

Study on the Relation Between Social Activity and Responsibility in Schoolchildren

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ABSTRACT

The article presents a study aimed at studying the relationship between involvement in various types of socially significant activities and the structural elements of responsibility in schoolchildren. The study was conducted in the form of an online survey in 2020 (N = 85 students aged 11 to 17). Study methods are "Responsibility-110" methodology (V.P. Pryadein and O.V. Mukhlynina) and a questionnaire survey. The results are as follows: 1) schoolchildren are more massively involved in athletic (over 50% of the respondents) and creative (about 30%) activities; 2) the breadth of participation in different types of activities correlates with the responsibility characteristics; 3) differences were found in the structure of responsibility among schoolchildren involved in athletic and creative activities. The authors conclude that the breadth and content of schoolchildren's social activities are related to the structure of their responsibility. The results of the study expand the understanding of the relationship between involvement in socially significant activities and the structure of schoolchildren's responsibility. The limitations of the study indicate that a deeper study of responsibility in the context of social activity is needed in the future.

Keywords: *Responsibility, Social activity, Pseudo-activity, Socially significant activity, Participation.*

1. INTRODUCTION

The role of factors that ensure sustainable development of society, in particular, the one of social responsibility of citizens and social institutions is increasing under conditions of the pandemic, growing uncertainty, and a decline in economic growth.

Research conducted in 2020 has showed that the death toll during the pandemic is associated with low social responsibility and high individualization of the individual [1].

The search for approaches, methods of ensuring the development of students responsibility in the educational process and their testing is turning into an urgent topic of research in the field of education.

Analyzing the efforts undertaken by researchers, a number of lines can be distinguished:

- line 1 is studying the potential of existing teaching methods and technologies for the development of

students responsibility, for example, the one of blended teaching [2].

- line 2 is a modification of responsibility development methods, for example, D. Hellison's teaching personal and social responsibility (TPSR) models. This model was developed and is being successfully implemented in physical education. Researchers are expanding its application to other subjects and courses [3]; they suggest its hybridization with a gamification strategy [4];

- line 3 is a realization of the potential of social education and social interaction in the teaching process for the development of student responsibility, for example: joint learning in cooperation with public organizations [5]; social samples [6], etc. As Jesús Plaza-de-la-Hoz notes, helping others makes it possible for students to "develop their social skills" [7].

Research results stand out a link between methods and an increase in the level of students responsibility but

provide an ambiguous answer about the relationship between students activity and their responsibility:

1. On the one hand, a link has been established between prosocial behavior, assistance and a higher level of responsibility [8];

2. On the other hand, the influence of responsibility on the activity and behavior of students has been proven, for example, violence in school decreases with high responsibility [9].

The question arises: what is the relation between the involvement in various types of socially significant activities and responsibility? The search for the answer to this question has become the subject of the presented research.

2. THEORETICAL BACKGROUNDS OF THE STUDY

The concept itself of "responsibility" provokes scientific discussion and is considered ambiguously by researchers.

First, responsibility is seen as an element of social action. There is a widespread idea of responsibility as "the ability to vouch for one's actions, which are carried out in an appropriate manner and in accordance with social norms" [10].

According to this approach, the analysis of the functions of social responsibility (rationing of social behavior, self-regulation, self-development, transformation of oneself and the world) allows us to represent its structure as a set of components: behavioral (proper behavior); cognitive (understanding due); value (acceptance of what is due) and

emotional ones (sense of responsibility).

Second, responsibility is seen as a principle of social action. This is due to the debate [11] caused by the emergence of the concept of Hans Jonas [12].

According to Jonas, fear of the future prompts people to predict the consequences of their actions and to refuse actions that are threatening. Responsibility is viewed as the choice and implementation of actions, taking into account forecasts and orientations towards a constructive result.

Researchers are interested in proactive responsibility [13] or preventive civil responsibility [14], which includes foreseeing and reducing damage from actions.

Within the framework of this aspect for studying responsibility, the nature of the relation between responsibility and action (manifestation of activity) changes. If responsibility follows an action as an element of social action, then as a principle, responsibility introduces an action by conditioning and regulating this action.

From this position, the responsibility structure includes a predictive component.

Third, responsibility is also seen as a personal quality. Russian scientists emphasize the complex and integrative nature of responsibility as a unity of the operational (nature-given) and content (lifetime-acquired) spheres. Based on this, V.P. Pryadein [15] developed a multidimensional and functional model of responsibility and a methodology for its diagnosis, which makes it possible to study the current state of students responsibility.

At the same time, in whatever aspect responsibility is considered, the researchers agree that the very content of responsibility is revealed only in the activity directly manifested by the subject of activity.

According to the study of social activity [16], its essential characteristics are: self-determination (conscious self-causality); inclusion (implementation in interaction with the social environment and its subjects); prosociality (focus on the good of the individual and society). Consequently, the social activity of schoolchildren can be realized in various types of socially significant activity when they realize the value and goals of this activity for themselves and those around them.

Let us emphasize that if this participation is carried out under compulsion, is regulated on the basis of external pressure and has no value or significance for the student, then "pseudo-activity" appears.

Therefore, in order to study the relation between social activity and responsibility of students, it is important to establish the types of activities in which students consciously and voluntarily realize their potential and contribute to social changes (i.e., show social activity).

3. RESEARCH METHODS

The study was carried out in the form of an online survey based on the Google form in 2020.

3.1. Participants

84 students from grades 5-11 in a comprehensive school in Chelyabinsk (Russia) took part in the study. Among them, 39 are girls and 45 are boys. The age of the participants ranged from 11 to 17 years.

3.2. Tools

"Responsibility-110" methodology (OTV-110 V.P. Pryadein and O.V. Mukhlylnina [15, p.41]) was used to collect empirical data on the level and structure of responsibility among study participants. The methodology has satisfactory indicators of reliability and validity. The questionnaire is based on a

multidimensional and functional model of responsibility as a personality trait (figure 1).

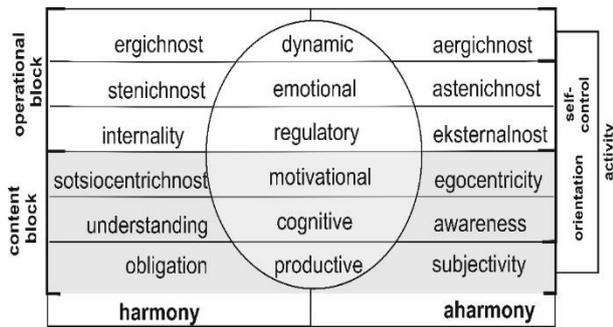


Figure 1 Multidimensional and functional model of responsibility (figure by the authors).

According to this model, responsibility as a quality has a complex and integrative character. It is viewed from the standpoint of the unity of the operational (nature-given) and content (lifetime-acquired) spheres. The operational unit of responsibility includes the following components: dynamic one (it is revealed using polar parameters: ergicity-aergicity); emotional (stenicity-asthenicity) and regulatory one (internality-externality). The content unit includes the following components: motivational one (sociocentricity-egocentricity); cognitive (meaningfulness-awareness) and productive one (objectivity-subjectivity).

From the set of private, partial characteristics of responsibility, integral variables can be calculated among which are as follows: activity, orientation and self-regulation.

In addition to the components of responsibility included in the model, the authors of the OTV-110 methodology included in the questionnaire a number of specific characteristics of responsibility: aspiration, empathy, predictive capabilities of the individual, acceptance of responsibility and challenges.

To study the features of social activity, a questionnaire was used, in which schoolchildren were asked to indicate what kind of activity they voluntarily and consciously take part in: sporting, creative, scientific, volunteer, environmental and project ones, school self-government and media work. When processing the results, we took into account the number of different activities which the schoolchildren took part in and their content.

3.3. Data analysis

Spearman's correlation analysis (offered by Charles Edward Spearman in 1904 [17]) and the Mann-Whitney U-test (offered by Frank Wilcoxon in 1945 [17]) were used to mathematically process the study results in order to confirm the hypothesis of the existence of a relation between individual components of responsibility and social activity of schoolchildren.

4. RESEARCH RESULT

More than half of the study participants go in for sports by means of various sports sections (table 1). About 30% of the students who took part in the study are engaged in creative activities. They attend additional classes in singing, drawing or arts and crafts. Other types of activity (scientific, volunteer, project and environmental ones and school self-government) are popular with a much smaller proportion of schoolchildren (about 10% of the respondents are involved in each of them). Only 3.6% of the study participants has noted participating in the school press center as their activity.

Thus, it can be noted that the most massive types of social activity among the schoolchildren who took part in the study are sports and creativity.

Interestingly, the study participants do not have a large breadth of participation in various types of social activity

Table 1. Frequency of participation of schoolchildren in various types of social activity (n = 84)

Type of activity	Frequency	
	Number	%
athletic	50	59.5%
creative	25	29.8%
scientific	7	8.3%
voluntary	11	13.1%
school self-government	11	13.1%
project	9	10.7%
environmental	8	9.5%
media	3	3.6%

(table 2). Most of them (about 68%) are involved in only one of the activities under study. About 20% take part in two different forms of social activity. About 5% of the study participants are involved in 3 or 4 activities.

According to the average trends in the sample, schoolchildren have a balance between harmonious and disharmonious characteristics of responsibility (figure 2). At the same time, the maximum values are observed in the level of meaningfulness as an understanding of the core basis, the essence of responsibility. The minimum values are observed in the level of awareness as a lack of understanding of responsibility. Thus, we can talk about a relatively higher level of the cognitive component of responsibility against the background of other components.

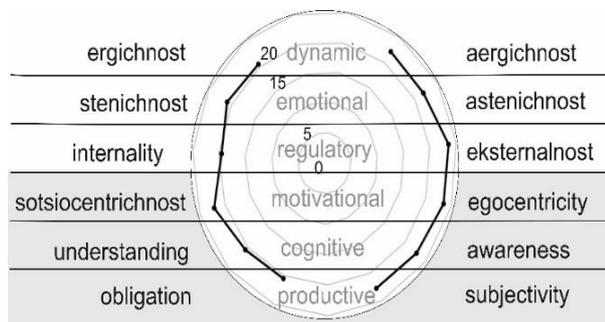


Figure 2 Responsibility profile (group averages).

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The study analyzed the relation between the structural elements of responsibility and the breadth of schoolchildren participation in social activities (figure 2).

Correlations were found between the breadth of schoolchildren participation in social activities and such characteristics of responsibility as the objectivity of the result ($r_s = 0.222$; $p \leq 0.05$), the desire to perform important tasks ($r_s = 0.301$; $p \leq 0.01$), intuition ($r_s = 0.328$; $p \leq 0.01$), empathy for loved ones ($r_s = 0.242$; $p \leq 0.05$), acceptance of responsibility ($r_s = 0.253$; $p \leq 0.05$).

There are differences in the groups of schoolchildren who go in for sports and those who are not involved in this type of activity. At the same time, it's turned out that schoolchildren who are not involved in sports are more inclined to experience negative emotions when they have to do something in the course of implementation or in case of failure in a responsible matter ($U_{emp} = 615.5$; $p \leq 0.05$).

Features in the structure of responsibility were found among schoolchildren being involved in creative work. In particular, it was found that these children differ from their peers in a higher level of ergicity ($U_{emp} = 505$; $p \leq 0.05$), sociocentrism ($U_{emp} = 502.5$; $p \leq 0.05$), understanding of the core basis of responsibility ($U_{emp} = 515.5$; $p \leq 0.05$), extrapolation ($U_{emp} = 519.5$; $p \leq 0.05$), empathy towards people close to you ($U_{emp} = 296$; $p \leq 0.001$) and to others ($U_{emp} = 535.5$; $p \leq 0.05$).

Thus, the study has found that both the breadth and the content of schoolchildren's social activity are related to the structure of their responsibility.

5. DISCUSSION

The results of the study have confirmed the hypothesis that social activity is associated with socially significant activities. In particular, according to the data obtained, individual responsibility elements are associated with the number of socially significant activities which the student is involved in. The research results are consistent with previously established facts

Table 2. The breadth of participation of schoolchildren in social activities (n = 84)

The number of different types of social activity in which the child participates	Frequency	
	Number	%
1	57	67.9%
2	18	21.4%
3	5	6.0%
4	4	4.8%

that responsibility correlates with the ability of students to take initiative and joint activities [3].

The connection between participation in athletic activities and a high level of responsibility was confirmed [8].

For the first time, the study has found that participation in creative activities is associated with the severity of the harmonious pole of the dynamic, motivational and cognitive responsibility components. This activity also shows a positive relation with the ability of schoolchildren to show empathy.

6. CONCLUSION

The novelty of the presented study lies in determining the relation between the structure of schoolchildren's responsibility and the breadth and content of their socially significant activities. They allow us to say that for the development of social responsibility it is necessary to get children involved in various types of social activity.

The presented study has a number of limitations. First, the findings are based on a small selection of students, which makes it difficult to apply them in a wider context. In addition, the small selection size did not allow considering the dependence of responsibility on the involvement of children in such activities as scientific, project, and media. Second, in the framework of the study, only those types of activities were considered that are implemented at school with the organizational support of teachers. They do not take into account the independent activity of schoolchildren, for example, in social networks.

Despite the described limitations, the study results are based on mathematical data analysis methods that are adequate for the selection, set tasks and study tools. They make it possible to expand existing ideas about the connection between socially significant activities and the structure of schoolchildren's responsibility.

AUTHORS' CONTRIBUTION

Kharlanova Elena Mikhailovna prepared a theoretical basis for the study, selected diagnostic tools and prepared the text of sections 1 and 2 of the article.

Sivrikova Nadezhda Valerievna analyzed the data and prepared sections 2-5 of the article.

Shirochenkova Natalia Viktorovna is the author of the study idea. She organized the collection of empirical data and participated in the correction of the text of the article as a whole.

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