



# The Requirements for Supporting the Social Responsibility for Saudi Universities

Musaad Alharbi, Majmaah University, Al Majmaah, Saudi Arabia

This study aimed to identify the conceptual frame for social responsibility in Saudi universities and it also aims to define the requirements for supporting universities to fulfill their social responsibility. The study may benefit those in charge of higher education institutions by drawing more attention to the social responsibility of universities as well as improve the education in general and the universities' roles to promote social responsibility in particular. The study will proceed in its attempt to answer the research questions according to the steps of the descriptive approach which is concerned with describing the various aspects of the research problem, with the aim of identifying the conceptual framework of the social responsibility of the university and identifying how to employ modern administrative approaches in activating its methods, as well as with a view to reach results that represent the reality of social responsibility for some universities, and the requirements for activating it. The researcher has prepared a questionnaire of three dimensions : social, economic, and environmental submitted to the university leadership in Saudi universities, in order to highlight the social responsibility of the university, and the researcher has applied the questionnaire in a sample of 32 of university leaders. Results showed positive results regarding the university's role in promoting social responsibility. The study recommended that universities must focus on creating more projects and initiatives to encourage social responsibility and must also have a more effective role in developing the social responsibility among the Saudi youth, enhancing their leadership skills and interpersonal qualities to empower them to take responsibility.

**Key words:** *Administrative Approaches, Social Responsibility, University Leadership*



## INTRODUCTION

Social responsibility is considered a very important issue because it is connected with the human being. Taking responsibility entails positive actions and practices within the society; for this purpose, education within the family, within the informal institutions, and within the school and university is designated to developing social responsibility, because through social responsibility, peace and security are achieved; the social institutions in the Kingdom of Saudi Arabia play a major role in developing social responsibility among the Saudi youth, and enhancing their leadership skills and qualities to empower them to take responsibility.

Social responsibility is part of the concept of responsibility in general; the individual is responsible for himself and the group, and the group is responsible for itself and its goals, and for its members as individuals in all matters and conditions. Social responsibility is necessary for the public interest, and in the light of social responsibility, unity and group cohesion are achieved and the society will be blessed in peace. Social responsibility imposes cooperation, commitment, solidarity and respect, love and democracy in treatment, and serious participation, Mumtaz Al-Shayib's (2003).

A person is not born with knowledge of responsibility but has an instinctive willingness to learn it, and for this the child should learn to take it. Children must learn to cooperate and respect as they learn to walk and speak; the process of learning social responsibility begins with the child's first steps, when responsibility for oneself begins, as the child learns to be self-reliant and learns to be responsible for himself; he lives in a family in which he plays a role, and he is able to take responsibility for some actions that belong to him, and thus responsibility begins as an individual responsibility and then develops into a social responsibility in the group in which the person lives with. Social responsibility is subject to learning and acquisition, and therefore, can be subject to change and reform by working to develop the social responsibility of individuals, as it is considered a controlling authority that refines human behaviour and orientation, Ibrahim Al-Shafi'i (2004).

And if the subject of social responsibility for the various institutions receives great attention from the point that each institution in society – whatever its type and function – has responsibility to the society in which it is located, then universities, as they are institutions of higher education, they - like other institutions - have a responsibility to their society, and this is clear in that they prepare individuals in universities who are able to carry out the jobs they have been prepared for, as well as to have a sense of social responsibility. Yahyawi (2015) stresses that the social responsibility of universities includes commitment to justice and equality, as well as the recognition of freedom, appreciation of diversity, promotion of human rights, democracy and civil responsibility.



The topic of social responsibility is one of the most important topics on the world stage because it is something that should be institutionalised and included in university curricula (Rami Tashtoush 2007). In addition to that, studies must be conducted on social responsibility, and indicators must be set to measure the extent to which universities apply it in order to ensure that it plays an active and real role in their societies.

The main goal of social responsibility in universities is to contribute to sustainable development which aims to eradicate poverty, provide health for all, societal justice, and meet the needs of society through using current resources; social responsibility in universities focuses on three aspects:

- 1- Supporting economic growth
- 2- Achieving social progress
- 3- Contributing to environmental protection

#### **The study's problem and questions:**

Some studies have pointed to several deficiencies in the universities' social responsibility in educating students and preparing them to work in accordance with the needs of society, or in connection with scientific research, or the service of the society.

#### **Mohsen al-Mahdi Saeed: An Overview of the Higher Education System**

In a related context, some studies indicated that higher education suffers from incompetence internally and externally for several reasons, including the apparent imbalance between the number of graduates annually and the needs of the work market, and the imbalance in the faulty ratio between faculty and students. Many university professors conduct research for promotion and material gains rather than for academic development or intellectual gains.

Based on the aforementioned, universities do not carry out their social responsibility as required, and therefore, there is an urgent need for universities to conduct institutional research that can provide them with assistance in many issues to improve their conditions in general, and improve their social responsibilities in particular. One study confirmed that the system of colleges and universities in Egypt operates - for the most part - as disconnected vertical structures. There are academic departments, and there are bureaucratic administrative units, which work in isolation from each other, where each department or unit seeks to achieve its goals without linking them to the goals of the institution as a whole. Therefore, these institutions need to change these vertical structures to horizontal structures in which the various departments and units collaborate fruitfully, which can be done through institutional research. From here, the study seeks to answer the following questions:



---

### **Research Questions:**

- 1- What is the conceptual framework for social responsibility in general and the university in particular?
- 2- What are the foundations of the university's social responsibility?
- 3- What are the requirements for universities to support social responsibility?

### **The Objectives of the Study:**

The study aims to:

- 1- Define the conceptual framework for social responsibility in general and the university in particular.
- 2- Identify the basics of social responsibility for the university.
- 3- Define the requirements for supporting universities to fulfill their social responsibility.

### **The Importance of the Study:**

The importance of the study is clear from the following perspective:

The study may benefit those in charge of higher education institutions by drawing more attention to the social responsibility of universities; the study may also benefit those in charge of quality assurance and accreditation units in universities because it helps them develop their work to carry out their social responsibilities.

### **Study Approach:**

The study will proceed in its attempt to answer its questions according to the steps of the descriptive approach which is concerned with describing the various aspects of the research problem, with the aim of identifying the conceptual framework of the social responsibility of the university and identifying how to employ modern administrative approaches in activating its methods, as well as with a view to reaching results that represent the reality of social responsibility for some universities, and the requirements for activating it.

### **Research Limits:**

These limits can be defined as follows:

Objective limits: these limits are represented in the intellectual framework for social responsibility in general and for the university in particular, the foundations of social responsibility for the university, and the requirements for supporting Egyptian universities to carry out their social responsibility.

### **Previous Studies:**

The studies that dealt with the topic of social responsibility, which the researcher was able to obtain and present according to their chronological sequence, are addressed here. The aims of this study are as follows:

- to present the scientific efforts that preceded this study in this field;
- to follow the developments that occurred in measuring social responsibility;
- to be aware of the variables that have been studied and their impacts on previous research;
- to benefit from this in designing this study;
- to review the results of those studies;
- to compare them with the results of this study.

In this chapter, the researcher has attempted to include and present the studies that were directly related to the subject of the research, which can be summarised as follows:

### **First: Arabic Studies:**

- 1- Muhammad Al-Khawaldeh's study, (1987) titled the concept of responsibility among university youth in the Jordanian society and an invitation to teach responsibility in school education, aimed at identifying the concept of responsibility among university youth in Jordanian society, where he applied the study to a sample of young people (140 individuals) who pursue their education in Yarmouk University. Individuals aged between 18-35 years, and the sample was chosen in a random, irregular manner; the researcher used the analytical survey research method as he designed a special tool for the study; the information was collected by conducting individual or group interviews through which students were asked questions and they answered them. The results revealed that university students in Jordanian society understand responsibility as the advancement of honesty, and the results revealed that 85% of the sample respondents understand social responsibility and place or define it as the social responsibility that appears in the social institutions of the educational system.
- 2- The study of Fayez Al-Zoghbi (2003), titled the effect of group counselling on the development of social responsibility for a special sample of orphan children, aimed to find out the effect of group counselling according to Glasser's theory on developing social responsibility for a special sample of orphan children; 30 orphan children from the age group 10-14 years belonging to the Mabarat Umm Al-Hussein Association in the city of Irbid participated in the study; they were divided into two groups 15 control and 15 experimental and the results showed the effect of the group counselling program based on the theory of realism in improving the level of responsibility for members of the experimental group.

- 3- Mumtaz Al-Shayib's study (2003), titled social responsibility and its relationship to time management, aimed at revealing the relationship between social responsibility and time management among university youths of both sexes. The study sample consisted of 502 male and female students from various faculties of Humanities and Applied Sciences. This sample was classified according to gender, year of study and type of specialisation. The researcher has used the social responsibility questionnaire, and the results of the study revealed the absence of a statistically significant relationship between social responsibility and time management for a sample of Damascus University students; the results revealed that there were no differences in social responsibility among the sample members depending on the gender variable; additionally, the results revealed that there are no differences in social responsibility according to the specialty variable.
  
- 4- Ibrahim Al-Shafi'i's study (2004), titled the relationship between social responsibility, moral judgment and some personal variables among students of the Teachers College in the Kingdom of Saudi Arabia, aimed at dealing with the relationship of social responsibility and moral judgement in addition to two basic dimensions of personality fields, which are neuroticism and introversion; to achieve this purpose the researcher built two tools to measure the two main variables, and they were applied to a sample of 208 teachers from the environment of the Kingdom of Saudi Arabia, 140 from the first group and 140 from the fourth group; the results indicated a positive correlation coefficient with a statistical significance between the level of the sense of social responsibility, the level of moral judgment, as well as the emotional equilibrium and extroversion, while students of the fourth group showed less interest in taking responsibility.
  
- 5- Muhammad Amin Al-Qudah's study (2006), titled patterns of family upbringing and its relationship to some personality traits of female students of Mu'tah University; it aimed at revealing patterns of family upbringing, and its relationship to some traits of personality among students of Mu'tah University. It has identified two patterns of family upbringing which are democratic and authoritarian (increased protection and neglect). To measure personality traits, the author used Ezenk test. A random sample consisting of 421 female students distributed in the colleges of Mu'tah University was tested. The results showed that the most common family pattern was the authoritarian pattern; the results also indicated that the father adopted the pattern of neglect, while the mother adopted the pattern of excessive protection; the results also showed a high percentage for the dimension of emotion at 8.9% compared to 19.1% for the equilibrium dimension; furthermore, the results indicated the presence of a relationship between the equilibrium and emotion dimension; however, the results did not show any relationship between the parenting pattern of the mother (excessive protection-neglect) and the democratic-authoritarian pattern of the father.

- 6- Rami Tashtoush Study (2007), titled the effect of realistic treatment on the feeling of psychological loneliness and social responsibility among a sample of children at risk, aimed at examining the effect of realistic therapy on feeling psychological loneliness and social responsibility in children at risk; the study sample was determined through the application of the Yarmouk Scale of Feeling Psychological Loneliness and the Social Responsibility Scale. The number of study members reached 60 children, from the two ages 12-14 years and 15-18 years, all of whom were male, and they were randomly divided into two equal groups: the experimental group which has 30 children and the control group which has 30 children. Then the experimental group was divided into two working groups according to the level of chronological age; each group consisted of 15 children; the experimental group underwent the group reality treatment program, while the control group did not undergo any therapeutic program; the results showed that there is an effect of the group reality therapy program in reducing the level of feeling psychological loneliness and increasing the level of social responsibility among children at risk, who received training on the program; the results showed that there is no connection between the chronological age and the therapeutic program, with regard to the feeling of psychological loneliness and social responsibility, which indicates that the realistic group therapy program is not affected by the age group.

#### **Second: Foreign studies:**

- 7- The study of Stephens Jaton M., Colby & Ann, Ehnlish, Tom, Beaumont Elizabeth (2000), titled "Higher Education and the Evolution of Civil and Ethical Responsibility: A Vision and Practice Within Three Contexts", aimed to examine the experiences of three American higher education institutions that realize the importance of developing the civil and moral responsibility of their students. Three universities participated in this study: California State University, University of Notre Dame and the Air Force Academy in Colorado. These institutions offer university courses to enhance the civic and moral concepts of their students, and the results of this study indicated that the offered courses are able to enhance and develop the civil and moral responsibility of its students.
- 8- Walsh, David's study (2007), titled "Supporting Development Outcomes for Young People: Evaluating a Program Based on the Responsibility Model", aimed at comparing the development and growth outcomes for a number of (15) participants through their participation in an expanded daily program, based on physical activity with the activities carried out by these participants during the normal school day; the physical activity program was developed based on the Helen model for teaching personal and social responsibility. In this study, a four-point Descartes scale was used, where the participants were asked to compare their experience in participation in this program compared to their participation in the activities of the normal school day. The results in

this study indicated that participating in this program and participating in the activities of the school day promote development among young people; despite this, the participants in the training program provided a greater level of support to the school where they are studying. The overall results also indicated that participants support any activity based on participating in social aspects.

### **The steps of the study:**

The study proceeds according to the following steps:

The first step is formulating the general framework of the study in terms of defining the problem, its questions, goals, importance, terminology, scientific methodology and previous studies.

The second step deals with the intellectual framework of social responsibility in general and the social responsibility of the university in particular in terms of:

- A detailed outline of the foundations of social responsibility for the university.
- Determining the requirements for supporting Egyptian universities to fulfill their social responsibility
- Presenting proposals and recommendations to increase the effectiveness of universities' social responsibilities.

First: the conceptual framework of research, its terminology and its dimensions:

A. The concept of social responsibility: linguistically, social responsibility is defined as seeking knowledge, the act of asking, or the act of telling or reporting. The individual is responsible without clarifying who made him responsible. The word responsible in English lexicons means the ability to take a decision or to act without any external forces or censorship. Responsibility is the set of responses an individual makes indicating his interests in the group to which he belongs, his understanding of its problems and his understanding of its solutions. It is believed that social responsibility means a guarantee, complementarity or reform of the harm to others and the consequent responsibility that occurs because of on a society scale; the term social responsibility is synonymous with a number of terms in the English language which are:

- 1- Attention: Social Concern
- 2- Social Conscience
- 3- Social Involvement
- 4- Social Response

B. Social responsibility (Western perspective)

Advocates of pragmatic ethics see that it is a fact of life that human beings are divided into individuals and groups whose actions affect each other. Responsibility becomes meaningful in light of social existence. There are relationships in which duties are specified, such as the relationship of the worker to the employer and relationships in which the individual is equally involved in power and authority. They choose to exchange duties and responsibilities, and this is called contractual responsibility. As for the other type, it is called self-responsibility, which is when individuals express themselves freely without waiting for anything in return. The individual and society are two interrelated things, and each depends on the other and that humans are social creatures affected by social forces more than they are affected by the biological aspect; humans must work in a constructive way and in a cooperative manner to serve the whole. When an individual feels that they are part of the group, they will work courageously to overcome their problems, and through this the individual's responsibility towards society is realised. Other than this, the individual will live in a selfish way without offering any service to the community. In other words, humans have an innate struggle towards fairness and the truth, and their struggle to achieve it is considered the essence of social responsibility; an individual's failure to realise their full potential is considered a deficiency which leads to misery and poor mental health, and it also leads to others showing that humans are not born with good or evil innate nature, but it can be evil if the individual fails to grow and develop completely, if the need for creation and creativity is hampered for any reason. Therefore, the individual becomes ruined from his point of view, and this is the only alternative to creation. Demolition and creativity exist in the human nature, but the reason for one overcoming the other is the society that surrounds the individual through patterns of socialisation.

The social responsibility of organisations is among the topics that have caused great controversy in the scientific and academic fields, as it is an important challenge facing organisations, so the evaluation of the organisations is no longer dependent on their profitability, but has also become dependent on the extent of its adoption of the concept of social responsibility; in fact, there is no specific definition of social responsibility; its definitions are numerous, the following definitions are somehow more popular than others:

1- Social responsibility is “a set of legal and ethical obligations that define the strategy of an organisation in its environment towards the stakeholders concerned while ensuring its continuity and economic growth, and this is in order to agree in the present between economic, social and environmental performance without harming future ones.”

2- Social responsibility is “all attempts that contribute to corporate volunteering to achieve development due to ethical and social considerations. Thus, social

responsibility depends on good corporate initiatives without legally binding procedures. Therefore, social responsibility is achieved through persuasion and education.”

3- Social responsibility is “the organisation’s commitment to contribute to economic development while preserving the environment and working with workers, their families, the community, and society in general, and it aims at improving the quality of life for all of these parties.”

4- Social responsibility is “when the administration takes into account the positive and negative effects of their decisions on all parties that work and deal with it and the administration tries hard to increase the positive effects in a way that serves all parties and does not contradict the goals of the organisation.”

Through these definitions, it becomes clear to us that social responsibility means the organisation's commitment to the ethics of the profession in the exercise of its activity, and paying attention to training human resources through the application of the principle of justice and equality between its personnel, in addition to its work to achieve solidarity between segments of society.

### **C. Social Responsibility (Arabic Vision)**

The concept of responsibility varies according to the viewpoint of the researcher who believes in it, and that is reflected on his intellectual orientations and actions, so researchers of ethics are divided into advocates of religious ethics and advocates of pragmatic ethics. Islamic teachings call for following the ideals that a Muslim must follow and the necessity for the individual to follow high ethical standards and social attentive conscience that makes him act according to moral responsibility and invites him to cooperate and unite in order to achieve the good of the individual and society. The Messenger of Allah Muhammad (may God bless him and grant him peace) indicated that you are all shepherds, and each of you is responsible for his flock. There is a harmony between the Islamic concept and the concept of social responsibility in terms of establishing healthy social relationships outside or inside work and giving attention to the problems of others; social responsibility is solidarity and who does not feel it causes great harm to the society in which the individual lives and the members of the community must repair this damage if it happens; then everyone has a responsibility to address the problems and take responsibility effectively. The responsibility in Islam is comprehensive and balanced because it deals with the individual and the group. The individual is responsible for his work in his behaviour and tongue and he is responsible for his senses and mind and is responsible for his heart in its purification and safety and his body in moderation and non-extravagance; the

Muslim also takes into account his group because his work is influential in the group. The responsibility in Islam is balanced because it is achieved in close proportions. The individual is responsible for the group in his work and he must do his best, as well as the group is responsible for its members.

#### **D. University Social Responsibility:**

The social responsibility of universities in its general framework does not differ from the general concept of this responsibility, as Yahyawi (2015) indicates that the social responsibility of universities is the responsibility of the university to exercise principles and values in its basic tasks in teaching and community participation, which includes commitment to justice and equality, in addition to sustainability in development, recognition of freedom, appreciation of diversity, promotion of human rights, democracy and civil responsibility. The important point is that social responsibility is not a separate activity, but rather must be at the core of the university's work as well as in the way it is taught.

One of the most prominent university experiences that gives a clear vision of the social responsibility of universities is the experience of Korean universities in social responsibility; this constitutes an academic alliance that goes beyond merely contributing to the local community, through voluntary activities, as it included among its tasks educating human resources in developing countries, in order to narrow the knowledge gap between developed and developing countries. This is in an effort to reduce poverty rates and spread the idea of democratic systems in the global community. The university case showed Kyung Hee University and its efforts towards social responsibility have shown that it is one of the leading universities involved in the development and rural enlightenment moves, as it was actively participating in rural development through faculty, students and work in rural villages; it started this activity in 1970, it continued its efforts that emerged in 1980 by putting all its energies and resources in a campaign to reunite separated families in South and North Korea, and it also made pioneering national efforts to reunite families who were separated because of what is known as the disarmed zone. In the same context, the “Korean Society” was established in 1982 in an attempt to bring together the million separated from their families, and expand its scope globally by establishing branches in 27 cities in 18 countries, then adopting a signature campaign to support and reunite ten million of Korean separated families which were separated since 1993. The university has also jointly begun to promote the unification of South and North Korea in cooperation with the Korean Reconciliation Council. All this did not undermine her educational role, especially the service role, as it was very active to contribute to the advancement of Korean society through education; a good example of this is its recent contribution in providing humanities courses for the poor and those deprived of education, mobilising

resources from the government and the private sector, expanding activities at the national level, in cooperation with civil society organisations, and building partnerships for more systemic contributions. What is included in the context of social responsibility in this experiment is the university adopting an initiative that requires allocating one day of the year to faculty, staff, and students to do volunteer work through wide campaigns nationwide, and raising awareness about global issues through a website that provides online donations, and building social responsibility.

### Field study:

The researcher has prepared a questionnaire submitted to the university leadership in Saudi universities, in order to highlight the social responsibility of the university, and the researcher has applied the questionnaire in a sample of 32 of university leaders.

First: The stability and validity of the questionnaire:

#### 1. Genuineness Index (internal consistency):

The reliability of the internal consistency of the questionnaire was calculated after applying it to a random sample of 15 individuals through: The correlation of each individual's degree with the overall degree of the axis to which it belongs: The correlation coefficients for each individual's degree have been calculated with the overall degree of the dimension to which they belong, and the results came as shown in the following tables:

Table 1: the correlation coefficients for each individual's degree in the first axis with the total degree of the dimension to which it belongs:

Dimension	Item	Coefficient	Dimension Level	Dimensions	Item	Coefficient	Dimension Level
A: Social dimension	1	<b>0.659</b>	0.01	B: Environmental dimension	10	<b>0.8</b>	<b>0.01</b>
	2	<b>0.611</b>	0.01		11	<b>0.78</b>	<b>0.01</b>
	3	<b>0.781</b>	0.01		12	<b>0.7</b>	<b>0.01</b>
	4	<b>0.668</b>	0.01	C: Economical Dimension	13	<b>0.81</b>	<b>0.01</b>
	5	<b>0.842</b>	0.01		14	<b>0.627</b>	<b>0.01</b>
	6	<b>0.772</b>	0.01		15	<b>0.725</b>	<b>0.01</b>
B: Environmental dimension	7	<b>0.837</b>	0.01		16	<b>0.78</b>	<b>0.01</b>
	8	<b>0.84</b>	0.01		17	<b>0.661</b>	<b>0.01</b>
	9	<b>0.84</b>	0.01		18	<b>0.67</b>	<b>0.01</b>

It becomes clear from the previous table that the correlation coefficients refer to the dimension level of 0.01, which indicates the strength of the relationship between the degree of the questionnaire and the dimensions to which it belongs.

The degree of correlation of the dimension with the total degree of the axis: the correlation of the degree of each coefficient was calculated with the total degree of the first axis, and the results came as shown in the following table:

Table 2: The correlation coefficients for each dimension of the first axis with the total degree of the first axis

Dimensions	Correlation coefficient with the first axis	Dimension level
A: Social dimension	<b>0.82</b>	0.01
B: Environmental dimension	<b>0.779</b>	0.01
C: Economical dimension	<b>0.607</b>	0.01

It is clear from the previous table that all values of correlation coefficients are positive and refer at the level of significance 0.05, 0.01, which indicates the strength of the relationship between the dimensions and the overall degree of the first axis.

## 2. Calculation of stability of questionnaire:

The stability of the questionnaire was calculated by applying it to a sample consisting of 30 individuals from outside the research sample. Also, the questionnaire stability was calculated using Alpha Cronbach coefficient using V.21(SPSS) Statistical Package for Social through using Alpha Cronbach way for questionnaire through the following equation:

$$\text{Coefficient (a)} = \frac{2}{n-1} \left( 1 - \frac{MG_2}{2} \right)$$

Where n= the number of questionnaire items

Where 2 means the total difference for the grade of the individuals on the questionnaire.

MG 2= the total difference degree for individuals on each item of the questionnaire and the results are shown in the table below:

Table 3: Total difference degree for individuals on each item of the questionnaire

Dimensions/ axis	Items numbers	Alpha stability factor
A: social dimension	6	0.749
B: environmental dimension	6	0.678
C: economical dimension	6	0.734
Overall questionnaire	18	0.822

It becomes clear from the previous table that the questionnaire has a high degree of stability, where the value of the alpha-stability factor for the whole questionnaire was = 0.932, as well as the stability coefficients of the axes in the range from 0.678 - 0.972, which indicates the stability of the questionnaire.

The self-validity coefficient of the questionnaire was calculated through the formula  $\text{Stability } \sqrt{r} = \text{Honesty}$  and then the validity of the questionnaire = 0.907, which indicates that the questionnaire is of a high degree of honesty and consistency.

Sixth: statistical treatment

Statistical processing was done using the Social Sciences Statistical Package Program V.17 (SPSS) in calculating the frequencies corresponding to each phrase distributed among the frequencies of responses (ok - unsure - disagree), the percentages of these frequencies, the  $\chi^2$  value, their level of significance, and the relative weights and rankings.

Calculating the relative weight of the questionnaire phrases:

Table 4: Digital scales for the response level

Agree	Not sure	Disagree
3	2	1

The relative weight was calculated, that is, the degree of approval of each item from the following equation:

- numerical estimate =  $K1 \times 3 + K2 \times 2 + K3 \times 1$
- Calculating the relative weight =  $\frac{\text{numerical estimate}}{K}$

K

K1, K2, K3: Repeated responses (Agree - Not sure - Disagree), respectively.

K: the sum of the occurrences for these responses (sample size).

- The value of K2 was calculated for the goodness of matching for each item, to detect differences in the choices of the sample individuals for the three response alternatives (agree - not sure – Disagree), by applying the following equation:

$$K2 = \frac{MG}{TM} \sum (T - TM)^2$$

Where T = the observed frequency, TM = the expected frequency.

Third: The results of the field study:

The responses of the university leaders on the social responsibility are shown in its three dimensions (the social dimension - the environmental dimension - the economic dimension), through the following table:

Table 5: The responses of the university leaders on social responsibility in its three dimensions (social, environmental, and economic dimension) (n = 32)

Item	Response						Average weight	Rank	K2 Value	Dimension Level
	Agree		Neutral		Disagree					
	K	%	K	%	K	%				
<b>A. Social dimension</b>										
1. The university provides financial aid to the community.	7	21.9	18	56.3	7	21.8	200	6	7.563	0.05
2. The university provides voluntary programs to the community.	26	81.2	3	9.4	3	9.4	272	2	33.06	0.01
3. The university provides courses to the community.	32	100	0	0	0	0	300	1	--	--
4. The university provides services for people with special needs.	20	62.5	3	9.4	9	28.1	234	4	14	0.01
5. The university provides seminars and conferences for the community.	22	68.8	1	3.1	9	28.1	241	3	21.06	0.01
6. The university provides services for poor families.	17	53.1	7	21.9	8	25	228	5	5.69	No ref.

<b>A. Environmental dimension</b>										
<b>7. The university provides activities for preserving the environment.</b>	28	87.6	2	6.3	2	6.3	281	2m	42.25	0.01
<b>8. The university provides educational campaigns about health and the environment.</b>	30	93.8	2	6.3	0	0	294	1	24.5	0.01
<b>9. The university provides medical staff.</b>	24	75	5	15.6	3	9.4	266	5	25.19	0.01
<b>10. The university sponsors conferences that encourage tourism.</b>	29	90.6	3	9.4	0	0	281	2	21.13	0.01
<b>11. The university provides staff that preserve archeology and ruins.</b>	26	81.2	6	18.8	0	0	281	2m	12.5	0.01
<b>12. The university issues environment-related journals.</b>	23	71.9	6	18.8	3	9.4	263	6	21.81	0.01
<b>B. Economic dimension</b>										
<b>13. The university supports charitable development projects.</b>	26	81.3	2	6.3	4	12.5	269	1	33.25	0.01
<b>14. The university provides consumer protection activities.</b>	24	75	5	15.6	3	9.4	266	2	25.19	0.01
<b>15. The university provides courses to meet the requirements of the labor market.</b>	20	62.5	8	25	4	12.5	250	4	13	0.01
<b>16. The university provides studies to specify the society needs.</b>	25	78.1	3	9.4	4	12.5	266	2m	29.94	0.01
<b>17. The university provides studies and forums to preserve the environment.</b>	20	62.5	8	25	4	12.5	250	4m	13	0.01
<b>18. The university provides scholarships for genius students.</b>	20	62.5	8	25	4	12.5	250	4m	13	0.01

## Findings and Discussions

It can be clear from this table above that:

- The responses of the university leaders about social responsibility showed in its three dimensions (social dimension- environmental dimension- economic dimension), that there are statistically significant differences in all phrases in favour of the alternative (agree), except for

the item No. (1) in favor of the alternative (neutral), where the values of Ca2 are statistically significant at the level of 0.05, and the phrase 6 does not have statistically significant differences, where the value of Ca2 showed no statistical significance at the level of 0.05.

- The approval rate for each of the questionnaire items was greater than 50% except for the item No. 1, and the item No. 3 "The university provides courses to society" came first in the social dimension arrangement with a relative weight of 300 and the phrase No. 1 "The University provides financial aid to society" in the first place in order of the social dimension with a relative weight of 200.

- The item No. (8) "The university presents campaigns for health and environmental education" came first in the ranking of the social dimension with a relative weight of 294. The item No. (12) "The university issues specialised magazines for the environment." came in the first rank in the ranking of the social dimension with a relative weight of 263.

The item No. (13) "The university supports charitable development projects" ranked first in the ranking of the social dimension with a relative weight of 269. The item No. (15) "The university provides qualification courses to meet the requirements of the labor market" is ranked fourth in the ranking of the social dimension with a relative weight of 250.

A- the arrangement of the phrases according to their relative weight:

For male students:

Item No. (7) "The lack of tools, equipment and assistive devices needed by university student with special needs" came first in the order of academic problems facing disabled students during their university studies in some Egyptian universities, where its relative weight reached 277.

## **Conclusion and Recommendations**

Because of the multi-facet nature of social responsibility and because of its importance in promoting social values such as justice, peace, human rights, and freedom, it is essential that universities and colleges make sure that all its requirements be met. For this to happen, the study recommends that universities do the following:

- Encouraging the youth to volunteer, do fund-raising activities for social causes under governmental supervision, and run community projects.
- Conceptualise policies and initiatives which commit to social values and causes.

There are other ways an institution can become more socially responsible and there are numerous avenues to take when working towards this goal. By taking such initiatives, universities will widen the social horizon for students which will result in encouraging economic and social growth.



---

## REFERENCES

- Al- Qudah, Mohamed Amin (2006). Patterns of Family Upbringing and Its Relationship to Some Personality Traits of Mutah University Students, Educational Sciences Studies, University of Jordan, 7 (3), 155-168.
- Alkhalaf, Mohamed (1987). The Concept of Responsibility among University Youth in the Jordanian Society and an Invitation to Teach Responsibility in School Education. Education Journal for Human Sciences: An Experimental Study, Kuwait University, Vol. 7 No. 26 pp. 124-187.
- AlShafi'i Ibrahim (2004). The Relationship of Social Responsibility to Moral Judgment and Some Personal Variables among Students of the Teachers College in the Kingdom of Saudi Arabia, the Educational Magazine, 18(71), pp. 115-175.
- Alshayib Mumtaz (2003). Social Responsibility and Its Relationship with Time Management. Unpublished Master's Thesis. Damascus University, Syria.
- Alzoghbi Fayeze (2003). The Effect of Group Counseling on the Development of Social Responsibility among a Special Group of Orphan Children, Unpublished Master's Thesis, Yarmouk University, Jordan.
- Stephens, J., Colby, A, Ehrlich, T, Beaumont, E (2000). Higher education and the development of moral and civic responsibility vision and practice in three contexts. Paper Presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28,2000).
- Tashtoush Rami (2007). The Effects of the Realistic Therapy on Feelings of Psychological Loneliness and Social Responsibility among a Sample of Children at Risk, Unpublished Master's Thesis, University of Jordan, Jordan.
- Walsh, David (2007). Supporting youth developed outcomes: An evaluation of a responsibility model-based Program physical Educator, 64(60).
- Yahyawi Naemah (2015). Sustainable Development Efficiency and Social Responsibility in Combating Unemployment: An Inductive Study from Islamic Perspective, Global Journal for Islamic Marketing, Global Committee for Islamic Marketing in London, UK, Vol. 4, No. 2, April 2015 p. 65.