Social responsibility A field study of a sample of Setram Ouargla Corporation employees

Aicha Toudji[1], Hamza Maamri [2]

1-University of Ghardaia, Faculty of Social Sciences and Humanities
toudji.aicha@univ-ghardaia.dz

2-University of Ghardaia, Faculty of Social Sciences and Humanities

Laboratory of southern Algeria to research in history and Islamic civilization, hamzahpt@gmail.com

Abstract:

The current study aims to reveal the level of social responsibility among the employees of the Setram Ouargla Corporation. To achieve the objective of the study, the social responsibility scale by "Maysoun Musharraf" was applied to a sample of 100 employees who were chosen randomly, using the descriptive approach .The study also focused on finding out the differences in social responsibility according to the age, educational level and occupation, where the results revealed that the level of social responsibility among the study sample is high and that there are no statistically significant differences due to the variable of age and educational level and that there are statistically significant differences attributed to the occupation variable.

Keywords: social responsibility, Setram employees.

1 .Introduction:

Human is considered the subject of all sciences, directly or indirectly. The interest in studying him from the physiological and biological perspective has been for many decades in order to gain knowledge of the physiology and the motives and needs that human seeks to meet in order to survive. However, with the emergence of social and human sciences, the study of human kind in psychology has moved from a physiological and biological perspective, which, of course, cannot be

neglected, to study him in his interaction with his social environment. An individual is a social person and he is an inevitable part of a group, if it was his family, his community, his work and his country as a whole, he has rights and duties that are determined by the roles entrusted to him by the group to which he belongs, so that the individual freely determines his submission to those responsibilities or not, because freedom and responsibility are two sides of the same coin. A person is free because he is responsible, and he cannot be responsible unless he is free. Responsibility requires freedom, and freedom entails responsibility. (Madkour, 2001)

Responsibility requires the individual to oblige in advance, and in return a penalty follows. Responsibility is divided into two types according to the type of authority, if it is an internal authority that the individual obliges himself by will, intention, and determination to do or not do something, or through an external authority, then where is the obligation from outside the self, as if he receives responsibility from other people or from a higher authority (Ben Hamid and Mallouh, 1998)

For the individual to commit himself personally and morally to the group to which he belongs is considered a social responsibility, as it is a self-formation and the largest structure in the personality (Othman, 1986).However, a large part of its growth is a social product in the sense that it is acquisition and learning, and here comes the role of the group through its various institutions, in front the family, then school and at last and not the least the organization. (Abdul Baqer, 2012)

The individual's sense of social responsibility enables him to delay satisfying himself and his immediate needs, and makes him more capable of carrying the tasks assigned to him while he is keen to master them and because it is the basis for judging his and others behavior. (Al Marwani, 2009)

Al-Harthy (1995) and Fahmy (2015) see that social responsibility is associated with the philosophy of society. For example, social responsibility in American society is linked to the philosophy of that society from an industrial ideology based on individualism, special interests, and free competition, meaning that their concept of social responsibility focuses on the material side, while the responsibility derived from our true Islamic religion has a human character, and

from here there are many theoretical approaches explaining social responsibility, which is considered one of the most important features that the employee must have while performing his duties and taking into account his responsibilities from the standpoint of self-commitment in his affiliation with the work group and organization and the community he serves.

The theory of social responsibility is based on an ethical system, where decisions and actions must be ethically verified before taking them, and if the action or decision causes harm to the other, it will be considered socially irresponsible, and many studies, such as (Abdul Baqer, 2012), (Abdul Rasoul, 2019), (Al Sayed, 2019) have proven the relationship between social responsibility and performance. The socially responsible employee has a moral relationship with his work more than a legal one, and he will not need external control of his organizational behavior because he will self-monitoring his job performance through his sense of interest, understanding and participation in the various organizational processes.

2. Determining the problematic:

Transport is considered one of the most important economic activities at the national and global levels, because it is a sector that provides services and has the ability to develop other sectors in turn. It also removes the isolation of the shadow areas by expanding the lines of movement of passengers and goods, and contributes to the development of the national product and the provision of job opportunities .And through the technological development also the modern technologies the world's endeavor to reduce pollution and toxic gas emissions, means of transportation have developed that dispense with fuel in their operation of environmentally with friendly energies, such as high-speed trains, metros and tramways that operate with electric power.

Algeria has recently been provided with these means compared to its neighbors from the Arab Maghreb countries such as Tunisia and Morocco, but after its development as a means of urban transportation, its use was known to be widely used by citizens, as it is a modern and comfortable means of transport.

In the state of Ouargla, the Tramway service was launched on March 20 of the year 2018, as it passes through 16 stations with the

most important administrative departments and university poles, and no less than 400 employees have been employed to ensure the good conduct of all organizational operations between the various departments of the institution and to serve customers.

The capacity of one tramway is estimated at 414 passengers, and at peak times, the number of passengers reaches 500 passengers on one locomotive, and the number of passengers in the first semester of 2021 alone reached (3,279,380) passengers (Setram, 2022), which is not an insignificant number for all The employees of the corporation who take upon themselves the quality of services provided to customers and the achievement of the objectives of the company as well, therefore, the importance of psychological and social factors emerges for this human resource, which represents the interface of the corporation that seeks to impose itself in the field of transportation.

The human resource for any institution is the main key in its development and continuity, and the psychosocial aspect will certainly affect performance at work. In spite of the laws and regulations that regulate work relations within the framework of employees' rights and duties, we find some negative organizational behaviors, and on the other hand, we also find employees who are responsible towards citizens and their belonging to their organization, and more responsible towards their country. Therefore, it is necessary to think about the ethical controls for the behavior of the employee during work, and perhaps among the most important features that worker must have in various activities is his sense of social responsibility towards his work, since the latter goes beyond legal responsibility at work to a moral responsibility emanating from the individual's own conscience towards his work, his colleagues, his organization, society and his country more broadly. The greater the sense of social responsibility, the more the individual will get rid of self-centeredness to the awareness of his broader social self (Hellison, 2011), and the employee will be dedicated to his work because the control here is subjective through his self-questioning about the group to which he belongs (Othman, 1986). Social responsibility establishes in the individual through social socialization and contributes to refining it with the different stages of growth, whether in the family, school, or society. In order to achieve cooperation, this summarizes the processes of emergence of social responsibility for the employee.

And in light of the organization's attempt to survive and achieve profits, the ethical factors of the employees who represent the latter appear to be extremely important, so we find ourselves facing the question of what is the level of social responsibility among the employees of the Ouargla Tramway Corporation? And what are the differences in their social responsibility according to the variables of age, educational level and occupation?

To verify this, we formulated the following hypotheses:

-There is a high level of social responsibility among the employees of the Ouargla Tramway Corporation.

-There are statistically significant differences in the social responsibility of Ouargla Tramway employees due to the age variable.

-There are no statistically significant differences in the social responsibility of Ouargla Tramway employees due to the educational level variable.

-There are statistically significant differences in the social responsibility of Ouargla Tramway employees due to the occupation variable.

3. The importance of the study

The importance of the study lies in the importance of the variable under study, where the social responsibility affects the ethical and psycho-social dimension of the employee, as it binds him personally and morally to the various groups to which he belongs, and expands the circle of his self-centeredness to his interest in his organization and his participation in achieving its successes through his accountability and self-monitoring for his organizational behavior.

4. The Objectives of the study

-The current study aims to find out the level of social responsibility among the employees of the Ouargla Tramway Corporation.

-The study aims to reveal the effect of some variables such as age educational level and occupation on the social responsibility of the study sample.

5. Defining social responsibility, dimensions and theories

5.1 The concept of social responsibility

Social responsibility came as a theory in the press to avoid the problem of freedom of opinion and expression that was prevalent in the United States of America and that violated the privacy of the lives of individuals under these names, so that the responsibility of the press becomes a social responsibility that every newspaper undertakes towards the society to which it belongs .The pioneers of economic sciences also believe that the social responsibility of institutions, as a moral personality, expresses its responsibility towards society and the surrounding external environment, while from the point of view of psychologists Mead and Rogers, social responsibility is considered an improvement in the social human self (Othman, 2010), while the comprehensive integrated view was In the concept of social responsibility in Islam for the Muslim personality, because it is considered a moral self-responsibility that binds the individual to the group to which he belongs, and therefore we can say that: "Social responsibility is questioning oneself behalf of oneself for the group to which one belongs" (Othman, 1979, p. 273).

The researcher Sayed Ahmed Othman presented an important theoretical legacy on social responsibility through his studies on it as an introduction to understanding personality from a moral perspective and regarding the human being as a social being, in contrast to the studies whose biological basis is that the social milieu leads to a change in the nature of the biological aspect of the human being and not the other way around (Othman 1971) , and Othman also prepared a scale on social responsibility, the first image (T) and the second image (K), and it is the source of most of the measures that were built on the subject, and "Othman" in turn was influenced by the study he did in 1952 (Gough & al) at the University of Minnesota, USA, to develop measurement tools designed to be used in a large-scale study of the political participation of university students through several variables, including social responsibility where Gough believes that the socially responsible person is "that person who has the desire to accept the consequences of his behavior and to be trustworthy and reliable by others, and he feels the obligation towards the members of his group and others" (p. 74).

Al-Harthy (1995) dealt with social responsibility as a continuum that begins with personal responsibility and ends with social responsibility, as he defined it as "the realization and vigilance of the individual and the awareness of his conscience and his behavior of personal and social duty" (p. 10).

Fahmy (2015) believes that the formation of the social responsibility of the individual is in two dimensions, a horizontal dimension that represents the responsibility of the individual towards the other and a vertical dimension that represents the responsibility of the individual towards society. (p.16)

Therefore, a concept of social responsibility can be given as "a moral act by which the individual aims for the general benefit of society and his conscience suggests to him the duty and makes him feel it" (Salib, 1972, p. 678).

For this study we choose this procedural concept of Social responsibility as "the individual's realization of his responsibility for his behavior and his commitment to himself on behalf of himself and the group to which he belongs, and it includes the individual's knowledge of his rights and duties towards himself, his family, colleagues, his institution, his religion and his country, and this is done through commitment to the teachings of religion and moral values, and by understanding the problems and conditions of society, and keenness on positive participation and cooperation with others in order to preserve society and work for its progress and prosperity" (Musharraf, 2009, p. 10).

5.2 Dimensions of social responsibility

The concept of social responsibility appeared in 1971 in the Arab psychological and social studies, when Sayed Ahmed Othman presented his concept by putting its dimensions, which are **understanding**, **interest** and **participation**.

He expanded this perception in his next study in 1973 with his research on social responsibility in Islam and identified three pillars for it, which are the responsibility of care, guidance and mastery. Determine the social aspect to which social responsibility belongs, which is **intimacy**, **mercy**, and **awareness**. (Fahmy, 2015)

Othman (2010) presented another concept for analyzing the ethical structure of social responsibility . He divided its structure into the **choice** that represents the element of **understanding**, which in turn represents the emotional mental activity during decision-making, the **compulsion** that corresponds to the element of **concern**, which expresses the moral embodiment of self-understanding of its social duties, and finally the **trust** that crystallizes in work **participation**, which is a test of sincerity of trust. (pp. 31-47)

5.3 Theories explaining social responsibility

The social responsibility of the individual is acquired through a sound socialization provided by family, school and the community, and this process continues through the various stages of life. When entering the world of work, the institution becomes the sponsor of the socialization of its employees, an upbringing that allows them to define their organizational identities and their commitment in light of the culture of the organization to which they belong.

5.3.1 Theory of social responsibility and the Muslim personality

Most of the studies depend on the theoretical framework provided by the researches of "Sayed Ahmed Othman" on social responsibility, as he believes that there are three main constituent elements, such are: (Othman 1979, pp. 44-48)

5.3.1.1 Attention: It is the emotional bond between the individual and his group through caring and absorbing and uniting with it so that his self is formed again after this union, as the individual contemplates his group with love, mercy and intimacy. This stage of concern has been called the responsibility of care.

5.3.1.2 Comprehension: It consists of

- The individual's understanding of the group: Over the past, the present, and the future it is kind of general perception of the social reality in which an individual lives, also a historical creation and promising product of future visualisations.

- The individual's understanding of the significance and social importance of his behavior and actions: The individual's awareness of the effects of his actions on the group, and the group's understanding stems from caring for it, and the source of understanding the social significance of the individual's behavior is the presence of the group in

his conscience and his realization that any action he takes will affect the group ,as well as the individual's accountability for himself before he is held accountable before God.

5.3.1.3 Participation: If attention is the movement of affection who represents the emotional aspect and understanding is the intellectual movement in the sense that it is a cognitive aspect, participation is the manifestation of both because it is the exterior of the internal movement in the personality or it is the behavior that the individual pursues. Participation has three aspects:

-The individual's acceptance of the role expected of him socially and the consequent behavior.
-Executed participation through the individual's execution of his role or participation in presenting an idea or preparing a plan agreed upon by the group, in the sense of accommodating and accepting participation.
-Evaluated participation is a critical directed participation.

5.3.2 The theory of organizational socialization

The theory of socialization moved to the world of work and professions to become an organizational socialization, and among the founders of this theory we find Wilbert Moore; Sensaulieu & Claude Dubar, who indicated that work relationships between different professional groups contributed to shaping the identity of individuals within organizations. (Miloud, 2015). The family is considered the primary institution for the socialization of the child, while work is considered the best scope for studying the socialization of adults, after the emergence of theories stating that the formation of the personality of the individual is not limited to the childhood stage only, but rather it is a process during all stages of his life, moving from primary or prior socialization to secondary socialization.

According to Berger & Lukman, prior socialization is considered the outcome of socialization from the family, the group of affiliation, and all the educational and formative institutions of society, which the individual obtains a prior idea or perception about professions through it.

On the other hand, we find that there is a secondary socialization, which in turn expresses the process of "introducing special insti-

tutional ethics and acquiring specialized knowledge and roles that are directly or indirectly rooted in the division of labor" (Berger & Luckman, 2018 p.321), where the employee's identity will be determined at work. It is not based on identity for the sake of oneself only, but for the sake of others as well, and this is the essential difference between professional and organizational socialization. The first is before employment and the second is after it.

Theories were divided about organizational socialization, one group focused on the content of organizational socialization at work or the role of the organization in enabling the employee to adapt and define his organizational identity, and the second team focused on the role of the individual as an actor in the process of organizational socialization.

Moore also believes that organizational socialization means, in the theory of conditioning, the individual's commitment to the organization, so he accepts his own responsibilities and, in return, feels satisfied with his job.

Moore's work position is a social construct and a series of roles that the worker performs. Organizational socialization is a process of cognitive learning and the introduction of standards and values specific to the job and the culture of the organization. (Miloud, 2015)

5.3.3 Social Commitment Theory

The theory of social commitments is a cumulative result of twenty years of research. It links the theoretical mechanisms of the past literature on explaining people's "commitment" to each other and to the various groups to which they belong and at the level of states. Open reaction groups, then to nested collective structures, and eventually to more aggregate units such as states. (Lawler & al 2009)

The theory of social commitments has been empirically tested to see the permanent role of emotions in producing and maintaining cohesion, the bonds between individuals, and the social system in general. It determines how people develop emotional relationships and commitments towards groups. The essence of this theory is to know when individuals in social interaction or exchanging feelings will be attributed to the group entity, where the group can be a small local entity, a larger organization, or even a nation-state. This theory also asserts that positive emotions mediate the effects of social exchange

on the formation of emotional group bonds. This is partly because people make traits of social unity to their emotions. Furthermore, people make traits of social unity especially when they work on shared tasks that generate a sense of shared responsibility, drive social responsibility, or manage the interaction between emotion and a group. (Lawler & al, 2014)

Methodological procedures for the study

1. Study methodology

The descriptive approach was relied on as it is "one of the forms of organized scientific analysis and interpretation to describe a specific phenomenon or problem and quantitatively portray it by collecting data and information, classifying it, analyzing it, and subjecting it to careful study" (Abdul Salam, 2020, p. 163).

2. The study population and sample:

This study included 100 employees of the Setram Ouargla Corporation, and they were chosen randomly from a total of 400 employees, and the characteristics of the study sample were as follows:

Table (01) Distribution of the study sample according to the age

Age Group	22-35	36-53	The Total
Repetition	65	35	100
Percentage	65%	35%	100%

This table shows us that 65% of the study sample is between the ages of 22 and 35 years, and on the other hand, we find that 35% of the study sample falls into the age group between 36 and 53 years.

Table (02) Distribution of the study sample according to the educational level variable

Educational level	Secondary	university	The Total
Repetition	28	62	100
Percentage	28%	62%	100%

This table shows us that 62% of the study sample has a university education, and on the other hand, we find that 28% of the study sample has a secondary education.

Table (03) Distribution of the study sample according to the occupation variable

Statistical data / Current job	Repetition	Percentage
control agents	33	33%
Sales agents	26	26%
Driver	14	14%
Maintenance personnel	9	9%
Security agents	18	18%
The Total	100	%100

This table shows us that 33% of the study sample work in control, 26% work in sales, 18% work as security agents, while 14% work as a tramway driver and 9% of the study sample work in maintenance.

3. Study tool:

The social responsibility questionnaire was relied on by Mayson Musharraf (2009), which consists of 59 items that measure four dimensions (self-responsibility, collective responsibility, moral and religious responsibility, and national responsibility) in behavior, as the answer is answered using a five-alternative Likert scale (strongly disagree, disagree, not sure agree, strongly agree)

The psychometric characteristics of the study tool were calculated on a sample of 30 employees, and we reached the following results:

1.3 Stability of Scale: The stability of the scale was calculated through Cronbach's alpha coefficient, which amounted to (0.90), a value indicating good stability of the scale.

2.3 Validity of the scale: In our study we used the sincerity of internal consistency and the results of the consistency of the dimension with the whole elite were as follows:

Table (04) Correlation factors between the dimensions of social responsibility and the overall degree of the scale

Statistical data / Dimension	Correlation coefficient	Significance level
self-responsibility	0,507	,004

collective responsibility	0,752	,000
moral and religious responsibility	0,722	,000
national responsibility	0,551	,002
** Significance level 0,01		

Of the results of the table,(4) all correlation factors are statistically significant at the indicative level of 0,01 which is an indication that the scale has good degree of sincerity internal consistency.

4. Study procedures: The scale was applied by the researchers, we distributed 120 questionnaires to the employees, where 109 of them were retrieved, and nine forms were excluded because they were not filled out properly, so the statistical treatment was carried out on 100 forms.

5. The statistical methods used

In the current study, we used many statistical methods, including the arithmetic and theoretical mean, standard deviation and percentages, the Kolmogrove-Smirnov test to find out the moderate distribution of the data, and we also used the "T" test for one group in order to know the level of social responsibility among the study sample .We also used the "T" test for an independent group to study the differences in social responsibility according to age and educational level, the ANOVA analysis of variance test to study the differences in employment job, and the Sheffe test for a post-comparison. Data was also processed using (SPSS) program version 27.

6. Presentation of the results of the study

1. Testing the normality distribution of the results of the social responsibility scale. The table shows the distribution of the total scores for the scale.

Table No. (05): Test of the normal distribution of the scale

Statistical data	Descriptive statistics				Kolmogrov-Smirnov test	
	Arithmetic Mean	Mediator	Torsion	Oblate	Test Value	Statisticalsignificance
Total marks	231.20	232	0.393	-0.501	0.148	0.90

It is clear from Table (05) that the arithmetic mean is approximately equal to the median (231.20; 232), respectively, and the values of the skewness and flattening coefficients, and their closeness to zero, are an indication of the moderate distribution of their data; It was also proven by the value of the normality test of Kolmogorov-Smirnov (0.90), as it was not statistically significant, given that the value of statistical significance is greater than the approved significance level

(Sig = 0.90 > 0.05), and therefore the distribution of the social responsibility scale data is normal, or it belongs to a society close to moderation.

2. Results of the first hypothesis: It states that there is a high level of social responsibility among the study sample at the level of significance of 0.05, where the "T" test was used for one group, and the results were as follows:

Table No. (06) Shows the arithmetic and theoretical average and the calculated "T" value

Sample Volume	Sample Average	Hypothetica laverage	Standard Deviation	Degrees of Freedom	Value "T"	Significance level
100	232.17	174	15.46	99	37.604	0.000

It is clear to us from Table (06) ,that there is a high level of social responsibility among the employees of the Setram Ouargla Foundation at the level of significance of 0.05, as the results showed that the arithmetic mean value of the measure of social responsibility in the study sample was estimated at 232.17, with a standard deviation of 15.46, and when comparing the arithmetic mean For the sample with the theoretical mean estimated at 174, and to make sure that the differ-

ence is D, we find that the calculated "T" value is 37.604, which is greater than the tabular "T" value at the level of significance of 0.05 and a degree of freedom of 99. This result is due to the social upbringing on our Islamic religion, which emphasizes good dealings with oneself and others, as its teachings sanctify work and its mastery, and the lofty morals of the employee are manifested through his practice of his work with responsibility towards the groups to which he belongs, and this result is consistent with the results of the study of each of (Fahjan 2010), (Abdul Baqer 2012), (Al-Sayed 2019), (Abdul Rasul 2019), (Baudil and Louanes 2020).

3. The results of the second hypothesis: which states that there are statistically significant differences due to the age variable, as the results were as follows:

Table No. (07): shows the significance of differences in social responsibility among employees of different ages

Statistical data / Variable (age)	Number	SMA	standard deviation	Value "T"	significance level
From 22 to 35 years old	65	231.36	15.55	0.145	Non- D
From 36 to 53 years old	35	233.65	15.42		

The results from Table (07) , indicate that there are no statistically significant differences due to the variable of age, and this may be due to a healthy socialization that obliges individuals to have high moral responsibility and a living conscience in the actions they performs and in making decisions on one hand ,and on the other hand Islam calls for cooperation and equality between people and invites them to social solidarity in order to achieve the good for the individual and society (Abdul Baqer 2012). Adler (1996) also confirmed that the stages of human development and socialization affect his psychological and mental status and social adaptation, also according to Talcott Parsons; a person is qualified to play social roles because he has an innate readiness and his social responsibilities are acquired through socialization that establishes rights and duties in him (Fahmy 2015). It also explains the various organizational relationships that bind him to

his colleagues and the institution, but this result differs with what was stated in the study of both (Al-Harthy 1995) and the study of (Al-Sayed 2019), and (Fahmy 2015) emphasized in his book on the importance of the role of age in determining the amount of a person's social responsibility.

4. The results of the third hypothesis: which states that there are no statistically significant differences in social responsibility due to the educational level. The results were as follows:

Table No. (08) Shows the significance of differences in social responsibility among employees of different educational levels

Statistical data / variable (educational level)	Number	SMA	standard deviation	Value "T"	significance level
university	62	230.58	15.01	0.446	Non- D
secondary	38	234.76	16.04		

We note through Table (08), that the value of "t" amounted to 0.446, which is a non-significant value at 0.05, and this indicates that there are no statistically significant differences due to the secondary or university educational level among the employees of the Setram Ouargla corporation, and this is consistent with the study of each From (Fahjan 2010) and (Abdul Rasoul 2019) as stated in the study (Al-Harthy 1995) that a higher level of education is matched by a higher sense of personal responsibility only. However, the higher level of education, the weaker sense of moral and national responsibility towards the environment and the system.

Al-Harthy attributed this result to the fact that education alone is not sufficient for individuals to feel social responsibility, but rather it must be supported through the early stages of life through socialization and education, and the role of the rest of the official and civil society institutions in strengthening it among its members.

5. Results of the fourth hypothesis: which states that there are no statistically significant differences in social responsibility due to the occupation variable. The results were as follows:

Table (09) the results of the one-way analysis of variance in social responsibility according to the job

Source of Contrast	Sum of squares	D.F	Mean of squares	(F)	Significance Level
Between groups	3817.316	4	6196.458	4.562	0.05
Within groups	19872.794	95	437.394		
The total	23690.110	99			

We note from Table (09) that the value of "F" is equal to 4.562, which is a function at the level of significance of 0.05, and therefore there are statistically significant differences in social responsibility attributed to the occupation (control agents, maintenance agents, drivers, sales agents, security agents), so we resort to the dimensional comparison.

Table No. (10): shows the post-comparison using the "Sheffe" test

Groups	Significance of differences between the means of the groups				
	Monitoring agents	Maintenance personnel	Sales agents	Drivers	Security agents
control agents			13.47*	14.81*	
Maintenance personnel					
Sales agents					
Drivers					
Security agents					

* D at the significance level of 0.05

It is clear to us through Table (10), that there are statistically significant differences in social responsibility between the group of control agents, sales agents, control agents, and drivers at the level of significance 0.05. The differences have come in favor of control agents as they deal with travelers directly and their first tasks require the control of the certification of tickets or the detection of frauds and illegal movement ,this is an important role in the collection of profits for the corporation since The driver's job ends with the passenger being transferred from station to station and the Sale's agents job ends with the ticket being delivered to the passenger it remains the responsibility of the control agents only to ensure that they are validated by the customer. The statistics of the corporation number of irregularities granted against illegal travelers is about 1,800 violations per month. Their tasks also provide for the safety and hygiene of the trailer and the security of its passengers. Therefore, the control agent is responsible for the customers and for the enterprise and for its country as a whole, as it contributes to the preservation of state property and ensures the financial stability of the enterprise.

Conclusion

Ethics are one of the most important controls that oblige the employee to carry out his duties to the fullest. Despite the statutory laws that govern job relations, we find that there are negative organizational behaviors that are reflected in the corporation. Therefore, the importance of the psychological and social aspect of the employee is clearly evident during the performance of his duties, especially if those tasks require dealing with a large numbers of public and require showing social responsibility for what it means on the personal and moral level for the employee of self-commitment towards the group which he belongs, despite the important role of socialization in acquiring and consolidating the values and principles of society in the individual In the early age stages, the socialization process continues, but organizationally after joining the job position. There, the individual acquires work values and his organizational identity through his awareness of the roles assigned to him. Emotions also play a permanent role in producing and maintaining group cohesion, and the bonds between individuals, and society in general. This is the core of social responsibility, which is based on three pillars: the individual's interest in the group to which he belongs, understanding its ideology, and participating in his social roles.

Suggestions

Based on the results of our current study, we can suggest the following:

- Giving more attention to the psychological and social aspect of the employees because of its impact on the institution by containing their psychological and material needs and unifying them with the objectives of the institution.

- The need to develop a sense of responsibility in general and social responsibility in particular among employees, because of its importance in self-control of organizational behavior through training programs.

-The need to educate employees about the importance of the ethical aspect when dealing with the public.

- The need to involve employees in making decisions related to various organizational processes to develop their sense of belonging to the institution and to highlight their role in trying to achieve its goals.

References

Adler, Alfred (1996). *Your psychology in life, how do you live it* (translation by Abd al-Ali al-Jasmani). 1st edition. Arab Corporation for Printing and Publishing.

Abdel Baqer, Nada (2012). Social responsibility and its relationship to job performance among faculty members in the College of Basic Education. *Journal of the College of Basic Education*, Issue 37, p. 537-565.

Al-Harthy, Zayed bin Ajeer. (1995). Social personal responsibility among a sample of Saudi youth in the western region and its relationship to some variables. *Journal of the Educational Research Center at Qatar University*, 4(7) p. 91-130.

Al sayed Karima, Samir Al-Mukhtar. (2019). The reality of the practice of social responsibility among university faculty members, *Jill Journal for Humanities and Social Sciences,* Volume 6, Issue 53, pp. 135-156.

Abdel Salam, Mohamed. (2020). Research Methods in the Social and Human Sciences.1sr edition. Nour Library.

Abdul Rasool, Haifa. (2019). Social responsibility among secondary school teachers in private education schools in the State of Kuwait. *Educational and Social Studies*, Volume 25, Issue 1, pp. 12-52.

Al-Marwani, Nayef Muhammad Ayed. (2009). Psychological adjustment and social responsibility among criminals. 1st edition. Dar Al-Fikr Al-Arabi.

Boudil, Lamia, Mezyani, Lounas (2020). Towards activating the level of performance of the university professor in light of his social responsibility. *Journal of the Researcher in Humanities and Social Sciences*, Volume 12, No. 7, pp. 371-382.

Berger, P. & Luckmann, T. (2018). Postface: Sur la socialisation secondaire par François de Singly. Dans : , P. Berger & T. Luckmann (Dir), *La Construction sociale de la réalité* pp. 321-334.

Fahjan, Sami Khalil. (2010). *Professional compatibility and social responsibility and their relationship to ego flexibility among special education teachers.* [Unpublished master's thesis]. Islamic University of Gaza.

Fahmy, Mohamed Sayed. (2015). *Social Responsibility*.1st edition. Modern University Office.

Hellison Don.(2011).*Teaching Personal and Social Responsibility Through Physical Activity* . 3rd edition. Library of congress .

Lawler, E., Thye, S., Yoon, J. (2014). *Emotions and Group Ties in Social Exchange*. In: Stets, J., Turner, J. (eds) Handbook of the Sociology of Emotions: Volume II. Handbooks of Sociology and Social Research. Springer, Dordrecht. https://doi.org/10.1007/978-94-017-9130-4_5

Lawler, Edward; Thye, Shane; Yoon, Jeongkoo. (2009). *Social Commitments in a Depersonalized World*. Russell Sage Foundation.

Miloud, Lahmar.(2013*). Organizational socialization and its relationship to the professional performance of nurses*: a field study in health institutions in Oran [unpublished doctoral thesis]. University of Oran .

Musharraf Mohamed Abdel Qader, Maysoun (2009). *Ethical thinking and its relationship to social responsibility and some variables among*

students of the Islamic University in Gaza. [Unpublished Master's Thesis]. The Islamic University of Gaza.

Othman, Sayed Ahmed. (1971). Social Responsibility: A Social Psychological Study. *Al-Kateb Journal*, Cairo, p. 129_144.

Othman, Sayed Ahmed. (1979). *Social responsibility and the Muslim personality*. An educational psychological study. The Anglo Egyptian Library.
Othman, Sayed Ahmed. (1986). *Responsibility for Psychological Enrichment: A Study of Childhood and Human Development*. Cairo Anglo-Egyptian Bookshop.
Othman, Syed Ahmed. (2010). *Ethical analysis of social responsibility*. Second edition. Anglo Egyptian Library.

Salib ,Jamil (1972). *The Philosophical Lexicon*. Cairo, the Egyptian Book House.

Saleh, bin Abdullah bin Hamid and Abd al-Rahman bin Muhammad, Mallouh. (1998). *The loock of heven in the Generous Manners of the Holy Prophet*. 1st edition. Dar al-Wasila. The Comprehensive Library.

https://www.setram.dz/ar/tram-ourgla/29/10/2022