



The Effect of Sustainable Leadership on the Lebanese Public Universities Social Responsibility

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Abstract: The fundamental reason for this paper is to discuss the impact of Sustainable Leadership dimensions, i.e., leadership characteristics, leadership styles and leadership actions on Social Responsibility in the selected Lebanese public universities. Particularly, it is hypothesized that Sustainable leadership factors have a positive effect on the Social Responsibility of the Lebanese Universities. For assessing this relation, I had conducted an online questionnaire with a total sample of 300 Lebanese professors, out of which 200 completed questionnaires were obtained, during the period from February till June 2020. The reliability and validity of the dimensions are assessed through Confirmatory Factor Analysis (CFA) and the hypothesis are tested by using structural equation modeling SEM. The analytical results indicate that sustainable leadership characteristics have a positive impact on the university social responsibility in contrast to the leadership actions and styles that do not have a positive impact on University social responsibility. Thus, this study provide a better understanding of the effect of the leadership on social responsibility to improve its sense of responsibility, in turn; universities will be able to achieve sustainable goals and welfare.

INTRODUCTION

Nowadays, we had witnessed a big shift in University roles and Concepts, From Graduating Students into creating Future Leaders who are responsible for Ethically, Environmentally and Socially for Community matters. As a result, Universities settle a new Vision convoy the Educational Growth and Development, furthermore, support the coming generation future. This was a door for Universities for engaging with “Sustainability” that becomes a global necessity in all Organization departments especially in the education field. Consequently, education is seen as a bridge to reach the

riverside of “Sustainable Leadership” in Schools and Universities. On the other side, the world’s problems and challenges force them to pay more attention and be a social partner in all social matters. This role leads to new management called “USR” University Social Responsibility. For this purpose, universities play a significant role in the next generation’s ability to succeed and deal with globalization and economic growth as well as to build a sustainable future for people all over the world^[1].

Since, higher education has become a highly competitive market and both a “mature and diversified sector”, universities have to reshape themselves to face

new challenges and opportunities^[2] to improve the quality of service and student satisfaction. Thus, engaging with CSR has become a top priority but its measures differ from one country to another and from one University to another.

In this context, the principal aim of this study is to recognize the factors of leadership that affect social responsibility in the Lebanese Universities. In this respect, we will talk about the CSR concept and then we will define sustainable leadership. Secondly, we will discuss the factors of sustainable leadership, Sustainable Leadership traits, Sustainable Leadership actions and Sustainable Leadership styles. Thirdly, the concept of CSR on the educational, social and environmental parts will be argued. Finally, we will analyze the correlation between those two factors, sustainable leadership as an independent variable and University social responsibility as a dependent variable.

Literature review and hypotheses development

Social responsibility concept: Corporate Social Obligation (CSR) is getting to be a progressively imperative action to businesses broadly and globally. It guarantees the progress of a company by the incorporation of social and environmental contemplation into a company's operations as a positive commitment to society. Over the past few decades, there has been an expanding intrigued and accentuation on the concept of CSR within society.

Throughout history, social responsibility started with many terms as corporate responsibility, corporate citizenship, corporate sustainability and corporate sustainable development to reach the term "CSR". In 1914, Frederick Goff, a well-known banker in Cleveland has established the first Community Foundation that targets to accept gifts from donors to help community needs it's called "the Cleveland Foundation". Later in 1953, the Father of CSR "Howard Bowen", talks about the responsibility of companies in society from the door of business ethics, publishes a book of "Social Responsibilities of the Businessman".

The researchers in this period settle out the basic traits and characteristics of CSR as De Bakker *et al.*^[3] and Garriga and Mele^[4] as well as best CSR practice^[5, 6]. Business Dictionary in 2009 states that: "obligation of an organization's management towards the welfare and interests of the society which provides it, the environment and resources to survive and flourish and which is affected by the organization's actions and policies". The ISO Strategic Advisory Group in 2004 notes that CSR aims to benefit people and the community through organizations economic, social and environmental targets. Educational program; Education produces basic properties and services for meeting the vital needs of a nation like

health, security, education, defense, communication and cultural development. Many within higher education would contend that one of the targets of a university is to form intellectual capital. Students and other shareholders must be the social partners of the university mission and vision, they indicate its work results, productivity and success and they can be used as its performance evaluation criteria.

The Green Paper of the European Commission defines Responsibility (CSR) as a concept whereby companies integrate social and environmental concerns in their business operations and in their interaction with their stakeholders on a voluntary basis. An important study in measuring CSR done by Toliver^[7] in the University of Texas at Arlington shows inclusive elements for measuring CSR in the environmental side it mentions interesting variables: "My company is committed to improving environmental quality, My company is committed to minimizing the environmental impact of our business, My company has a recycling program, My company is green, My company encourages public Transportation".

My model is based partially on the model of Dr. Wayne Visser and Polly Courtice, Director of Cambridge Institute for Sustainability Leadership (CISL), the model presents insights on sustainability leadership in three areas: context, individual characteristics and actions. We will study the effect of leadership characteristics, Leadership Styles, Leadership Actions. The second part of the model is adopted by the Carroll pyramid of CSR as Dr. Wayne Visser has said that "Carroll's CSR Pyramid is probably the most well-known model of CSR"^[8]. Carroll's four-part definition of CSR was originally stated as follows: "Corporate social responsibility encompasses the economic, legal, ethical and discretionary (philanthropic) expectations that society has of organizations at a given point in time". The university social university that will be discussed in our paper is the social dimension, educational dimension, environmental dimension. Thus, I used several indicators for testing CSR in Universities, for example: "My University encourages its employer to educate more, develop their skills and participate in training programs", "My University has suitable arrangements for health, safety and welfare that provide sufficient protection for the employers and students as well", "My University encourages its staff and student to apply ethics and values stated in its vision and mission", "My University had green offices furnished with green and eco-friendly products", "My University try to help the environment by recycling and sorting the garbage".

Lebanese universities between sustainable leadership and social responsibility: First, the developing concern

of colleges to fulfill the needs of distinctive partners and to bargain with a significant ecological and social commitment has forced greater social responsibility on them^[9]. Furthermore, colleges have a vital role to play in optimizing the way society is overseen and accomplishing the objective of guaranteeing major advancements in people's lives. Moreover, colleges are not as it were educational service suppliers^[10] but moreover deliver great citizens who are prepared for both competency and character^[11]. These were the fundamental reason why educational institutions are attempting to cultivate and implement USR techniques in all college regions.

Andy Hargreaves and Dean Fink in 2006 talks about the importance of Sustainable Leadership in the educational field to preserves and develops deep learning for all that spreads and lasts, in ways that do no harm to and indeed create positive benefit for others around us now and in the future." Likewise, UNESCO has launched many International Programs related to Education and Sustainability as the "DSED: United Nations Decade of Education For Sustainable Development", "GAP on SED: Global Action Program on Education For Sustainable Development", "Awards for education programs aimed at promoting sustainability programs such as EFS", "UNESCO Prize: Education for Sustainable Development".

The Lebanese University has an effective role in society through offering education for all student's rich and poor, it works to serve the nation and the citizen by ensuring higher education for all equally, establishing human values among university youth, encouraging them to innovate and developing their academic and professional capabilities to facilitate their involvement in the labor market. Its student's number in 2014 was around 70000 students and they form around 40% of the total of students^[12]. It sets the objective to modernize its curricula in line with the current requirements in order to create a thinker, systematic, future-planning and advanced human being who will contribute to the building of society and the nation^[13]. Therefore, the Lebanese University is promoting scientific research and currently funding 730 research projects on which about half of the teaching staff as well as hundreds of assisting students are working in research centers at the University and abroad. However, LU is in a level of renovation and development and it starts setting social programs and environmental ones to compete with the Private Universities and attract more students, resources and cadres.

In 2009, three Lebanese Students receive a reward from Facebook for discovering a new application that protects people's privacy, Facebook plans to place three students from the Lebanese University on the honor list after rewarding them financially for discovering a vulnerability in one of its applications. On the Environmental side, the graduate of the Lebanese

University Kawthar Haydar specialized in "Atmospheric environment physical and chemical properties of the atmosphere". She highlighted the role of organic materials used in agriculture and their impact on air pollution and human health causing many serious respiratory diseases. These substances produce also many volatile organic compounds that interact with ozone to produce aerosols granules.

The effect of sustainable leadership on the social responsibilities: The concept of Sustainability has become a top priority and necessity nowadays in all government departments and divisions for achieving long-term targets and development. In 1980 Lester Brwon the Founder of the World Watch Institute have talked about the importance of sustainability. Afterward, Brundtland in 1987 wrote a report about "The World Commission on Environment and Development" defining Term "Sustainable development." By 2005, it begins the period of UN Decade of Education for Sustainable Development (DESD), relating Sustainability to education. Sustainability Leadership Institutes in 2011 have presented a new definition: Persons who look for to form contrast depending on their mindfulness through embracing on unused abilities, procedures and advancement to reach sustainability". Thus, we can recognize the impact of education in the world of sustainability where it is an effective tool to obtain sustainable development.

Houston^[14] opinion the real world is composed of heterogeneous systems that consist of different mechanisms. Analyzing the intersection of leadership and CSR is difficult because both CSR and leadership are broad, very complex and hard to define concepts^[15]. Bass and Stogdill^[16] has viewed this intersection that "there are about as many different definitions of leadership as there are persons who have attempted to define the concept". On the other hand, Matten and Moon noticed the CSR phenomenon that "defining CSR is not easy" (2008). Leadership mission works to achieve CSR and Sustainable targets," It always takes an active individual that is both a good leader and a good manager to transform a company into a sustainable and socially responsible enterprise^[17]. Thus, leadership has an influence on the Social responsibility, especially in the educational field, even though there are few kind of research that study this relation but it requires a good leader to take care of environmental and social matters in community, moreover, try to influence all the university stakeholders (professors, students, parents) to look in the same direction and has the same targets.

Leadership concept: Many philosophers in ancient history define leadership with simple principles, it differs from one Decade to another in concept and traits, the

Aristocratic think that Leadership depends on a person new blood and genes, however, the Monarchy related it to divine sanction. On the other hand, Plato and Plutarch in their books Republic and Lives talked about “What Qualities distinguish an individual as a leader? They shed light on the importance of leadership.

Rauch and Behling^[18] investigate in company characteristics and leadership, it tries to predict company fate and its future as well as drawing a pathway to follow this desired track. Tom Peters defines leadership as: “Discovering the passion, persistence and imagination to get results to be able to find the Wow factor and to be able to think the weird thoughts necessary to learn and thrive in a disruptive age”.

At the beginning of the 19th century, the leadership concept merged with the management system in companies, trying to indicate the leadership styles, traits and characteristics that best fit each. Stogdill and Mann in 19th studied leadership situations and how it may differ from one person to another, they thought that it is not important for a person to be a leader in all situations.

De Vries^[19] relates Leadership to Anglo-Saxon roots, where he defines leadership as the one who walks ahead forward and he studies the impact of effectiveness strategy, however, Jaworski^[20] analyzed the leadership concept as an interpersonal skill that focus on affecting a particular situation and organized by the arrangement of communication prepare towards the key organizational targets.

The contribution of sustainable leadership characteristics on USR: Understanding the sustainability leader requires that we appreciate their traits, styles, skills and knowledge. Therefore, in our article to measure the impact of leader characteristics on Social Responsibility, we analyze the leader traits and knowledge as being empathetic, sensitive, determined and articulated. Furthermore, he must think for long-term and manage complexity. It is a combination of these that make the individual leader unique, Sustainability leaders actively seek new knowledge and diverse opinions, questioning received wisdom including being willing to have one's own opinions challenged (Dr. Wayne Visser, Polly Courtice the University of Cambridge, Institute for Sustainable leadership-sustainability leadership linking theory and practice). According to Paul Polman CEO of Unilever, he believes that “Integrity” forms a leader: “I hope that the word integrity comes into that”. Also, Gioia and Chittipeddi^[21] and Rantz^[22] talks about the importance of integrity for a leader. In my research I try to measure the leader characteristics through several dimensions used in my questionnaire as: “When circumstances change i can struggle to know what to do”, “When working with a team, I encourage everyone to

work toward the same overall objectives”, “. I think that teams perform best when individuals keep doing the same tasks and perfecting them, instead of learning new skills”, Based on the above interpretation, the first hypothesis can be obtained as follows:

- H₁: the University Sustainable leadership leader characteristics have an impact on the sense of social responsibility in the Lebanese Public Universities

The contribution of sustainable leadership styles on USR: The Second leader measurements mentioned in our article is the Leadership style where researches shows that there are four important styles in the field, the Inclusive, the Visionary, the Altruistic and the Radical. The sustainability leader typically draws on a combination of number of styles mentioned before.

The inclusive leader has curiosity in researches and learning and open-minded to different ideas, “One-way sustainability leaders demonstrate inclusively is by building formal cross-sector partnerships as well as innovative and inclusive collaborative processes such as social networking” (Web 2.0). While the altruistic leader has a sense of empathy and can understand and feels with others, he focuses on the interest of the whole, this type of leader tends to facilitate others success, takes care of the well-being of others and ensure that common objectives are reached, it looks like the servant leadership^[23] or quiet leadership^[24]. Furthermore, the radical leadership style is in contrast to the altruistic, it's not calm and quiet and it can be more visible and seen, the leader has a vision where he sets a clear direction, so that, other has something to follow. CEOs often explain that their role as a leader comes down to one thing: setting the direction for their company. In my research I try to measure the leader characteristics through several dimensions used in my questionnaire as: “I am a creative person that takes the initiative with the appropriate action”, “I plan to make the best business moves for my organization future”, “I have an effective body language with facial expressions and I'm interested in asking others questions”, based on the above contribution, the second hypothesis can be derived as follows:

- H₂: the University Sustainable leadership style has an impact on the sense of social responsibility in the Lebanese Public Universities

The contribution of sustainable leadership actions on USR: The third dimension are the leader actions where it represents the most important element in sustainable school is the leader action, hence in Accenture and UNGC survey, CEOs believes that execution is now the real challenge to bringing about the new era of

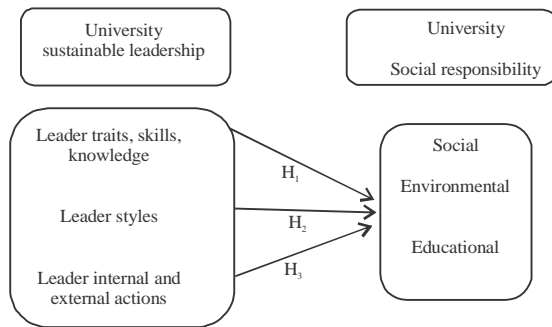


Fig. 1: A proposed research model; Researcher's own research results

sustainability. The real leader who has an umbrella of sustainable traits and characteristics must try to execute those and collapse the gap between beliefs and practice, thus “walking the talk” is the real test. As Polman^[25] says “you cannot talk yourself out of things you’ve behaved yourself into”.

Additionally, Garratt^[26] talks about the consequence of strategic thinking: ‘Strategic Thinking’ is the process by which an organization’s direction-givers can rise above the daily managerial processes and crises to gain different perspectives of the internal and external dynamics causing a change in their environment and thereby giving more effective direction to their organization. Otherwise, Leaders put steps to reach at the end of the day to success where sustainability real demand is succession, leadership succession events are almost always emotionally charged with a feeling of expectation, apprehension, abandonment, loss, or relief^[27]. I have effective body language with facial expressions and I’m interested in asking. Others questions: “I am able to set priorities, measure outcomes and rewards them”, “I am able to influence others positively through commitment, passion, trust and teamwork”, “I try to keep successful leaders in schools longer when they are making great strides in Promoting learning”, Based on the above interpretation, the third hypothesis can be obtained as follows:

- H₃: the University sustainable leadership actions impact on the sense of social responsibility of the student in the Lebanese Public Universities

Considering the above-mentioned hypothesis, the study proposed the following model as a conceptual model of this study as it is showing in Fig. 1. In my research model represented in Fig. 1, I will investigate the relationship binding between Sustainable Leadership Policies (Leader traits, Leader actions, Leader Styles) as an independent variable and the University Social

Responsibility as a dependent variable. To do so, we will distribute around 300 questionnaires for University leaders in Lebanon.

MATERIALS AND METHODS

Research design, sampling and data collection: In this study, the methodology used is divided into two parts: the Qualitative part where we will analyze the different kinds of literatures, researches and articles in the Quantitative part we distributed around 300 online questionnaires for the Leaders and Professors in Lebanese public universities, out of which 199 completed questionnaires were obtained with a response rate 66.66% which is a sufficient for further analysis as stated by Sekaran and Bougie^[28] analyzed that response with 30% is enough for further study. The questionnaire is often used while adapting the survey method^[29], it contains around 26 questions and needs around 10 min to be answered through five points likert scale form. In order to analyze the data, the SPSS program was used to classify the correlation between dependent and independent variables, the Sustainable leadership and the USR also we used the AMOS program for analysis of questionnaires, factor analysis, the reliability and validity analysis, correlation analysis, model fit analysis and we depend on Structural Equation Modeling (SEM) to interpret the results. Simple regression analysis which involves a single independent variable will be used in order to study and analyze the proposed hypothesis to show the relationship and the effectiveness between the independent variable and the dependent variable.

Table 1 presents the demographic information of the respondents. It shows that the respondent in public universities (n = 199), (72%) were males while females were (28%). The majority of the respondents (36%) were in the age category within 41-50 years. Most of the respondents (37%) had work experience 11-20 years. The majority of the respondents (92%) were holders Ph.D. degree. The majority of the public universities (26%) had <6001 students.

Instrumentation development: The questionnaire consists of two sections. Section one mentions participant and institutional background information of the respondents such as gender, age, the position held, educational attainment, work experience and organization size. Section two includes items are designed to measure the variables of the study by using a comparative five-point Likert-type scale ranging from 1-5 in which 1 = strongly disagree, 5 = strongly agree. Furthermore, 8 items are designed to measure leadership characteristics constructs: leader traits (empathy, sensitivity, articulated, determination), leader skills (manage complexity, communicate vision, change and innovation, thinking-

Table 1: The demographic information of the respondents

Items	Public Universities N = 199	
	Frequency	Percentage
Gender of the respondent		
Male	144	72
Female	55	28
Age of the respondent		
20-30	12	6
31-40	56	26
41-50	77	36
51-60	48	22
61-70	16	8
>71	2	1
Work experience		
1-5	6	8
6-10	20	27
11-20	32	37
21-30	13	12
31-40	5	10
>41	4	5
Level of education		
Master	15	8
Ph.D.	184	92
Number of students		
100-300	28	14
301-600	19	9
601-1000	26	13
1001-1500	11	5
1501-2000	20	10
2001-4000	26	13
4001-6000	17	9
>6001	52	26

Authors' own research results

long term) and 10 items are designed to measure the leadership styles constructs: Inclusive style (curiosity, cultural intelligence, cognizance of bias), Visionary (intelligent risk taker, strategic business planner, charismatic leader) altruistic style (empathy, selflessness), Radical (relinquish control, repeat the vision), 6 items also to measure internal and external actions, internal actions (strategic direction, management incentives, people empowerment) and external actions (secures success over time, sustains the leadership of others, addresses issues of social justice). Schumacker and Lomax^[30] state that a sample size of 200-250 and at least five subjects per variable would be sufficient to ensure a reasonable level of bias in SEM.

RESULTS AND DISCUSSION

Descriptive statistics: Table 2 shows the descriptive statistics. The results indicate that the mean scores of sustainable leadership characteristics for the public universities were located between (4.190-2.421) and higher than the neutral score of 3.0, with standard deviation is (1.160-0.841) this indicates that the trend of all respondents toward the sustainable leadership characteristics is positive and significantly correlated to each other.

Table 2: Descriptive statistics

Variables	Public Universities N = 199	
	Mean	SD
Leader traits and skills	4.158	0.860
Leader Styles	4.190	0.841
Leader Actions	3.992	0.963
Social dimension	3.105	1.160
Educational dimension	3.207	1.130
Environmental dimension	2.421	1.095
Authors' own research results		

Indicator reliability: To assess the reliability and validity of measurement scales Confirmatory Factor Analysis (CFA) was used to estimate convergent validity and discriminant validity. Also, Cronbach's alpha was used to assess the internal consistency of a latent construct. Hair *et al.*^[31] suggest that the items with factor loadings >0.70 can be maintained. For the public universities model (Fig. 2 and Table 3, this study investigates that out of a total of 50 initial items, 42 items have been maintained (Table 3) This indicates that the 8 items are deleted because of the poor loadings. The remaining 42 items are retained in the study model that carried the loadings that are greater than the minimum acceptable level of 0.50 and statistically significant ($p < 0.05$).

Internal consistency reliability: The internal consistency reliability of the scales was evaluated using Cronbach's alpha coefficient. According to Hair *et al.*^[32], values between 0.60 and 0.70 are considered acceptable whereas values between 0.70 and 0.95 are satisfactory to good and values above 0.95 are problematic. For the public universities items as it is seen in (Table 3). Cronbach's alpha coefficients for all constructs are <0.70 that is demonstrating internal consistency reliability.

Convergent validity: According to Hair *et al.*^[32], convergent validity is the degree to which the measurements of a particular variable share or converge a high proportion of variance in common. To assess the convergent validity three key measures should be taken into account. The first one is factor loading should be above the threshold of 0.50. From Table 3, show that all item loadings are exceeded the threshold value. The second is Average Variance Extracted (AVE). Hair *et al.*^[32] stated that an AVE value of 0.5 and more represents an acceptable convergent validity. The results presented in Table 3 indicate that all construct AVE values were greater than the acceptable threshold of 0.5. Third, Composite Reliability (CR). The composite reliability cut-off point as suggested by Hair *et al.*^[32] is 0.50. From Table 3, Composite Reliability (CR) for all constructs is above the threshold of 0.50 that indicates that all the constructs demonstrate a good level of composite reliability.

Table 3: CFA results: reliability and validity for Public Universities

Constructs	Indicators	Factor loading	α CR	AVE	p-values
Leader traits and skills					
LTS1	0.562	0.772	0.767	0.676	0.001
LTS2	0.561				0.001
LTS3	0.579				0.001
LTS4	0.563				0.001
LTS5	Deleted				
LTS6	0.66				0.001
LTS7	Deleted				
LTS8	0.681				0.001
Leader styles					
LS1	0.651	0.833	0.842	0.574	0.001
LS2	0.667				0.001
LS3	0.536				0.001
LS4	0.635				0.001
LS5	0.712				0.001
LS6	0.602				0.001
LS7	0.58				0.001
LS8	0.554				0.001
LS9	Deleted				
LS10	0.536				0.001
Leader actions					
LA1	0.657	0.793	0.805	0.609	0.001
LA2	0.714				0.001
LA3	0.718				0.001
LA4	0.645				0.001
LA5	0.535				0.001
LA6	0.507				0.001
Social dimension					
SD1	0.679	0.862	0.873	0.664	0.001
SD2	0.687				0.001
SD3	0.639				0.001
SD4	0.764				0.001
SD5	0.761				0.001
SD6	deleted				
SD7	0.564				0.001
SD8	0.649				0.001
SD9	deleted				
SD10	0.677				0.001
Educational dimension					
ED1	0.641	0.841	0.838	0.656	0.001
ED2	Deleted				
ED3	0.736				0.001
ED4	0.703				0.001
ED5	0.658				0.001
ED6	0.62				0.001
ED7	0.536				0.001
ED8	Deleted				
ED9	0.671				0.001
Environmental dimension					
EnD1	0.533	0.823	0.831	0.626	0.001
EnD2	0.697				0.001
EnD3	0.829				0.001
EnD4	0.681				0.001
EnD5	0.73				0.001
EnD6	Deleted				
EnD7	0.527				0.001

α = Cronbach's alpha coefficient, CR = Composite Reliability and Average, AVE = Variance ExtractedSource: Authors' own research results

Discriminant validity: Discriminant validity determines the extent to which a construct is accurately distinct from other constructs in the path model.

As Fornell and Larcker^[33] suggest, the square root of AVE in each latent variable can support discriminant validity if this value is greater than the correlation values

with all other latent variables. The correlation matrix for the public universities in Table 4 shows that discriminant validity was thus, supported for all constructs. The results confirm an adequate model fit (CMIN/df = 2.103, GFI = 0.900, TLI = 0.901, CFI = 0.911, RMSEA = 0.062). Thus, the measurement model indicates good construct validity and reliability.

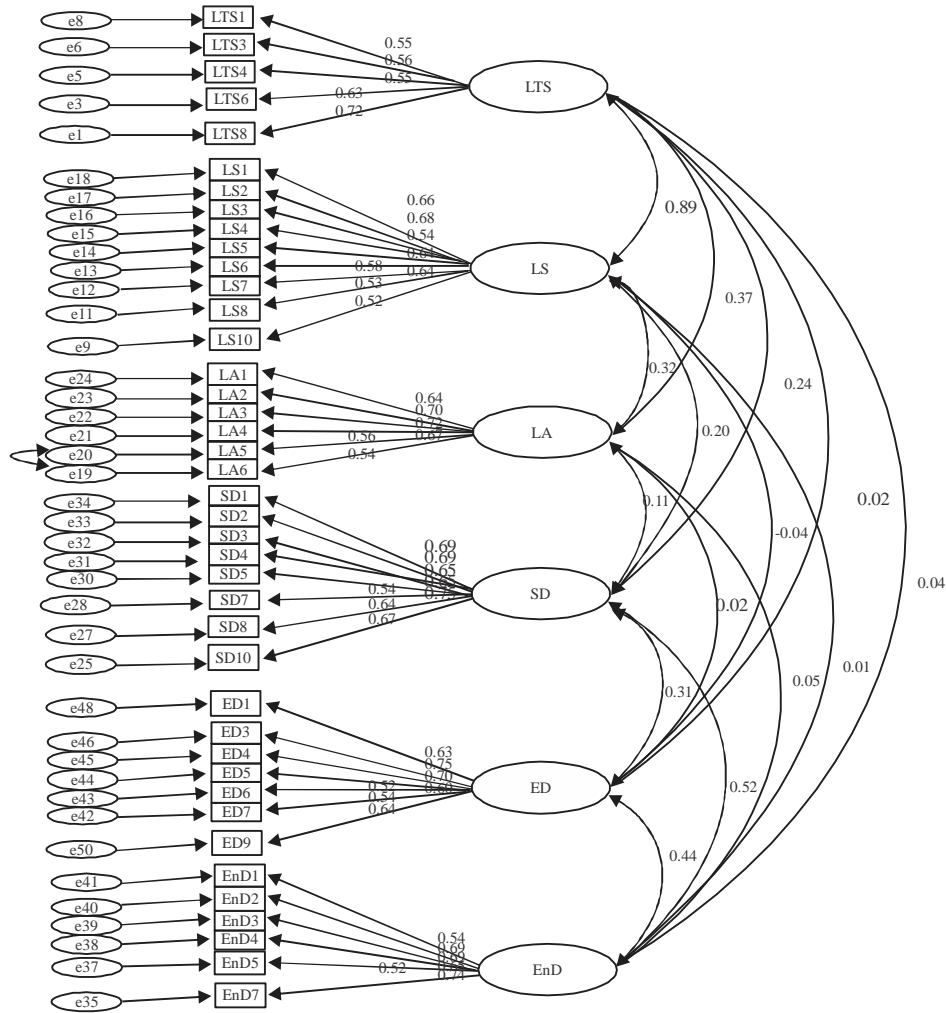


Fig. 2: Model measurement for public universities; Researcher's own research results

Table 4: Discriminant validity for the public universities

Variables	AVE	LTS	LS	LA	SD	EnD	ED
LTS	0.676	0.822					
LS	0.574	0.480**	0.758				
LA	0.609	0.369**	0.319**	0.780			
SD	0.664	0.262**	0.201**	0.107**	0.815		
ED	0.656	0.159**	0.111**	0.105**	0.519**	0.810	
EnD	0.626	0.231**	0.142**	0.122**	0.306**	0.443**	0.791

Researcher's own research results Bold values in diagonal represent the squared root estimate of AVE; LTS = Leader traits and skills; LS = Leader Styles, LA = Leader Actions; SD = Social dimension; ED = Educational dimension; EnD = Environmental dimension

Test of hypothesis: In order to assess the relationship between independent variables such as university sustainable leadership (leader traits, skills, knowledge, leader style, and leader internal and external actions) and dependent variable university social responsibility. The Structural Equation Modeling (SEM) was used to test empirically the proposed hypotheses.

The results of model goodness-of-fit confirm an adequate model fit (CMIN/df = 2.031, GFI = 0.981, TLI = 0.901, CFI = 0.900, RMSEA = 0.051). The results

of the hypothesis test are shown in (Table 5 and Fig. 3). The results show that the leader traits, skills and Knowledge had the strongest and positive effect on university social responsibility ($B = 0.475$, $p < 0.001$) which lends significantly support H_{1a} .

Results showed the leader Style ($\beta = -0.293$, $p < 0.123$), followed by leader actions ($\beta = 0.027$, $p < 0.762$) did not have a significant impact on university social responsibility, so, H_{2a} and H_{3a} were not supported.

Table 5: Result of hypothesis test for the public universities

Hypothesis	Beta coefficient	p-values	Result
H ₁ leader traits, skills and Knowledge→ university social responsibility	0.475	0.001	Supported
H ₂ leader Style → university social responsibility	-0.293	0.123	Not Supported
H ₃ leader Actions → university social responsibility	0.027	0.762	Not Supported

Researcher's own research results

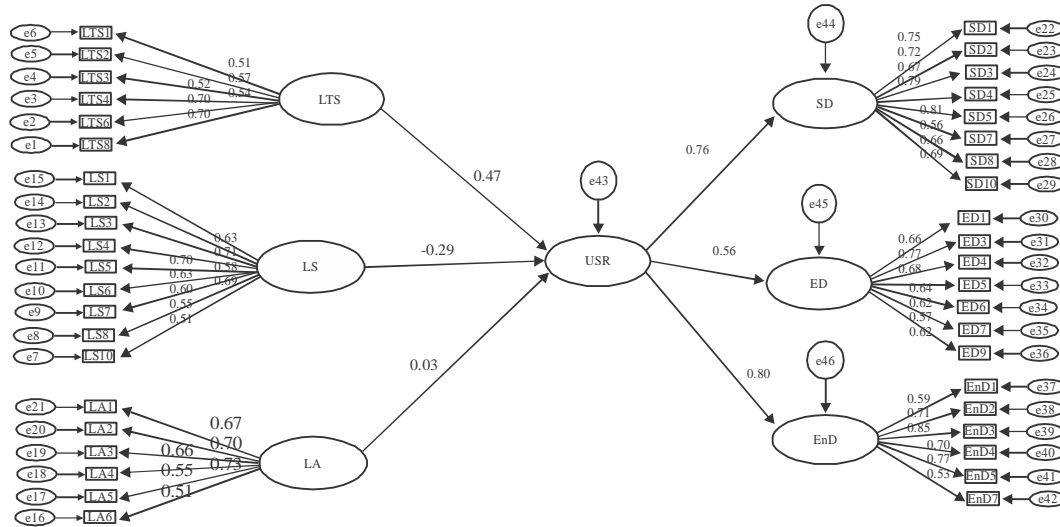


Fig. 3: Structural model results for the public universities; Researcher's own results research

CONCLUSION

The topic of the impact of sustainable leadership on social responsibility has been an attractive topic among scholars. However, the way that sustainable leadership affects the social responsibility in public universities is still under investigation. The present study provides empirical evidence which may contribute to filling this gap. The fundamental reason for this study is to examine the influence of sustainable leadership, i.e., (manage complexity, communicate vision, think long term, intelligent risk-taker, relinquish control) on raising the sense of responsibility in the Lebanese public universities.

The empirical analysis has shown several key findings: first, analytical results show that the leadership characteristics have a significant impact on the USR which means H₁ is supported which is in the line with the suggestions of Cambridge University sustainable leadership model. For example, Kouzes and Posner^[34] argue that good leaders are honest, forward looking, competent, inspiring and intelligent. In a globalizing world, Morrison^[35] emphasizes the importance of leaders developing competencies tailored to their company. Cheshire^[36] believes that "real leadership is about greater and greater self-awareness and being more and more authentically yourself".

Second, the analytical results indicate that the second hypothesis H₂ is not supported, where the leadership styles do not have an impact on Social responsibility. We can't ignore the effect of leader style in way of acting and

thinking towards society as it leads to improving mutual relationships between employees and management, it also increases productivity, encourages teamwork and stimulates loyalty. A recent study made in 2019 by Taylan Budur¹ and Ahmet Demir² on the Leadership Effects on Employee Perception about CSR in the Kurdistan Region of Iraq.

Third, hypothesis H₃ positively impacts social responsibility, tests the impact of Leadership actions on social responsibility. CEO Johan Karlström believes, "What is green today will be vanilla tomorrow. To be a leader you have to aim for the deep green." For Skanska, this means taking bold action, actions have a great influence on CSR. My article shows that it has a negative impact on the Public University, maybe because of the poor management process and lack of vision and targets settled down in the public Universities. All the Public Governmental institutions including the Public Universities are under the authority of government where they face many critical knots; the most significant is lack of financial resources.

LIMITATIONS

Despite the significant contributions of this study, it has some limitations that need to be addressed. First, this study focuses on some Lebanese public universities, in different geographical areas with different faculties and majors which may not exclusively generalizable to other sectors. Therefore; future research may investigate this

phenomenon in other faculties and areas. Second, this study adopts a cross-sectional research method for data collection which does not allow the researcher to examine the causality of the relationships between sustainable leadership and USR in greater depth. Thus, future research should aim to use longitudinal data to examine the association between leadership and Social responsibility more accurately. Third, this study examined only three dimensions of sustainable leadership the future research may include other potential dimensions. Fourth, this study examined the direct effect of leadership on social responsibility. Thus, Future research may investigate potential mediating mechanisms into a model of the sustainable leadership-Social responsibility relationship.

RECOMMENDATIONS

Taking into account the findings and reality, the practices of leadership and USR to promote a culture of excellence in the university unit at sampled public universities not rated as satisfactory as possible. Although, Lebanese Universities has launched CSR programs and set up social and environmental targets engaged in their mission and vision. But some universities are in the beginning of the process, thus it needs a long term strategy and execution. Sure, the problem is huge and greater than the public university requirements as it needs the support of the government in the finance and management levels. Lebanon ranking regarding transparency worldwide is embarrassing, maybe the next generation could find the solution, sure with the help of the Universities Social and environmental strategies. They must increase student's awareness towards CSR, develop their knowledge, teach them CSR subjects and engage them in CSR campaigns and this requires serious actions to be taken by university leaders.

On the other side, Political accountability exercised by designated and appointed academic and political leadership, mainly achieving democratic control and dynamic participation of citizens in decision-making and clear and clear accountability. Public universities in the region are continuing to look for direction from the government other than having the confidence to give strategic directions themselves. It needs to do a serious dialogue with the government, and in the same direction.

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