "Teachers who embraced the

responsibility to be inclusive have also elevated the quality of instruction, and the instruction was deemed more effective than that of teachers who had dissimilar beliefs concerning inclusion". Isabel R. Rodríguez & et al. (2012) Positive teacher attitudes are an important predictor of the successful education of children with disabilities, including those with autism spectrum disorders (ASDs). However, the severity and pervasiveness ASD often leads to the teaching and inclusion of this group of pupils to be seen as especially complex. Even teachers of recognized professional competence often consider themselves less able to deal with these students than with those with any other form of special needs. Research into teachers' attitudes towards inclusion and students with disabilities has shown that they are very much influenced by variables such as experience, training, and perception of available resources and support. Greater experience in inclusive educational contexts favours a more positive attitude toward the education of students with special needs in mainstream classrooms., for example, found that in a class where students with severe disabilities were included, teacher attitudes changed over time from initial resistance to a more favourable perception. Teacher training also has a powerful influence on the development of attitudes toward inclusion, especially when it incorporates related and specific professional abilities. Winter. E & O'Raw. P (2010) Inclusive education has increasingly become a focus of debate in discussions about the development of educational policy and practice around the world. The education of children and young people with special educational needs (SEN) and disabilities is now an established key policy objective in many countries for. The study of, Francesca. C (2011) pointed that The significant, positive correlations between teacher quality and student achievement, as most important within-school factors explaining performance, and between in-service training and student outcomes, are consistently borne out by research. The European Union, focusing on high quality teaching as key prerequisite for high quality education and training, highlights the school's duty to provide young citizens with the competences they need to adapt to globalised, complex environments, where creativity, innovation, initiative, entrepreneurship and commitment to continuous learning are as important as knowledge. In particular, promoting the development of teachers' competence in teaching transversal competences and heterogeneous classes, and collaborating with colleagues and parents, are seen as essential. Although the complexities of the teaching profession require a lifelong learning perspective to adapt to fast changes and evolving constraints or needs, international studies on teachers and their professional development have shown that so far, in-service training is considered as a professional duty in about a half of all European states, but it is in practice optional in many of them. Incentives to encourage participation in CPD appear few, and penalties for no participation are rare. In accordance with the degree of centralization/ decentralization in national education systems, the responsibility for planning and organizing CPD, falls to schools or local authorities in a certain number of countries (among others, the Netherlands, the UK and Ireland, as well as most Nordic and Eastern European countries). Shu-Hsiang. C & et al. (2015). Education has been perceived as a basic and powerful tool that links economic, societal, and environmental concerns together under a sustainable development strategy and serves to move nations, communities, and households towards a more sustainable future. The point of education is to create a feeling of global responsibility. People are the center of education for whatever platform, environment, or society humanity is trying to establish. Shu-Hsiang. C & et al. (2015). University social responsibility (USR), is a philosophy or principle for

social movement, which can be perceived as a philosophy of a university to use an ethical approach to develop and engage with the local and global community in order to sustain the social, ecological, environmental, technical, and economic development. USR acts as a key player for social changes, as USR implies having a policy of ethical quality, governing the performance of the university community. This is done via the responsible management of the educational cognitive, labour, and environmental impact from the university, in an interactive dialogue with society and its communities, in order to promote sustainable human development through education (transforming knowledge), provision of service, research, teaching, and scholarship. All of these underline an ethical collaboration not only with the university community but also with business community in terms of stakeholder involvement.

### **Question of Study:**

1. What the level of social responsibility among teacher of learning disabilities in light of professional practice?
2. What the level of positive thinking among teacher of learning disabilities in light of professional practice?
3. Is the age effect on social responsibility among teacher of learning disabilities?
4. Is the background effect on social responsibility among teacher of learning disabilities?
5. Is training counseling program effective of developing positive thinking and social responsibility?

### **Important of study:**

The researchers refer that positive thinking and social responsibility is very importance among teachers of special education in professional practices, because a university should be aware, as follows: because, Positive thinking is enhancing the skills of children with learning disabilities, Positive thinking is promoting the motivation performance among teacher in professional practices, social responsibility is a responsibility of institutions' action and behaviour for the impact they have influenced and caused to society, social responsibility requires a management practice that seeks to make society sustainable by eliminating unsustainable negative impacts and promoting sustainable forms of development, social responsibility is not beyond or outside the law; it works in coordination with legal obligations and social responsibility requires coordination between the stakeholders who are about to act on the negative impacts diagnosed.

### **Aims of Study:**

1. Exploring the level of social responsibility among teacher of learning disabilities in light of professional practice.
2. Identify the level of positive thinking among teacher of learning disabilities in light of professional practice.
3. Identify the age effect on social responsibility among teacher of learning disabilities.
4. Identify the background effect on social responsibility among teacher of learning disabilities.

5. Explore the effectiveness of training counseling program to developing positive thinking and social responsibility.

**Hypotheses of study:**

- A. The level of social responsibility among teacher of learning disabilities in light of professional practice is moderate.
- B. The level of positive thinking among teacher of learning disabilities in light of professional practice is low.
- C. The age is effect on social responsibility among teacher of learning disabilities.
- D. The background is effect on social responsibility among teacher of learning disabilities.
- E. The Training counseling program is effective to developing positive thinking and social responsibility.

**Concept of social responsibility:**

"Social responsibility define as a personal investment in the well-being of others and of the planet. Social responsibility of education is a process whereby the whole community transmits to the next generation appropriate values, traditions, skills and cultural norms. Service learning promotes good deeds and academic success Bouguila. S (2013). the concept of Corporate Social Responsibility, (CSR) has developed and is beginning to enter into common lexical knowledge and is increasingly being used by academics and economists for the sustainability of economic development. As often happens when new terms are coined, they tend to lose their conceptual precision, leaving their evocative value which is however watered down by the multitude of different meanings and contexts in which it is used. The concept of CSR indeed, takes on different meanings depending on the organization or group that uses it. Some tend to emphasize individual aspects that they believe to be more important than others e.g., ethics, the environment, safety, education or human rights. Definitions often vary as they represent historical and social differences between countries. Indeed, certain definitions underline a particular theme because it is more relevant in that particular state, at other times the concept of CSR reflects the level of economic and therefore social development of a country Firms, Poddi. L& et al. (2009). Responsibility means, the fluid nature of responsibility is manifest in the variety of perspectives from which it has been studied. for example, consider responsibility a relatively stable personality disposition, Lee and colleagues. have explored the shared sense of responsibility among teachers, Rose and Medway. have studied the intersection of teacher responsibility and locus of control. The sense of responsibility has also been associated with career success goal commitment, achievement motivation, self-efficacy and student achievement. In the absence of an overarching, agreed upon definition, a more fruitful approach is to construe responsibility as a multi-relational construct. Such multirelational systems assume that responsibility consists of from three to six components six component model Fani. V. Lauermann(2013). The study of Shu-Hsiang. C & et al. (2015) Pointed that, addresses seven core subjects of social responsibility (SR) promoting sustainability in:

- (1) Organizational governance.

- (2) Human rights.
- (3) Labour practices.
- (4) The environment.
- (5) Fair operating practices.
- (6) Consumer issues; and
- (7) Community involvement and development.

Also the showed that, (SR) seven key principles in:

- (1) accountability.
- (2) transparency.
- (3) ethical behaviour.
- (4) respect for stakeholder interests.
- (5) respect for the rule of law.
- (6) respect for international norms of behaviour and (7) respect for human rights.

**Teachers responsibility:** The study of Bouguila. S (2013). pointed that it is a teacher's responsibility to provide a nurturing and welcoming learning environment for all students, and to take seriously the position of influence that she is in. A teacher can influence what her students talk about, how they think and what they become. Social responsibility demands that a teacher not only cares about actual students; but also must understand and prepare them and show them how fit into future community. So to prepare students to be good citizens by providing them ways to help the institution itself be a good citizen while learning to be good citizens themselves; To foster and renew bonds of trust in the community; i.e., “social capital” and to use the neutrality of the campus to provide a common ground where differences of opinion and advocacy for particular points of view can be addressed in an open and constructive ways and where people with similar goals can come together and create ways to work together. Therefore the social responsibility of teachers’ emphasis on how: To create leadership development opportunities for students and to foster a commitment to social and civic responsibility, to enhance the employability of graduates by providing opportunities to build a strong resume and to explore career goals, to promote learning both for students and for community members, to play a role in creating capacity in the community to work on complex societal problems, to design a more effective way for the campus to contribute to economic and community development, to build support for public investment in higher education, both to provide access and opportunity for students of all backgrounds to pursue an education and to generate knowledge that will address critical societal needs, scholarship of discovery: contributes to the human stock of knowledge and to the intellectual climate of a college or university, scholarship of Integration: makes connections across the disciplines, placing the specialties in larger context often educating non specialists, a philosophy of education that empowers individuals, liberates the mind and cultivates social responsibility.

**Concept of Positive Thinking:** Since its first printing in 1952, *The Power of Positive Thinking* has been translated into 40 languages and sold more than 20 million copies. This condensation was prepared by Ric

Cox, formerly a top editor at Reader's Digest. It retains the techniques and examples from the original text, which demonstrate that you can have peace of mind, improved health and a never-ceasing flow of energy. In short, your life can be full of joy and satisfaction. The concept of positive thinking has permeated our culture. It is a philosophy of faith that does not ignore life's problems, but rather explains a practical approach to life's full potential. It is a system of creative living based on spiritual techniques, and its operation is demonstrated in the lives of thousands of people. We offer this condensed edition because these are timeless truths that will work today and tomorrow. The powerful principles contained here are given to us by the greatest Teacher who ever lived and still lives. This book teaches a simple yet scientific system of practical techniques for successful living that works (Peale. V. Norman.1987).

### **Literature Review:**

The study of Pan. Y. H.(2014) The purpose of this study was to confirm the relationships among teachers' self-efficacy, and students' learning motivation, learning atmosphere, and learning satisfaction in senior high school physical education (PE). A sample of 462 PE teachers and 2681 students was drawn using stratified random sampling and cluster sampling from high schools in Taiwan. The research instruments were the Teachers' Self-Efficacy Scale, and students' Learning Motivation Scale, Learning Atmosphere Scale, and Learning Satisfaction Scale, which were designed by the researchers based on theories and existing instruments. Structural equation modelling was used to evaluate the fit of the hypothetical model. The results revealed that the model had acceptable fit. It was concluded that physical education teachers' self-efficacy affected students' learning motivation, learning atmosphere, and learning satisfaction; teachers' self-efficacy also indirectly and positively influenced learning satisfaction, mediated by learning motivation and learning atmosphere. The study of Isabel R. Rodríguez& et al. (2012)This study is aimed at assessing special education teachers' attitudes toward teaching pupils with autism spectrum disorders (ASDs) and at determining the role of variables associated with a positive attitude towards the children and their education. Sixty-nine special education teachers were interviewed. The interview included two multiple-choice Likert-type questionnaires, one about teachers' attitude, and another about teachers' perceived needs in relation to the specific education of the pupil with ASD. The study shows a positive view of teachers' expectations regarding the education of pupils with ASD. A direct logistic regression analysis was performed testing for experience with the child, school relationship with an ASD network and type of school (mainstream or special) as potential predictors. Although all three variables are useful in predicting special education teachers' attitudes, the most relevant was the relationship with an ASD network. Need for information and social support are the relatively highest needs expressed by teachers. The study of Bouguila. S (2013). We are interested in examining the social responsibility of education through an explorative study on a sample of teachers and students. Teachers should promote some values that conduct the behaviour of students. Our ambition is to introduce the idea that the "citizenship" could be an explanatory framework of successful learning. Two arguments can justify our idea. First, the social orientation is yet established through our religions and reinforced by our parents. Culture and others some endogenous factors may encourage this social trend. Second, the citizenship is in its self the output of learning strategies. This indicates that active learning is inherent to social responsibility of active citizens

teachers and thereby citizens students. So is important to reveal this problematic in order to stimulate our teachers together with students to pursue a social responsibility in their behaviours to get not only an actual citizen generation but also to ensure getting a future citizen generation. Through this study we hope influencing people, (teachers and students in particular) to act and be stimulated toward correct and responsible behaviour. The study of Poddi. L& et al. (2009). pointed that over the last two decades in OECD countries increasingly more firms are certifying as socially responsible (CSR is the acronym for corporate social responsibility). This kind of certification is assigned by private companies that guarantee that a certain firm's behaviour is environmentally and sociologically correct. Some papers (including Preston and O'Bannon, 1997; Waddock and Graves, 1997, McWilliams and Sieger, 2001; Ullman, 1985) tried to establish if there exists a link between Social Responsibility certification and the performance of firms. Their results were ambiguous and did not show any common connection. This ambiguity depends mainly on the static nature of their analyses and on the problem of whether performance is affected more by certification costs or by increasing sales due to an effect on reputation. Our work would like to discover whether certain performance indicators are affected by a firm's social responsible behaviour and their certifications by looking at panel data. The novelty of our analysis is due to its dynamic aspect and from a CSR index that intersects two of the three main international indices (Domini 400 Social Index, Dow Jones Sustainability World Index, FTSE4Good Index), to be objective and obtain a representative sample. The main results seem to support the idea that CSR firms which are more virtuous, have better long run performance. They have some initial costs but obtain higher sales and profits due to several causes reputation effect, a reduction of long run costs and increased social responsible demand. The study of Alessandra.D. & Vincenzo. P (2016) The paper analyzes the role of Corporate Social Responsibility (CSR) as a tool for firms to adopt social initiatives and increase their reputation amongst customers. Despite a growing effort in investigating corporate environmental strategies and CSR effects on consumers' attitudes, extant research does not provide sufficient knowledge of the relationship between consumers' attitude towards CSR activities and their strictly related behaviour. Bby employing Attribution Theory, we developed a conceptual framework and conducted two separate experiments showing the impact of firms' CSR initiatives on consumers' attitudes, behaviour, and purchase intentions. Our first experiment shows that company evaluation improves when CSR activities is considered to be rooted on sincere motives. Conversely, CSR initiatives backfires on the proponent when consumers perceive that the company motives are driven by internal and profit reasons. Additionally, our second experiment shows that consumers' attitudes are significantly related to the overall behavioural intentions toward the firm; positive (negative) attitudes toward CSR activities result in positive (negative) consumers' behavioural intentions toward the firm. Moreover, when we set firm's reputation as a moderator of the relationship between attitudes and behaviours, we found that it moderates consumers attitudes toward the firm's social initiative and, consequently, consumers' behavioural intentions. This paper shows that corporate social responsibility (CSR) and firm value are positively related for firms with high customer awareness, as proxied by advertising expenditures. For firms with low customer awareness, the relation is either negative or insignificant. In addition, we find that the effect of awareness on the value-CSR relation is reversed for firms with a poor prior reputation as corporate citizens. This evidence is consistent with the view that CSR



activities can add value to the firm but only under certain conditions. Manescu. C (2010). This study conducts an in-depth analysis of the association between a unique ten-dimensional set of Corporate Social Responsibility (CSR) scores and firm profitability, as measured by Return on Assets (ROA). We find that non-linear (semi or non-parametric) regression methods bring important improvements in explaining profitability relative to a classical linear approach. While a number of CSR variables like corporate governance, talent attraction and codes of conduct might have some explanatory power, the CSR scores do not improve over the standard variables known to be associated with ROA. The study of, González-Rodríguez. R. María (2012). The findings of this article bring knowledge about the understanding of corporate social responsibility from the university students' perception and their values' structure in a cross cultural high education context. Primary data collected via a survey in Business Schools at Universities of Spain, Poland and Bulgaria and multivariate analysis evidence that both the values' structure and university students' CSR perception are influenced by cross cultural factors. In this High Education context and according to Schwartz's values theory and the Triple Bottom line, the study reveals different value profiles by gender and nationality and diverse attitudes to CSR perception across these European countries. The result approached is important for organizations to assure the success of strategic purposes implicit on social corporate initiatives. Gordon. B. (2011). The behavior of the two TPSR classes improved quickly with the teacher reporting by the end of the implementation that both classes were extremely well behaved. The levels of engagement in the physical education curriculum increased substantially for the two TPSR classes. This was attributed to increased time on task, and because less time was wasted on classroom management and control. The teacher reported that learning in the physical education curriculum was greater for the TPSR classes.

The study of, Yeşil. R. (2013). The main purpose of this study is examining the responsibility education applications of kindergarten and elementary school teachers. The research was done in survey model. The study group of the research consisted of 199 teachers. The data of the research was collected with "Responsibility Education Strategy Scale". For data analysis, arithmetic mean, t test, variance analysis and Pearson's r test were used. After the research, it was determined that teachers use informative responsibility education strategies more frequent than applied responsibility education strategies. Shu-Hsiang. C & et al. (2015). Social responsibility is a responsibility not a requirement, of an organization for the impact of its decisions and activities on society and the environment, through transparent and ethical behaviour that contributes to sustainable development, health and the welfare of society; which takes into account the expectations of stakeholders, is in compliance with applicable law and consistent with international norms of behaviour, and is integrated throughout the organization and practiced in its relationship. By promoting sustainable development practices in the management at higher education institutions, universities can demonstrate their commitment to social responsibility practices. It should be embedded as part of the university's philosophy as a way of being, operating, and practicing. Social responsibility should be embedded into the core values and functions of universities' practices at every level. This paper explores the concept of university social responsibility (USR) and presents the SCOPE framework for identifying ethical issues in our modern day complex global world. Kasim. M. Gamil.(2008).This study aims at identifying the effectiveness of counselling psychology programme to develop the social responsibility of

secondary school students. The main reason for carrying out this study is the need to establish a counselling psychology programme which can help develop the social responsibility of students, in general, and secondary school students, in particular. The researcher divided his study into five chapters. , the researcher presents the findings and their analysis which showed the following. 1- There are no statistical differences between the average marks of the students of the controlled sample before and after the application 2- There are no statistical of the counselling psychology programme. differences between the average marks of the students of the experimental and the controlled samples before conducting the programme. 3-However, there are statistical differences between the average marks of the students of the experimental group after conducting the programme in favour of the posterior testing. 4- Also, there are statistical differences between the average marks of both samples in accordance to social responsibility after carrying out the programme in favour of the experimental sample. Finally, the researcher concludes his study with a number of recommendations and suggestions which help develop social responsibility. Barakat. Z.(2006) This study aimed at identifying the level of positive and negative thinking on university students among some demographic and educational variables. To achieve this purpose the positive and negative thinking scale ( PNTS) had been applied to (200 ) students of both five in deferent faculties of Al – Quds Open University , ( 100 females , 100 males of age between 18 – 46 years ) . The results indicated that: 1. Only (40.5 %) from the study subject showed positive thinking (16.5% males and 24% females). 2. There were statistical significance differences between student's scores on positive and negative thinking due to variables: Gender, and mother's employee, in favour of females and non-employee mother's sons. 3. There were no statistical significance differences between student's scores on positive and negative thinking due to variables: Academic achievement, specialization, residency, father's profession, parent's education level. Finally, in light of the study results and discussion the researcher suggested some recommendations. Alnajjar. Y & Altalla. A. R. (2015)The study aimed to identify the level of positive thinking and its relationship with life quality among people working with NGOS in the Gaza strip governments. It also aimed at identifying the level of life quality among the same subjects. The researchers administered the study tools, which were namely the positive thinking scale designed by Abd- Elsatar (2008) and life quality scale designed by the authors to the study sample that consisted of (100) people working with NGOS, of those 64 were males and 36 were females. The study findings showed that (1) the level of positive thinking was 73%, where the general satisfaction domain came first with a percentage of 84.1%, and positive risk taking came ninth and last with a percentage of 48.5%. ; (2) the total percentage of life quality was 73.6% where the social domain occupied the first rank with a percentage of 85.1% whereas the job domain came fourth and last with a percentage of 84.8%.; (3) there was a statistically positive correlation between positive thinking and life quality; (4) there were statistically significant differences between the positive thinking scale domains attributable to sex and in favour of males ,and attributable to income and in favour of those whose income exceeded 1500 new Israeli sheqal,and attributable to experience in favour of those who have more five years' experience compared to those who have less than five years' experience; (5) there were statistically differences in the scores of life quality attributable to sex and in favour of males, attributable to income and in favour of those with 1500 NIS, and attributable to experience and in favour of those with more than five years' experience. AL-Etibi.I.Kh. Afrah.(2013)The study targeted by conducting

a field study to identify the nature of positive thinking - negative among the students of the university and its relationship to the academic consensus. As well as to identify differences in positive thinking - passive and compatibility among students according to academic variable (sex - major and grade). The study sample consisted of 200 students were randomly selected, The study was the application of a measure - a measure of positive thinking - passive and scale compatibility mode two (prepared by the researcher), The study resulted in findings of the study as follows: The students have a positive pattern of thinking and a high level of compatibility mode. - The lack of differences in the pattern of positive thinking negative due to the variable (sex - academic specialization -the Stage Study). - The lack of differences in compatibility mode due to the variable (sex - academic specialization- the - stage Study) - The presence of a statistically significant correlation between positive thinking and compatibility mode. In light of the results of the study, the researcher recommended some of the recommendations and proposals. Elseer.O.A. Hanan (2015). This study aims to identify role of secondary education teachers in developing positive thinking approach of their students in the light of Holy Quran and Prophetic Sunnah and methods of activating it. It also seeks to tackle impact of variables (gender – major – service years) on teacher’s role, and then suggest some methods to activate that role in developing positive thinking of students. The researcher adopted the descriptive analytical method to obtain data and answer study questions. Study sample consisted of 600 male and female teachers from “west, east and north Gaza governorates for 2014, as the researcher targeted 2015 teachers, who represented the whole group, and she selected her sample through stratified random sampling as it represented 30% of the total study group. To fulfill study aims, the researcher prepared 42-item questionnaire divided into three fields. Positive thinking skills with 14 items, positive thinking trends with 15 items and 13 items for the effective methods to enhance positive thinking. Questionnaire reliability and validity were checked via applying it on a pilot sample consisted of 40 teachers, and the researcher used SPSS to analyze respondents’ data. Study results: The teacher develops positive thinking approach of secondary students with 83.21%, which is a high percentage, there are no statistical dissimilarities at level (0.05) among estimations of study sample averages for role of teachers in developing positive thinking approach attributed to gender, except first field (positive thinking skills), in favour of females, there are no statistical dissimilarities at level (0.05) among estimations of study sample averages attributed to major (Sharia – Humanities – Applied) in favour of sharia and humanities, there are no statistical dissimilarities at level (0.05) among estimations of study sample averages attributed to service years (less than 5 years – 5 to less than 10 years – 10 years and more). The study of Alberto G. Canen., & Ivenicki, Ana. (2015) Multicultural organizations can be central to mitigate organizational situations in which envy could potentially flourish, therefore contributing to fostering organizational conduct that leads to institutional social responsibility. The paper focuses on the inner workings of organizations related to their leaders' understanding of what the expression "social responsibility" means. The article highlights how envy among its members could be tackled in order to boost social responsibility, and promote social justice. The paper analyses institutional leaders' discourses from an enterprise and from a higher education institution (HEI), gleaning their meaning of social responsibility and their perceptions of their role in challenging envy as part of that social responsibility agenda. In order to challenge envy and promote fair conducts and social responsibility, the role of positive multicultural leaders and the strengthening of an

organizational collective identity should be emphasized. The findings suggest that organizations need to be better equipped in order to face organizational turbulences detrimental to the social responsibility success, by focusing on cultural diversity and retention of good workforce as part of their social responsibility and social justice remit. The paper discusses social responsibility in a way that goes beyond the hitherto prevalent focus on environmental concerns and corporate accountability. Also, it is relevant comparatively in that it shows aspects to be addressed for the success of social responsibility in the study of Curry, Katherine A., & Adams, Curt M. (2014) Family-school partnerships are difficult to initiate and sustain in ways that actually promote student learning, especially in high-poverty communities. This quantitative study was designed to better understand how social forces shape parent responsibility in education. Based on social cognitive theory as the conceptual framework, the relationships between parent responsibility and two types of parent social networks were tested according to a partially latent structural equation model. Findings indicate limited contact among parents in schools and a positive, statistically significant relationship between both types of networks and parent responsibility. Glass, Chris R., & O'Neill, N. (2012) Fostering students' personal and social responsibility is central to the historical purposes of liberal education and a key emphasis of many campus mission statements. Despite widespread agreement among faculty and administrators about fostering students' personal and social responsibility, national surveys suggest that many do not believe that their campuses are working toward this aim in a coherent way. Calls for educational reform to make personal and social responsibility an essential aim of college-level learning would benefit from an empirically grounded investigation of the distinctive qualities of educational reform efforts focused on education for personal and social responsibility. The lead researcher undertook such an investigation on behalf of the Association of American Colleges and Universities under the auspices of its national initiative Core Commitments: Educating Students for Personal and Social Responsibility. This study has led to the development of a theoretically and empirically grounded organizational change framework specifically related to education for personal and social responsibility. The research questions that guided the study were: (1) What are the distinctive qualities of educational reform efforts designed to create institutional climates where education for personal and social responsibility is more deliberate, connected, and pervasive across the undergraduate student experience?; and (2) How does institutional context make a difference in the configurations of these strategic approaches to educational reform? In order to address these research questions, the lead researcher conducted a case study of seven institutions over a three-year period. These institutions were part of the Core Commitments initiative and were undertaking educational reform related to embedding personal and social responsibility into the undergraduate experience. This study offers valuable insights to academic leaders who are currently involved in efforts to develop more integrated curricular and co-curricular approaches to undergraduate education. The study concludes with recommendations on using institutional data in reform efforts and connecting educational reform related to personal and social responsibility within existing institutional priorities. Wray-Lacke, Laura, & et al (2016) Social responsibility can be defined as a set of prosocial values representing personal commitments to contribute to community and society. Little is known about developmental change--and predictors of that change--in social responsibility during adolescence. The present study used an accelerated longitudinal research design to investigate the developmental trajectory

of social responsibility values and ecological assets across family, school, community, and peer settings that predict these values. Data come from a 3-year study of 3,683 U.S. adolescents enrolled in upper-level elementary, middle, and high schools in rural, semiurban, and urban communities. Social responsibility values significantly decreased from age 9 to 16 before levelling off in later adolescence. Family compassion messages and democratic climate, school solidarity, community connectedness, and trusted friendship, positively predicted within-person change in adolescents' social responsibility values. These findings held after accounting for other individual-level and demographic factors and provide support for the role of ecological assets in adolescents' social responsibility development. In addition, fair society beliefs and volunteer experience had positive between- and within-person associations with social responsibility values. The manuscript discusses theoretical and practical implications of the conclusion that declines in ecological assets may partly explain age-related declines in social responsibility values.

The study of Gordon, B. & et al. (2006) This study examined a long-term afterschool leadership program situated in a Midwestern university town in the US. The activity-based program for boys considered to be disengaged with school and at risk for dropping out of education, was based on the Teaching Personal and Social Responsibility (TPSR) model. The program curriculum was strongly aligned with the social and emotional learning (SEL) theoretical framework. The study sought to identify the learning(s) that occurred and the impact of participation for participants. The key findings were that 1) the pedagogical approach and strategies of TPSR when implemented with a high level of fidelity align strongly with the SEL framework; 2) the structure and design of this TPSR based program was an important ingredient in the school's overall approach to supporting SEL among students, and 3) a number of SEL outcomes were identified as a result of participation in this program.

Sin, Cristina & et al. (2016) The paper examines to whom Portuguese students attribute responsibility for the development of employability, and what extra-curricular activities they undertake to improve their employability. Particular focus lies upon how far students internalise responsibility for employability and if/how they seek to position themselves in the job market. The data was obtained through a survey of 828 Portuguese students. The analysis explored differences among student groups (higher education sector, gender, age and discipline). The attribution of responsibility was primarily to students themselves and to higher education institutions as key vehicles for employability development, echoing the theoretical conceptualization which sees employability as an individual ability/responsibility. Yet, the observed variations provide empirical support for the conceptualization of employability as complex and multi-dimensional. The study also revealed relatively high engagement with extra-curricular activities, evidencing that students not only assume responsibility for employability, but are proactively seeking to gain positional advantage in the job market.

Fitzpatrick, Julie (2013) Corporate social responsibility (CSR) is a key element of today's Business school curricula. Proponents of CSR have argued that a business has an obligation to balance the interests of its many stakeholders. Critics of CSR, however, have argued that a business has an obligation only to its owners--its shareholders. In this paper I examined the perceptions of CSR among a sample of today's Business students and investigated the relationship between gender, work experience, and spirituality and CSR perceptions. The results generally support the hypothesis that women exhibit greater sensitivity to CSR than men. Some results are consistent with the hypothesis that work experience is important in shaping perceptions of CSR. Finally, several

results are consistent with the hypothesis that spirituality positively affects perceptions of CSR. The study of Erbas, Kürsat.A. A. Kürsat. & et al. (2012) Problem statement: Contemporary global environmental problems have highlighted the importance of acting responsibly towards natural resources and the environment. The role of science education in shaping how people interact with the environment, therefore, has gained importance. The science education community has responded to this challenge by helping citizens develop responsibility for environmental issues. Accordingly, "scientific literacy and the environment" was one of the research areas in the Programme for International Student Assessment (PISA) 2006. We attempted to examine patterns in Turkish students' environmental responsibility and to expose relationships between student responsibility for environmental issues and socio-demographic variables. We did this by assessing scientific literacy and evaluating an environmental database for Turkey in the context of PISA 2006. Specifically, the current study examined the extent to which Turkish students' economic, social, and cultural status; school activities; parents' sense of responsibility and optimism regarding environmental issues and gender predicted their perceived responsibility towards the environment. Purpose of Study: This study evaluated students' responsibility towards the environment and the relationship between perceived responsibility and several background variables, utilizing Turkish data obtained from the Programme for International Student Assessment (PISA) 2006. Methods: Canonical correlation analysis (CCA) was used to examine the association between dependent and independent variables. Findings and Results: The findings suggested that 15-year-old Turkish students' responsibility towards the environment varied with respect to such socio-demographic variables as gender; economic, social and cultural status; availability of school activities related to environmental topics and parental sense of responsibility for and optimism about environmental issues. Among these, although the association was negative, parental level of optimism regarding environmental issues explained the greatest amount of variation in student responsibility towards the environment. This was followed by parental sense of responsibility for environmental issues. Conclusions and Recommendations: The overall picture disclosed by this study is one in which economic, social and cultural status (ESCS) is the primary feature shaping awareness and responsibility toward the environment. It is important to note that this result was obtained by sampling 15-year-old students in Turkey, where there is no strategy for environmental education. That is to say, if we were to gather background data on environmental awareness and responsibility in Turkey (although these would be below the OECD average), and if we were to identify how this awareness and responsibility have shaped the country's economic, social and cultural status, which differs by region, then we might be able to make plans to develop a tendency toward environmental consciousness. Such change would be important for the developing world. Being pessimistic about low ESCS coincides with low environmental awareness and responsibility, but alternative means to ameliorating this situation can be found by addressing national and even regional factors.

## **2. Methods and Material**

In these study the experimental method research technique was used, the technique consists of scales prepared by the researchers after adopt.

**2.1 Sample technic:** In these research purposely sampling methods was used. The individuals who participate in random sampling are chosen randomly. The scales were answered by (20) teachers of children with learning disabilities including (10) control group and (10) experimental group, during fall 2016-2017 (academic period) from final term.

**2.2 Tools Technique:** The scales were prepared by the researchers. It content social responsibility, it include (54) items and scale of positive thinking, it includes (78) items. In order to ensure the validity and reliability of the scales form, it distributed to four instructors who had completed their doctorates and this form developed in accordance with the opinions of the instructors, then a pilot study were conducted and the value of reliability was found. It was about, positive thinking (0.89) and social responsibilities (95), after that, the questionnaire forms became ready for application.

**2.3 Practical Procedures:** After the researchers adopted the questionnaire, researchers selects the sample randomly, and then the pre-condition of participators in questionnaire was done. The researchers explained the goal of the research and how the study would be carried out. In addition, the researchers emphasized the participators would remain confidential during they response scales, scales written took place between 1-30 days, and the researcher used E-mailing technique to answering the scales.

**2.4 Data Analysis:** After collecting data, the researchers used: T- test for one sample, regression coefficient and correlation coefficient, regression, to examine the study hypothesis. The Software used to make all analysis is SPSS program version 11.

**2.5 Study Group:** The study group formed from student of special education, in department of special education, faculty of education - Jazan University, that numbered about (20) male, the average of age about 20.

### 3. Results

**3.1. What the level of social responsibility among teachers of learning disabilities?** To answer this question, the researcher used (T) test for one sample, table (1) shows the result. When we compare the mean respectively, community responsibility (42.833), responsibility to others (42.917), freedom and political participation (36.417), affiliation and citizenship (35.00), cultural openness and pluralism, (36.750) with standard mean (32.5), (30), (27.5), (22.5), (25) we found the mean is greater than standard mean and the significant level (0.000) is greater than the sig value (0.000), this is means that the level of the social responsibility among teachers of learning disabilities is positive (high than normal level).

**Table(1) show the level of social responsibility among teachers of learning disabilities?**

| Dimensions of SR | N  | Standard Value | Mean   | Std     | T Value | df | Sig   | Result |
|------------------|----|----------------|--------|---------|---------|----|-------|--------|
| CR               | 12 | 32.5           | 42.833 | 5.67023 | 7.84    | 11 | 0.000 | High   |

|     |    |      |        |          |      |    |       |      |
|-----|----|------|--------|----------|------|----|-------|------|
| RO  | 12 | 30   | 42.917 | 10.24658 | 4.37 | 11 | 0.001 | High |
| FPP | 12 | 27.5 | 36.417 | 4.60155  | 4.83 | 11 | 0.001 | High |
| AC  | 12 | 22.5 | 35.000 | 4.65149  | 3.72 | 11 | 0.003 | High |
| COP | 12 | 25   | 36.750 | 4.00282  | 5.84 | 11 | 0.000 | High |

SR= social responsibility, CR= community responsibility, RT= responsibility to others, FPP= freedom and political participation, AC= affiliation and citizenship, COP= cultural openness and pluralism.

**3.2 What the level of positive thinking among teachers of learning disabilities?** To answer this question, the researchers used regression, table (1) shows the result. When we compare the mean respectively, positive orientation toward the future(70.385), positive a feeling of happiness(70.231), understanding positive life(66.398), acceptance(35.539), flexibility(53.077) with standard mean (45),(47.5),(45),(22.5),(35) we found the mean is greater than standard mean and the significant level (0.000) is greater than the sig value (0.000), this is means that the level of the positive thinking among teachers of learning disabilities is positive (high than normal level).

**Table (2) show the level of positive thinking among teachers of learning disabilities?**

| Dimensions of PT | N  | Standard Value | Mean   | Std     | T Value | df | Sig   | Result |
|------------------|----|----------------|--------|---------|---------|----|-------|--------|
| POTF             | 12 | 45             | 70.385 | 9.5528  | 15.24   | 11 | 0.000 | High   |
| PAH              | 12 | 47.5           | 70.231 | 10.0096 | 14.49   | 11 | 0.000 | High   |
| UPL              | 12 | 45             | 66.398 | 8.4891  | 15.42   | 11 | 0.000 | High   |
| A                | 12 | 22.5           | 35.539 | 3.2827  | 6.09    | 11 | 0.000 | High   |
| F                | 12 | 35             | 53.077 | 9.3938  | 8.86    | 11 | 0.000 | High   |

PT= positive thinking, POTF= positive orientation toward the future, AH= positive a feeling of happiness, UPL= understanding positive life, A= acceptance, F= flexibility.

**3.3 What is influence of Background on social responsibility among teachers of learning disabilities?**

For answer, this question the researchers used regression method, and table 4 shows the influences of age on social responsibility among teachers of learning disabilities. After analysis the data, we found that the standardized coefficients value is (0.18-) (see table 3), the value of correlation coefficients is (0.182). These values are significant at level (0.00), because the level of significant is less than SIG. This means that the age is influence on social responsibility among teachers of learning disabilities.

**Table 3: Shows the influence Background on social responsibility among teachers of learning disabilities.**

| Predictors | Dependant             | F     | R     | B     | Sig  | Standardized Coefficient |
|------------|-----------------------|-------|-------|-------|------|--------------------------|
| Background | Social Responsibility | 0.341 | 0.182 | 46.00 | 0.00 | 0.18-                    |

F= F value, R= correlation value, B= Regression value, SIG = sigma value.



**3.4 What is influence of age on social responsibility among teachers of learning disabilities?** For answer, this question the researchers used regression method, and table 4 shows the influences of age on social responsibility among teachers of learning disabilities. After analysis the data, we found that the standardized coefficients value is (0.36) (see table 4), the value of correlation coefficients is (0.348). These values are not significant at level (0.00), because the level of significant is less than SIG. This means that the age is influence on social responsibility among teachers of learning disabilities.

**Table 4: Shows the influence of age on social responsibility among teachers of learning disabilities.**

| Predictors | Dependant             | F    | R     | B     | Sig  | Standardized Coefficient |
|------------|-----------------------|------|-------|-------|------|--------------------------|
| ages       | Social Responsibility | 1.38 | 0.348 | 12.52 | 0.64 | 0.36                     |

F= F value, R= correlation value, B= Regression value, SIG = sigma value.

#### 4. Discussion

Our study research revealed that:

**1. the level of the social responsibility among teachers of learning disabilities is positive (high than normal level).** this result is in line with study of the study of Bouguila .S (2013) pointed that it is a teacher's responsibility to provide a nurturing and welcoming learning environment for all students, and to take seriously the position of influence that she is in. A teacher can influence what her students talk about, how they think and what they become. Social responsibility demands that a teacher not only cares about actual students; but also must understand and prepare them and show them how fit into future community. So to prepare students to be good citizens by providing them ways to help the institution itself be a good citizen while learning to be good citizens themselves; To foster and renew bonds of trust in the community; i.e., “social capital” and to use the neutrality of the campus to provide a common ground where differences of opinion and advocacy for particular points of view can be addressed in an open and constructive ways and where people with similar goals can come together and create ways to work together. The study of Kasim. M. Gamil.(2008) Indicated that, There are no statistical differences between the average marks of the students of the controlled sample before and after the application The study of Bouguila. S (2013) pointed that, teachers should promote some values that conduct the behaviour of students. Our ambition is to introduce the idea that the "citizenship" could be an explanatory framework of successful learning. Two arguments can justify our idea. First, the social orientation is yet established through our religions and reinforced by our parents. Culture and others some endogenous factors may encourage this social trend. Second, the citizenship is in its self the output of learning strategies. This indicates that active learning is inherent to social responsibility of active citizen’s teachers and thereby citizens students. The study of Poddi. L . Firms & et al. (2009) pointed that, the main results seem to support the idea that CSR firms which are more virtuous, have better long run performance. They have some initial costs but obtain higher sales and profits due to several causes reputation effect, a reduction of long run costs and increased social

responsible demand. The study of, Alessandra. D& Pisano. V. (2016) shows that consumers' attitudes are significantly related to the overall behavioural intentions toward the firm, positive (negative) attitudes toward CSR activities result in positive (negative) consumers' behavioural intentions toward the firm. Also show that, corporate social responsibility (CSR) and firm value are positively related for firms with high customer awareness, as proxied by advertising expenditures. For firms with low customer awareness, the relation is either negative or insignificant. In addition, we find that the effect of awareness on the value-CSR relation is reversed for firms with a poor prior reputation as corporate citizens. This evidence is consistent with the view that CSR activities can add value to the firm but only under certain conditions. The study of, González-Rodríguez. R. María& et al. (2012). The findings of this article bring knowledge about the understanding of corporate social responsibility from the university students' perception and their values' structure in a cross cultural high education context. Primary data collected via a survey in Business Schools at Universities of Spain, Poland and Bulgaria and multivariate analysis evidence that both the values' structure and university students' CSR perception are influenced by cross cultural factors. In this High Education context and according to Schwartz's values theory and the Triple Bottom line, the study reveals different value profiles by gender and nationality and diverse attitudes to CSR perception across these European countries. The result approached is important for organizations to assure the success of strategic purposes implicit on social corporate initiatives. The study of Gordon. B (2011). The behaviour of the two TPSR classes improved quickly with the teacher reporting by the end of the implementation that both classes were extremely well behaved. The levels of engagement in the physical education curriculum increased substantially for the two TPSR classes. This was attributed to increased time on task, and because less time was wasted on classroom management and control. The teacher reported that learning in the physical education curriculum was greater for the TPSR classes. The study of Yeşil. R.(2013). determined that teachers use informative responsibility education strategies more frequent than applied responsibility education strategies. The study of Shu-Hsiang. C & et al. (2015). Social responsibility is a responsibility not a requirement, of an organization for the impact of its decisions and activities on society and the environment, through transparent and ethical behaviour that contributes to sustainable development, health and the welfare of society; which takes into account the expectations of stakeholders, is in compliance with applicable law and consistent with international norms of behaviour, and is integrated throughout the organization and practiced in its relationship. By promoting sustainable development practices in the management at higher education institutions, universities can demonstrate their commitment to social responsibility practices. It should be embedded as part of the university's philosophy as a way of being, operating, and practicing. Social responsibility should be embedded into the core values and functions of universities' practices at every level. The study of Bouguila .S (2013) pointed that Therefore the social responsibility of teachers' emphasis on how: To create leadership development opportunities for students and to foster a commitment to social and civic responsibility, to enhance the employability of graduates by providing opportunities to build a strong resume and to explore career goals, to promote learning both for students and for community members, to play a role in creating capacity in the community to work on complex societal problems, to design a more effective way for the campus to contribute to economic and community development, to build support for public investment in higher education, both to provide access

and opportunity for students of all backgrounds to pursue an education and to generate knowledge that will address critical societal needs, scholarship of discovery: contributes to the human stock of knowledge and to the intellectual climate of a college or university, scholarship of Integration: makes connections across the disciplines, placing the specialties in larger context often educating non specialists and a philosophy of education that empowers individuals, liberates the mind and cultivates social responsibility. The study of Canen , Alberto G. & Ivenicki, A. (2015) suggested that organizations need to be better equipped in order to face organizational turbulences detrimental to the social responsibility success, by focusing on cultural diversity and retention of good workforce as part of their social responsibility and social justice remit. Curry, Katherine A.& Adams, Curt M.(2014) Findings indicate limited contact among parents in schools and a positive, statistically significant relationship between both types of networks and parent responsibility. The study of Glass, Chris. R.,& O'Neill, N. (2012)pointed that, national surveys suggest that many do not believe that their campuses are working toward this aim in a coherent way. Calls for educational reform to make personal and social responsibility an essential aim of college-level learning would benefit from an empirically grounded investigation of the distinctive qualities of educational reform efforts focused on education for personal and social responsibility. The lead researcher undertook such an investigation on behalf of the Association of American Colleges and Universities under the auspices of its national initiative Core Commitments: Educating Students for Personal and Social Responsibility. The study of Wray-Lake, L.& et al.(2016)Social responsibility can be defined as a set of prosaically values representing personal commitments to contribute to community and society. Little is known about developmental change--and predictors of that change--in social responsibility during adolescence. The present study used an accelerated longitudinal research design to investigate the developmental trajectory of social responsibility values and ecological assets across family, school, community, and peer settings that predict these values. Data come from a 3-year study of 3,683 U.S. adolescents enrolled in upper-level elementary, middle, and high schools in rural, semiurban, and urban communities. Social responsibility values significantly decreased from age 9 to 16 before levelling off in later adolescence. Family compassion messages and democratic climate, school solidarity, community connectedness, and trusted friendship, positively predicted within-person change in adolescents' social responsibility values. These findings held after accounting for other individual-level and demographic factors and provide support for the role of ecological assets in adolescents' social responsibility development. In addition, fair society beliefs and volunteer experience had positive between- and within-person associations with social responsibility values. The manuscript discusses theoretical and practical implications of the conclusion that declines in ecological assets may partly explain age-related declines in social responsibility values. The study of Barrie. G & et al. (2006) The study sought to identify the learning(s) that occurred and the impact of participation for participants. The key findings were that 1) the pedagogical approach and strategies of TPSR when implemented with a high level of fidelity align strongly with the SEL framework, the structure and design of this TPSR based program was an important ingredient in the school's overall approach to supporting SEL among students, and a number of SEL outcomes were identified as a result of participation in this program. The study of Sin. Cristina & et al. (2016) explored differences among student groups (higher education sector, gender, age and discipline). The attribution of responsibility was primarily to

students themselves and to higher education institutions as key vehicles for employability development, echoing the theoretical conceptualization which sees employability as an individual ability/responsibility. Yet, the observed variations provide empirical support for the conceptualization of employability as complex and multi-dimensional. The study also revealed relatively high engagement with extra-curricular activities, evidencing that students not only assume responsibility for employability, but are proactively seeking to gain positional advantage in the job market. The study of Fitzpatrick. J(2013) The results generally support the hypothesis that women exhibit greater sensitivity to CSR than men. Some results are consistent with the hypothesis that work experience is important in shaping perceptions of CSR. Finally, several results are consistent with the hypothesis that spirituality positively affects perceptions of CSR. The study of Erbas. A. Kürsat. & et al. (2012) The findings suggested that 15-year-old Turkish students' responsibility towards the environment varied with respect to such socio-demographic variables as gender; economic, social and cultural status; availability of school activities related to environmental topics and parental sense of responsibility for and optimism about environmental issues. Among these, although the association was negative, parental level of optimism regarding environmental issues explained the greatest amount of variation in student responsibility towards the environment. This was followed by parental sense of responsibility for environmental issues. Conclusions and Recommendations: The overall picture disclosed by this study is one in which economic, social and cultural status (ESCS) is the primary feature shaping awareness and responsibility toward the environment. It is important to note that this result was obtained by sampling 15-year-old students in Turkey, where there is no strategy for environmental education. That is to say, if we were to gather background data on environmental awareness and responsibility in Turkey (although these would be below the OECD average), and if we were to identify how this awareness and responsibility have shaped the country's economic, social and cultural status, which differs by region, then we might be able to make plans to develop a tendency toward environmental consciousness. Such change would be important for the developing world. Being pessimistic about low ESCS coincides with low environmental awareness and responsibility, but alternative means to ameliorating this situation can be found by addressing national and even regional factors.

The researchers pointed that, developing social responsibility among students it is very important, because, teachers responsibility to provide a nurturing and welcoming learning environment for all students, and to take seriously the position of influence that she is in. A teacher can influence what her students talk about, how they think and what they become. Social responsibility demands that a teacher not only cares about actual students; but also must understand and prepare them and show them how fit into future community. So to prepare students to be good citizens by providing them ways to help the institution itself be a good citizen while learning to be good citizens themselves; To foster and renew bonds of trust in the community; i.e., "social capital" and to use the neutrality of the campus to provide a common ground where differences of opinion and advocacy for particular points of view can be addressed in an open and constructive ways and where people with similar goals can come together and create ways to work together.

**2. The level of the positive thinking among teachers of learning disabilities is positive (high than normal level).** The study of Alnajjar. Y & Altalla. A. (2015) showed that (1) the level of positive thinking

was 73%, where the general satisfaction domain came first with a percentage of 84.1%, and positive risk taking came ninth and last with a percentage of 48.5%, there were statistically significant differences between the positive thinking scale domains attributable to sex . The study of Barakat. Z.(2006) indicated that positive thinking (16.5% males and 24% females). 2 . There were statistical significance differences between student's scores on positive and negative thinking due to variables: Gender, and mother's employee, in favor of females and non-employee mother's sons. 3 . There were no statistical significance differences between student's scores on positive and negative thinking due to variables: Academic achievement, specialization, residency, father's profession, parent's education level. Finally, in light of the study results and discussion the researcher suggested some recommendations. The study of AL-Etibi.I.Kh. Afrah.(2013) pointed the teacher develops positive thinking approach of secondary students with 83.21%, which is a high percentage, there are no statistical dissimilarities at level (0.05) among estimations of study sample averages for role of teachers in developing positive thinking approach attributed to gender, except first field (positive thinking skills), in favor of females, there are no statistical dissimilarities at level (0.05) among estimations of study sample averages attributed to major (Sharia – Humanities – Applied) in favor of sharia and humanities, there are no statistical dissimilarities at level (0.05) among estimations of study sample averages attributed to service years (less than 5 years – 5 to less than 10 years – 10 years and more).

### **3. The age is influence on social responsibility among teachers of learning disabilities.**

The study of Philip L. Cochran & Robert A. Wood (1984) pointed that average age of corporate assets is found to be highly correlated with social responsibility ranking. The study of Wray-Lake, L.& et al.(2016)pointed that social responsibility values significantly decreased from age 9 to 16 before leveling off in later adolescence. The study of Sin. C& et al. (2016) explored differences among student groups (higher education sector, gender, age and discipline). The attribution of responsibility was primarily to students themselves and to higher education institutions as key vehicles for employability development, echoing the theoretical conceptualization which sees employability as an individual ability/responsibility. Yet, the observed variations provide empirical support for the conceptualization of employability as complex and multi-dimensional. The study also revealed relatively high engagement with extra-curricular activities, evidencing that students not only assume responsibility for employability, but are proactively seeking to gain positional advantage in the job market. The study of Erbas. A. Kürsat. & et al.(2012) The findings suggested that 15-year-old Turkish students' responsibility towards the environment varied with respect to such socio-demographic variables as gender; economic, social and cultural status; availability of school activities related to environmental topics and parental sense of responsibility for and optimism about environmental issues. Among these, although the association was negative, parental level of optimism regarding environmental issues explained the greatest amount of variation in student responsibility towards the environment. This was followed by parental sense of responsibility for environmental issues.

The researchers believe that age has a great impact on social responsibility. As the individual grows older, the greater the level of his physical, mental, and intellectual maturity, and he becomes aware of the different situations. He has a wide mental map about the importance of social responsibility in his life, Its objectives, its expectations, its role in the growth of the personality of the good citizen, in instilling national

values in the hearts of young children. Which increases his awareness of the dimensions of his personal and community responsibility.

#### **4. The background is influence on social responsibility among teachers of learning disabilities.**

The study of Bouguila .S (2013) pointed that it is a teacher's responsibility to provide a nurturing and welcoming learning environment for all students, and to take seriously the position of influence that she is in. A teacher can influence what her students talk about, how they think and what they become. Social responsibility demands that a teacher not only cares about actual students; but also must understand and prepare them and show them how fit into future community. So to prepare students to be good citizens by providing them ways to help the institution itself be a good citizen while learning to be good citizens themselves; To foster and renew bonds of trust in the community; i.e., “social capital” and to use the neutrality of the campus to provide a common ground where differences of opinion and advocacy for particular points of view can be addressed in an open and constructive ways and where people with similar goals can come together and create ways to work together. The study of Bouguila. S (2013) (2013) pointed that, Culture and others some endogenous factors may encourage this social trend. Second, the citizenship is in its self the output of learning strategies. This indicates that active learning is inherent to social responsibility of active citizens teachers and thereby citizens students. The study of, Alessandra. D&Pisano.V (2016) shows that the effect of awareness on the value-CSR relation is reversed for firms with a poor prior reputation as corporate citizens. This evidence is consistent with the view that CSR activities can add value to the firm but only under certain conditions. The study of Chen. A & et al. (2015). It should be embedded as part of the university’s philosophy as a way of being, operating, and practicing. Social responsibility should be embedded into the core values and functions of universities’ practices at every level. The study of Bouguila .S (2013) (2013) pointed that to build support for public investment in higher education, both to provide access and opportunity for students of all backgrounds to pursue an education and to generate knowledge that will address critical societal needs, scholarship of discovery: contributes to the human stock of knowledge and to the intellectual climate of a college or university, scholarship of Integration: makes connections across the disciplines, placing the specialties in larger context often educating non specialists and a philosophy of education that empowers individuals, liberates the mind and cultivates social responsibility. The study of Alberto G. Canen & Ivenicki, A. (2015) suggested that organizations need to be better equipped in order to face organizational turbulences detrimental to the social responsibility success, by focusing on cultural diversity and retention of good workforce as part of their social responsibility and social justice remit. The study of Erbas. A. Kürsat. & et al.(2012) The findings suggested that 15-year-old Turkish students' responsibility towards the environment varied with respect to such socio-demographic variables as gender; economic, social and cultural status; availability of school activities related to environmental topics and parental sense of responsibility for and optimism about environmental issues. Among these, although the association was negative, parental level of optimism regarding environmental issues explained the greatest amount of variation in student responsibility towards the environment. This was followed by parental sense of responsibility for environmental issues. Conclusions and Recommendations: The overall picture disclosed by this study is one in which economic,

social and cultural status (ESCS) is the primary feature shaping awareness and responsibility toward the environment. It is important to note that this result was obtained by sampling 15-year-old students in Turkey, where there is no strategy for environmental education. That is to say, if we were to gather background data on environmental awareness and responsibility in Turkey (although these would be below the OECD average), and if we were to identify how this awareness and responsibility have shaped the country's economic, social and cultural status, which differs by region, then we might be able to make plans to develop a tendency toward environmental consciousness. Such change would be important for the developing world. Being pessimistic about low ESCS coincides with low environmental awareness and responsibility, but alternative means to ameliorating this situation can be found by addressing national and even regional factors.

## **5. Limitation**

The main limitations of our study were: It must be recognized that there are many restrictions that guided researcher in data collection. First, the difficulty of application tools for the study as a result of the difficulty of movement, material cost, the lack of cooperation initiatives centers.

## **6. Conclusion**

The study was conducted during (2016-2017), it aims, to verify the effect of training counselling program to developing positive thinking and social responsibilities among teachers of children with learning disabilities in light of professional practice, after applications study tools, showed the following results: We found that the level of social responsibility among teachers of children with learning disabilities is significant(high), the level of positive thinking among teachers of children with learning disabilities is significant(high), background is influence on social responsibility, age is influence on social responsibility. Training counselling program is effective to developing positive thinking and social responsibility. These results are very important for teachers of learning disabilities, they are needed to improving the level of academic achievement and support many differences among their children. Thus, further research is needed to identifying the influence of counselling program on academic achievement. Finally, the study found that the impact of training counselling program is positive. This means training counselling program is effectiveness.

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