



The Impact of Sustainable Leadership on Social Responsibility in Private and Public Universities: Evidence from Lebanon

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Abstract: USR has become the axis for improving sustainable educational future depending on the students, who represent the core center of Society, Universities and Business future. Thus, many Lebanese universities have established CSR departments and set out socially responsible strategies to involve their students in social activities and programs to improve the CSR concept and social awareness. On the other side, Sustainable leadership has spread in various departments, especially in the educational field. Hence, in this study, I will try to visualize the correlation between sustainable leadership factors (traits, knowledge, styles and actions) on the USR dimensions (social, ethical, educational, environmental) in the Lebanese public and private universities. Basically, it is hypothesized that Sustainable leadership factors have a positive effect on the Social Responsibility of the Lebanese Universities. For assessing this relationship, I had conducted an online survey with a total sample of 600 Lebanese professors, out of which 404 completed questionnaires were obtained. I used the Confirmatory Factor Analysis (CFA) and the hypotheses are tested by using structural equation modeling SEM, to test the reliability and validity. The results show the difference in the application of Sustainable leadership practices between public and private universities where the sustainable leadership traits have a positive impact on University social responsibility in both public and private universities, moreover, the sustainable leadership styles show negative impact on University social responsibility in both public and private universities, where the leadership actions show the positive correlation in the Lebanese private universities and negative impact in the Lebanese public university.

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INTRODUCTION

Moving countries towards a more sustainable future begin through numerous entryways; one of them is “Education which represents an effective tool that joins economy, society and environment. Therefore, Universities adopted modern CSR philosophy that implies having a policy of moral quality governing the Performance of the university community. UNSECO believes that education is a key to social, economic and environmental development and is also a key in the creation of learning societies and achieving a sustainable future^[1].”

This opened the way for research in the management of universities and laying the foundation for a new management system, a new sustainable leadership approach and transforms the theories of this administration into effective policies applied in all universities. The Global University Network for innovation in 2012 have started committing to the sustainability strategies in its leading paradigm where many and many countries still not applied this technique yet or even different ones.

On the other hand, the society pyramid of needs has changed, where many secondary needs have become an essential and basic one, from this perspective organizations started searching for new methods and techniques to satisfy those needs. The phenomenon of sustainability spread in all types of business and organization that sets long-term targets for the future build upon the past founding and experience. Sustainable leadership as Hargreaves and Goodson^[2] states that it must respect the future, present and past where the path of change moves just in forward direction.

This research will try to observe the correlation binding between “The Sustainable Leadership Policies applied in the Lebanese Public and Private Universities and their effect on the Social Responsibility of those Universities.” On the leadership side, we will discuss the impact of leader traits, knowledge, actions and styles on developing the Social responsibility of the Lebanese Universities. On the other side, we will talk about the Social responsibility strategies held in Lebanese Public and Private Universities at the Educational, Social, Environmental levels. It will be interesting model to be implemented by Universities to improve their University management skills and ensure its success and continuity. Furthermore, it provides Universities with a basket of Fruitful CSR values on various paths, thus, it develops the relationship of universities with their surroundings.

Literature review

Corporate social responsibility and USR

Concept of CSR: Throughout history, social responsibility started with many terms as corporate

responsibility, corporate citizenship, corporate sustainability and corporate sustainable development to reach the term “CSR” that has born in 1960 when companies start engaging in social and environmental matters in order to achieve sustainable development, health and welfare of society. The World Commission on Behalf of the United Nations published the Brundtland report: “Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” World Commission on Environment and Development^[3], not exist where sustainable development focuses on three dimensions: Society, Environment and Economy, here it intersects with CSR concerns “How organizations should act in order to contribute to a sustainable development”^[4]. Not exist for instance, the World Business Council for Sustainable Development (WBCSD) defined SR as the commitment of business to contribute to sustainable economic development, working with employees, their families, the local community and society at large to improve their quality of life^[5].

CSR truly began to launch in the U.S. in the 1970s, when the concept of the “social contract” between business and society were declared by the Committee for Economic Development in 1971 (ACCP: Association of Corporate Citizenship and Professionals)^[6]. Since, Stakeholders form the link between the aims and ambitions of the organization and the expectations of society^[7] CSR intersects with the stakeholder’s interests, “CSR could be a stakeholder-oriented concept that amplifies past the organization’s boundaries and is driven by a moral understanding of the organization’s responsibility for the effect of its business exercises, in this way looking for in return society’s acceptance of the authenticity of the organization^[8].”

Many Companies starts considering CSR as a necessity for organizations to define their roles in society and adhere to social, ethical, legal and responsible standards^[9, 10], consequently they try to develop their social policies to improve their performance and behave ethically and morally with their internal and external stakeholders. Its development and implementation could be considered as an organizational change process (i.e., moving from a present to a future state^[11] or as a new way of organizing and working^[2]). Moreover, it requires understanding, learning and applying by all organization members, In spite of the fact that there’s no best way to bring approximately alter^[13], upgraded learning about stakeholder desires and the specifics of the setting offer assistance guarantees that the alter is advantageous and upheld by suitable instruments^[14].

World Business Council for sustainable development believes that CSR is a continuous commitment process for

businesses to behave ethically and contribute to economic development, moreover, improve employer's life as well as the community. Cramer talks about the importance of combining CSR and sustainability in business to achieve sustainable economic development^[15]. While Werre analyze it as an essential responsible strategic choice for business.

University Social Responsibility (USR): The concept of university social responsibility has had a conceptual development mainly in libero-American countries during the first decade of the 21st century as a social demand for a higher education model that should contribute to society with professionals with a sense of responsibility. While the European Universities are experiencing a process of world change which materializes into a new way of looking at the approach and purpose of education. The University's mission has developed from education to reach social and environmental concerns, moreover economic growth. For this purpose, universities play a significant role in the next generations' ability to succeed and deal with globalization and economic growth, as well as to build a sustainable future for people all over the world^[16].

Several observers of higher education as Sanderson and Watters^[17], who also talked about transformation in the higher education system refers to "Corporatization". Other than Corporatization, Universities have passed through many changes as the growth of student's number, expansion in majors and sciences and professions, delocalization process, becoming apart of the Business Cycle, globalization and its effects, all those reasons were a part for moving towards USR schools.

On the other side, the notion of sustainability has emerged in all aspects of daily life where humans started being conscious of preserving resources and the environment. Sustainable development fulcrum took place in the educational system which is a powerful tool binding economy, society and environment under the umbrella of global responsibility. Vasilescua *et al.*^[18] has written an interesting definition for (USR) from the sustainability view: It is about the need to strengthen civic commitment and active citizenship; it is about volunteering, about an ethical approach, developing a sense of civil citizenship by encouraging the students, the academic staff to provide social services at their local community or to promote ecological, environmental commitment for local and global sustainable development. First, the growing concern of nowadays Universities is to satisfy the needs of different stakeholders and to deal with a profound ecological and social commitment have imposed greater social responsibility on them^[19]. Second, colleges have a

vital role to play in optimizing the way society is managed and accomplishing the objective of ensuring major enhancements in people's lives^[20]. Third, universities are not only educational services providers^[21] but also produce good citizens who are trained for both competency and character^[2,23]. These are the reasons why more and more institutions of higher education are attempting to foster and implement USR strategies in all university areas.

University educational practices; first dimension:

Educational institutions ought to monitor the creation and innovation in modern technologies that may hold the answer to a few of the challenges the world faces nowadays, but it is essential that students are prepared with suitable skills and business ethics. Education in the 21st century invites the university to intervene through meaningful and sustainable actions in the community, also to be permeable to be influenced by society and with a motivation to intervene for most of the vulnerable communities. The University has a direct impact on the future of the world for the training of professionals and leaders but it is also a social actor which can promote the education of students in accordance with the external social reality and make knowledge accessible to all, therefore, the universities are not just educational institutions but social and ethical one too. It plays an essential role in creating social and cultural values in students life that develops their self-knowledge, moreover, it helps teachers in gaining more qualifications and promoting positive social-cultural values.

University educational responsibility focuses on responsible research and providing public funds for the research development. Many universities offer scholarships for students to learn and continue their education by Scholarship programs and financial ads. As Winston^[24] states the most important purpose of higher education is probably to enrich the educational experiences. Likewise, Kuh^[25] argues that institutions seeking to enhance learning productivity should pay more attention to encouraging students to take advantage of existing educational opportunities and universities should be accountable for creating the conditions that promote such behavior. The University of Manchester in 2017 set out their CSR strategy that includes commitments to the following factors:

- Research with impact
- Socially-responsible graduates
- Engaging our communities
- Responsible processes and environmental sustainability

As a vision for the future, in 2011 they published the Strategic Plan for The University of Manchester^[26], a plan based on three core goals: academic values, research and social responsibility. This university is an example of CSR strategy in the educational field. Vallaey^[27] talks about the specific functions of Universities related to teaching, researching and promoting a fairer society, moreover the responsible research at universities is considered an important part of the USR implementation^[28]. Thus, many universities devoted financial support for their research section to produce more developed researches. On the other hand, teaching CSR subject promotes for its application in university, moreover organizing CSR workshops concerning pollution, poverty and unemployment rate moving to the required Responsible Education Programs, some authors demand the inclusion and coverage of the topics of ethics, social responsibility and sustainable development at least in courses devoted to Economics and Business Management, especially in Master Courses^[29, 30].

University environmental practices; second dimension:

An important study in measuring CSR done by Adria Denise Toliver in 2013 in the University of Texas at Arlington it 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 “. In our research, we used different similar variables in measuring USR in Universities moreover we mention the usage of eco-friendly products in the University offices and the process of recycling and sorting the garbage. The university must encourage the student to use public transportation and ride bicycles moreover share in the planting campaigns.

Looking Worldwide, many universities are Eco-Friendly Universities with environmental vision and strategies, starting with the Buildings as the University of Pittsburgh in the City of Oakland in North America, this university Building is more than 95% with recyclable constructions and demolition wastes, low-voc paints and carpets, low flow plumbing fixtures where it wins many international awards.

In an inclusive and interesting study for top green universities with a title: What are ‘green’ universities doing to become more sustainable?, it supports each element with a detailed example, as the “Sustainable building design” in the University of Texas at Dallas, US, has won multiple awards for its student services building which is built to remain naturally cool and light, cutting down on energy utilized for air conditioning and lighting.

Another element is the Renewable energy: The ‘Green Lighthouse’ building at the University of Copenhagen, Denmark, generates its own energy from solar cells and panels, storing excess energy underground. Meanwhile, Green Mountain College in Vermont, US, is participating in a local ‘cow power’ scheme. This process delivers energy generated by burning methane from cow dung.

University social and ethical practices; third dimension:

The university needs to adopt a social responsibility strategy to meet the expectations of the stakeholders (students, employers of graduates, funding agencies and society) as well as internal stakeholders such as (administrators, faculty and staff) in higher education institutions. USR must be engaged in the university mission and vision through volunteering programs: “USR needs the active involvement of students, not only through the volunteering they do but also through service-learning projects, participation in research activities and even “as partners in governance and decision-making, providing for their representation on the Board (or equivalent) and on its advisory committees”^[31].

According to the main conclusions extracted from the First International Conference on USR held in Cadiz (Spain) in February 2014 and having a look for instance to what is happening in the European Higher Education Area (EHEA) what we see now is that only some Universities are starting to have a clear ambition related to USR and only some of them are committed to accountability by publishing sustainability reports. University must encourage innovation and progress through supporting its employer’s education and help them participate in training programs, moreover, settle a board of ethics that collaborate with CSR values and support the university members to apply it. University must treat its employers in an equal way regarding their sex, color, physical abilities in working and recruitment process; furthermore, treating employers in an equal way regarding sex, color, physical abilities, all those factors reinforce the social and ethical responsibility in the Universities.

Lebanese universities between sustainable leadership and social responsibility:

The Republic of Lebanon is a parliamentary democracy. In 1920, the country came under the French mandate. Following major Lebanese resistance, the state became an independent republic in 1943. Our country is divided in to 6 governorates; Beirut, Mount Lebanon, North, Beqaa, South and Nabatieh. These are subdivided into 25 districts.

Many Lebanese Universities apply CSR in different ways and concepts. One of the most known Lebanese University with High attention to CSR matters is AUB “American University of Beirut”. It has a numerous social

and environmental programs as the climate^[32] program that improves the skills, capacities and livelihood opportunities of vulnerable Lebanese and Syrian refugees in Northeast Baalbeck and West Beqaathrough teaching them sustainable agricultural practices and climate-smart food processing , its target is 3 value chains small ruminant production (wool and carpet production, dairy processing and herd/pasture management). Moreover, AUB has a medical hospital (AUBMC) that AUBMC is an academic medical center dedicated to the passionate pursuit of improving the health of the community in Lebanon and the region through the delivery of exceptional and comprehensive quality care to our patients, excellence in education and training and leadership in innovative research (AUBMC mission).

On the Educational and Cultural side, AUB students has created the First Electronic and portal “Arabic Language Historical Dictionary” launched in Doha, This project is the result of 300 Arab scholars, lexicographers, linguists and computer experts establishing a methodology and creating an exhaustive database. The dictionary aims to offer a modern Arabic language platform and to open new horizons for researchers and scholars in all fields of Arabic language studies^[33].

Another essential private Lebanese university in the world of social responsibility is Lebanese American University (Lau) that launched “CSR for Lebanon institution” to learn knowledge about sustainability and social responsibility through practical workshops. LAU donates >34 million dollars for scholarships and financial aids for students and >400 activities for sports and clubs. It has >78 nationalities of students worldwide. “LAU” University offers quality graduate and undergraduate programs to develop economic and social development in Lebanon. Lau encourages its students to behave with integrity and respect with each other and with their society, where it established “Lau Environmental Club” that Increases awareness on environmental issues among LAU students, One of the main sector of this club is the Hazardous Waste Management Plan (HWMC) that’s role is to minimize the hazardous waste generation segregation and storage in appropriate areas, the packaging and labeling of containers, transportation from the generating area to the storage area and transportation from LAU and LAU Medical Center-Rizk Hospital to a certified high incineration treatment facility (LAU, Environmental Health and Safety, HWMC).

While Beirut Arab University (BAU) “Beirut Arab University” that has established “Healthcare Facilities and Services Medical Clinic” that provides highest quality healthcare services for BAU students and employees affording them healthcare. Moreover, the Dental clinic Patients accepted for treatment receive high-quality care

at reduced fees relative to those found in private practice. There are two clinics, Student clinics and Graduate student clinics where Preventive and other dental care are delivered. Dental treatment is provided in all areas of dental care, with faculty supervision at all times (BAU, Social Facilities and Services)^[34].

USJ University of Saint Joseph where it promote dialogue through biculturalism and plurilingualism. Its mission is provided in its charter serving all members of the community regardless of social and ethnic distinctions. In 2008, USJ offers Scholarships by the Department of Social Services provided financial aid to >34% of the student body to students who are facing economic difficulties. On the environmental side, USJ affords an online Environmental Science Certificate, with the increased regional and global attention on environmental issues, the Environmental Science Graduate Certificate is well suited for both current and future students interested in careers in the environmental field or for those students who are educators (USJ-Academies).

Otherwise, the Lebanese Private Universities, the Lebanese Public University has different strategies regarding Society and environment, moreover, the leadership system needs a lot of amendments to compete with the private sector. Regardless of this issue, LU has an effective role in society through offering education for all students’ rich and poor with its low registration fees of around 300\$ per year, 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 number in 2014 was around 70000 students and they form around 40% of the total of students. The Lebanese University has set the objective to modernize its curricula in line with the current requirements to create a thinker, systematic, future-planning and advanced human being who will contribute to the building of society and the nation. 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 at a level of renovation and development and it starts setting social programs and environmental one to compete the Private Universities and attract more students, resources and cadres. 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: CSR, Leadership, both share common traits and characteristics, but to analyze the intersection between them is a complex process^[35-37]. Bass have 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^[29] noticed the CSR phenomenon that “defining CSR is not easy” (2008). In fact, they have been the topic of at least one previous issue.

A good leader is fundamental to achieve great results from employees and enhance their emotional perspectives positively^[38-41]. Leaders who coordinated and advance ethics in their organizations and who are aware of their conceivable effect on influencing followers’ behavior in this sense are very likely to guarantee an ethical organizational culture^[42] where leaders are the most influencer a good CSR company culture that is interpreted in their vision and mission. Leaders present values and a culture that bolster innovation, service, quality and caring for all stakeholders^[43]. Furthermore, leadership relates to direction setting, novelty, change, movement and persuasion^[44].

Leadership styles also influence the CSR proper application in the organization, many authors examine the intersection between participative leadership and CSR. Participative leadership, however, is relatively a newcomer on the prospect of leadership research^[31]. Subsequently, by analyzing the relationship between participative leadership and CSR perceptions in reference to the social data preparing theory^[45], this study is among the primary studies to propose that participative leadership is an antecedent of positive employee CSR perceptions. The few studies that have connected leadership to CSR have basically concerted on the ethical, transformational and transactional leadership styles^[46-48]. Nevertheless, extra studies on leadership styles and their relationship with CSR are essential as leadership remains to be a paramount construct that lacks investigation^[31]. A few researchers contend that the most humanistic approach to leadership is the participative style^[49]. Under a participative leadership style, the leader meets with the employees to bestow about the company’s issues earlier to making a few choices^[50, 51].

The sustainable leadership concept: 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. Rauch and Behling investigate 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.” After a while, Peter suggests a new definition of leadership relating it to sustainability: “A leader is someone who can craft a vision and inspire people to act collectively to make it happen, responding to whatever changes and challenges arise along the way”. “Where the Sustainability Leadership Institutes in 2011 have presented a new definition for sustainable leadership: Persons who look for to form contrast depending on their mindfulness through embracing on unused abilities, procedures and advancement to reach sustainability”^[52].

At the educational level, Managers and Deans start searching for different long-term Strategies involving society and environment^[53] defined “Sustainable educational leadership and improvement 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.” Many Conferences held to explain the concept of sustainability in education as the “United Nations World Commission on Environment and Development^[3]” and the “United Nations Conference on Environment and Development 1992”. For UNESCO education for sustainable development involves: Integrating key sustainable development issues into teaching and learning. For example, instruction about Climate Change, Disaster risks reduction, Poverty Reduction and Sustainable Development. On the Educational level, changing teaching and learning methods into participatory one that motivates learners to change their behavior into more sustainable development one.

The contribution of sustainable leadership characteristics (traits, skills) on USR: The leader characteristics play a fundamental part in the implementation of USR in universities where it determines the direction of the university towards society and the environment. CSR ethical values help in the decision-making process, thus, managers are able to decide on what gets done in organizations^[54-56]. Actually, managers and leaders from a qualitative study have reported that ethical leadership is an imperative precursor to corporate social responsibility^[57]. Moreover, they empower CSR practices by communicating ethical standards, encouraging ethical conduct, modeling ethical

behavior and opposing unethical conduct^[58, 59]. Ethical leadership is shown by practices reflecting values such as altruism, compassion, honesty, fairness and justice^[60]. For instance, of these behaviors include being open and honest when communicating with people, being fair when distributing rewards and benefits and setting clear ethical standards. Waldman *et al.*^[61] talk about leadership from the door of sustainability and social responsibility, he focused on the importance of integrity and authenticity in leadership. Themes of ethical leadership have emphasized leader character (e.g., honesty), accountability, consideration of and respect for others and collective orientation for organization and society^[62].

Thus, in this study, I tried to measure the effect of Leader characteristics on Social Responsibility through analyzing the leader traits (i.e., being articulated, determined, being a challenge and innovative, has long term thinking) and leader knowledge through several dimensions used in my questionnaire. Based on the above analysis, 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 and Private Universities

The contribution of sustainable leadership styles on USR: In our research, we study the four sustainable leadership styles adopted by Cambridge University^[52], the inclusive, the visionary, the altruistic, the radical and their effect on CSR. The visionary leader must have strategy and special charisma; moreover he must have intelligence in risk-taking process while the altruistic leader must have empathy and selflessness. On the other hand, repeating the vision and having a clear direction to achieve goals is the most essential characteristics for a radical leader. In contrast to the Inclusive one, who cares for cultural intelligence and cognizance of bias, he is curious and open-minded too, he implements policies and processes.

Very few empirical studies have examined how specific ethical values are associated with transformational and transactional leadership styles^[63]. The most recent study done by Avoilio^[64] and Bass^[65] those leaders who illustrate idealized attributes and idealized behaviors gain credit and respect from their followers by carefully considering their follower's needs above their needs^[64, 66]. Engelbrecht, etc., found that leader altruism was strongly associated with transformational leadership which demonstrated a positive effect on an ethical organizational climate. Moreover, transactional

and transformational leadership suggest that ethical values serve as key underpinnings of this respective leadership influence processes^[67, 68].

Empirical research demonstrates that managers predominantly base their responses to ethical dilemmas on utilitarian theories^[69-72] and that act utilitarianism generally leads to the least ethical intent across business ethic vignettes. The altruistic leader has a sense of empathy and can understand and feels with others, he is friendly and kind; he is a good listener and is able to stimulate communication. This type of leader tends to facilitate others success, take care of the well-being of others and ensure that common objectives are reached; it looks like the servant leadership or quiet leadership. The inclusive style of leadership is collaborative and participating. Goleman, etc., says "It is about building commitment through dialogue and consensus, democratic approaches, coaching and affiliate behavior. Similarly, while autocratic leadership leads to explicit, compliance-based CSR, authentic leadership styles promote implicit, transformational sustainability according to Angus-Leppan *et al.*^[73].

Therefore, in my study, I attempt to measure the impact of Leader styles on Social Responsibility through analyzing the leader through several dimensions used in my questionnaire. Based on the above interpretation, the second hypothesis can be obtained as follows:

- H₂: the University Sustainable Leadership leader styles have an impact on the sense of social responsibility in the Lebanese Public and Private Universities

The contribution of sustainable leadership actions on USR: A sustainable leader should share his followers in the decision-making process where this bolsters an empowering aspect of leadership as stated by Resick, etc., power-sharing happens when leaders allow subordinates to share responsibilities in meeting organizational goals which boost subordinate's confidence. Moreover, leaders must engage in an open communication process that sustains the leadership of others. On the other hand, orienting people is an essential leader action in ensuring that the inner needs of people are satisfied^[74]. People orientation enhances a strong social relationship between leader and followers, where followers are affected by the leader's positive and caring treatment^[74].

Another essential sustainable leader actions measured in my article is related to social justice, like, Marshall and Scribner^[75] believe that all men and women who provide leadership for public educational institutions within a democratic society must continually reach for greater

opportunity and justice for all children. Beck and Foster^[76] argue that in the new understanding of leadership, we might look to moral and spiritual language. They suggest that expressions like “compassion, forgiveness, wisdom, humility and loyalty may be worthy of consideration and use, may provide helpful ways for us to envision schools”. In a similar direction, Starratt^[77] talks about the importance of “administering community.” He proposes combining ethics of care, justice and critique to provide a richer, more complete ethic of leadership.

Leadership is responsible to direct the subordinates to perform the organizational tasks effectively, it is the responsibility of leadership to motivate and inspire the peoples in the organization to work jointly so that organization’s vision can be translated into reality. Mostly in organizations, efficient leaders perform the common tasks in the strategy making and executing process. They develop a strategic vision and mission, sets goals and objectives, craft the strategies, execute them and then evaluate the performance^[78]. Thus, strategic thinking also is an essential leader action considered in my article by the sustainable leaders.

Hence, in our study, I tried to measure the impact of Leader characteristics on Social Responsibility by analyzing the leader through several dimensions used in my questionnaire. Based on the above interpretation, the third hypothesis can be obtained as follows:

- H₃: the University Sustainable Leadership actions have an impact on the sense of social responsibility in the Lebanese Public and Private Universities

Considering the above-mentioned hypothesis, My model represented in Fig. 1 where it represents the relationship binding between sustainable leadership

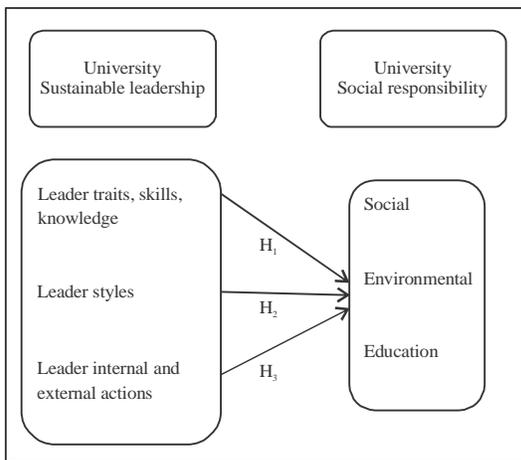


Fig. 1: A proposed research model; Authors’ own research contribution

Policies (Leader traits, Leader actions, Leader Styles) based on the Cambridge model of Sustainable Leadership as an independent variable and the University Social Responsibility as a dependent variable, with the help of online survey distributed for 600 Lebanese professors in public and private universities.

MATERIALS AND METHODS

I used in my article both the Qualitative and Quantitative methods of search where the qualitative part contains a various researches, articles and literatures. Conversely, in the Quantitative part i had distributed around 600 Online questionnaires, for the leaders and professors in Lebanese public and private universities, Where 404 professors have responded, with a response rate of around 67%, after that, we eliminated the uncompleted questionnaire to reach 339 surveys.

A questionnaire is an effective research method consisting of series of questions with likert-scale responses, it helps to collect a large amount of information in a short period with limited effect on its validity and reliability and it was invented by Sir Francis Galton. My questionnaire contains around 26 statements and needs around 10 min to be answered through five points likert scale form. Where it is separated into two sectors, the first segment contains personal questions about the participants (gender, age, the position held, educational attainment, work experience, organization size). The second segment includes items that are designed to measure the variables of the study:

- Leadership characteristics construct consists of leader traits (empathy, sensitivity, articulated, determination) and leadership skills (manage complexity, communicate vision, change and innovation, thinking-long term)
- Leadership styles: Inclusive style (curiosity, cultural intelligence, cognizance of bias), Visionary (intelligent risk-taker, strategic business plan, charismatic leader), Altruistic style (empathy, selflessness), Radical (relinquish control, repeat the vision)
- Leader 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)

I used the SPSS program to analyze the correlation between dependent and independent variables, the Sustainable leadership and the USR, also we used the simple regression analysis which involves a single independent variable will be used to study and analyze the proposed hypothesis to show the relationship and the

effectiveness between the independent variable and the dependent variable. Furthermore, AMOS program for analysis of questionnaires, factor analysis, reliability and validity analysis, correlation analysis, model fit analysis and we depend on Structural Equation Modeling (SEM) to interpret the results.

RESULTS

Demographic information of the respondents: Table 1 presents the demographic information of the respondents. It shows that for the public universities (n = 199), (72%) were males while females were (28%). The majority of the respondents (73%) were in the age category within 41-50 years. Most of the respondents (31%) 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. Also, Table 1 shows that for the private universities of n = 140 respondents (67%) were males. A little lower than half of the respondents (46%) were in the age category within 31-40 years. The majority of the respondents (31%) had work experience 6-10 years followed by (30%) who had experience 11-20 years. More than half of the respondents (69%) were holders Ph.D. degree. The majority of the public universities (22%) had >6001 students.

The demographic information of the respondents in my article is represented in Table 1.

Descriptive statistics: The mean scores of sustainable leadership characteristics are represented in Table 2. The results indicate that the mean scores of sustainable leadership characteristics for the private universities were located between (4.293-4.067) and higher than the neutral score of 3.0 with standard deviation is (0.926-0.754). These results show that the trend of all respondents toward the sustainable leadership characteristics is positive and significantly correlated to each other. This indicates that the trend of all respondents toward the sustainable leadership characteristics is positive, in addition to that the results show that mean scores of university social responsibility dimensions for private universities such as social, educational and environmental (3.799, 3.855, 3.206) with standard deviation (1.032, 1.037, 1.198), respectively were higher than the mean scores of university social responsibility dimensions for public universities (3.105, 3.207, 2.421), that means the private universities have better social responsibility practices than public universities.

On the other hand, the results also indicates that the mean scores of sustainable leadership characteristics for the public universities were located between (4.190-3.992) and higher than the neutral score of 3.0 with standard deviation is (0.963-0.841) this indicates that the trend of all respondents toward the

Table 1: The demographic information of the respondents (n = 339) in percentage (%)

Variables	Public universities n = 199	Private universities n = 140
Gender		
Male	72.00	67.00
Female	28.00	33.00
Age		
20-30	6.00	4.00
31-40	26.00	46.00
41-50	37.00	32.00
51-60	22.00	12.00
61-70	8.00	4.00
>71	1.00	2.00
Work experience		
1-5	10.00	20.00
6-10	25.00	31.00
11-20	31.00	30.00
21-30	14.00	13.00
31-40	11.00	5.00
>41	9.00	1.00
Level of education		
Master	8.00	31.00
Ph.D.	92.00	69.00
Number of students		
100-300	14.00	16.00
301-600	10.00	10.00
601-1000	13.00	15.00
1001-1500	5.00	6.00
1501-2000	10.00	11.00
2001-4000	13.00	11.00
4001-6000	9.00	9.00
>6001	26.00	22.00

Table 2: Descriptive Statistics

Variables	Public Universities n = 199		Private Universities n = 140	
	Mean	SD	Mean	SD
Leader traits and skills	4.158	0.860	4.067	0.903
Leader styles	4.190	0.841	4.293	0.754
Leader actions	3.992	0.963	4.109	0.926
Social dimension	3.105	1.160	3.799	1.032
Educational dimension	3.207	1.130	3.855	1.037
Environmental dimension	2.421	1.095	3.206	1.198

Author's own research results

sustainable leadership characteristics is positive and significantly correlated to each other. Moreover, the findings show that mean scores of university social responsibility dimensions for public universities such as social, educational and environmental (3.105, 3.207, 2.421) with standard deviation (1.160, 1.130, 1.095) that confirms the private universities have better social responsibility practices than public universities.

Assessment of the measurement model for public and private universities: Confirmatory Factor Analysis (CFA) was used to assess the reliability and validity, moreover to estimate convergent and discriminant validity.

Indicator reliability: According to Hair *et al.*^[79] who states that the dimensions with values >0.50 can be

obtained. Table 3 indicates that the items are retained in the study model that carried the values that are greater than the minimum acceptable level of 0.50 and statistically significant ($p < 0.05$). The factor loading of the items in the private universities model have been retained and have loadings are above the threshold of 0.50 and statistically significant ($p < 0.05$).

Internal consistency reliability: To assess the internal consistency reliability of the measurements Cronbach's alpha coefficient was utilized. Table 3 shows the Cronbach's alpha for public universities for all constructs all above the threshold value of 0.7, this confirms the reliability and internal consistency of the scales which is considered acceptable according to Hair *et al.*^[80]. While the Cronbach's alpha coefficients for all constructs for private universities are > 0.70 that is indicating internal consistency and reliability of the scales.

Convergent validity: Table 3 show that all construct values of Average Variance Extracted (AVE) of public university are exceeded the threshold value of 0.5^[80] this represent the convergent validity of the measurements. According to Hair *et al.*^[80], Composite Reliability (CR) proposed the threshold value is 0.7 and above. From Table 3 the value of Composite Reliability (CR) for all items are > 0.70 that clarifies the composite reliability of the measurements. Also Table 3 shows the results of the private university, results indicates that all construct AVE values are above the threshold of 0.5. Moreover, the Composite Reliability (CR) for all constructs values is > 0.70 which shows a good level of composite reliability of the constructs values. Hence, the results indicate the reliability and internal consistency of the scales.

Discriminant validity: Table 4 shows that discriminant validity of public universities was calculated by the correlation matrix which is supported for all constructs. The findings indicates an adequate model fit (CMIN/df = 2.103, GFI = 0.900, TLI = 0.901, CFI = 0.911, RMSEA = 0.062)^[81]. Thus, the measurement model indicates good construct validity and reliability.

Regarding private universities, the discriminant was calculated by the correlation matrix which is supported for all constructs, Table 5 shows that discriminant validity was supported for all constructs. The goodness to fit of this model clarified a good model fit (CMIN/df = 2.102, GFI = 0.891, TLI = 0.920, CFI = 0.901, RMSEA = 0.050). This means, the measurement model indicates good construct validity and reliability.

The Structural Equation Modeling (SEM)

Hypothesis testing for the Public Universities: In arrange to survey the correlation between the independent

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

Constructs	Public University			Private University		
	A	CR	AVE	A	CR	AVE
Leader traits and skills	0.772	0.767	0.676	0.717	0.756	0.654
Leader styles	0.833	0.442	0.574	0.804	0.809	0.674
Leader actions	0.793	0.805	0.609	0.776	0.787	0.684
Social dimension	0.862	0.873	0.664	0.865	0.892	0.684
Educational dimension	0.841	0.838	0.656	0.841	0.849	0.615
Environmental dimension	0.823	0.831	0.626	0.866	0.874	0.638

A = Cronbach's alpha coefficient; CR = Composite Reliability; AVE = Average Variance Extracted; University p = 0.001 in all items. Private University p = 0.001 in all items; Authors' own research results

Table 4: Discriminant validity for the public universities

	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

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; Authors' own research results

Table 5: Discriminant validity for the private universities

	AVE	LTS	LS	LA	SD	ED	EnD
LTS	0.654	0.809					
LS	0.647	0.695**	0.804				
LA	0.684	0.568***	0.551**	0.827			
SD	0.684	0.229**	0.352**	0.471**	0.827		
ED	0.615	0.192**	0.275**	0.399**	0.453**	0.784	
EnD	0.638	0.146**	0.144**	0.108**	0.570**	0.654**	0.799

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; Authors' own research results

variables such as university sustainable leadership and dependent variable university social responsibility. The Structural Equation Modeling (SEM) was utilized to investigate 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 hypothesized test are shown in Table 6. The results show that the leader traits, skills and knowledge have significant influence 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 ($\beta = 0.027$, $p < 0.762$) have no positive influence on university social responsibility, so, H_{2a} and H_{3a} were not supported.

Hypothesis's testing for the private universities: The model goodness-of-fit results indicate a good model fit (CMIN/df = 2.610, GFI = 0.905, TLI = 0.903, CFI = 0.910, RMSEA = 0.060). The hypothesized results of the

Table 6: Result of hypothesis test for the public universities

No	Beta coefficient	p-values	Results
Public University			
H _{1a}	0.475	0.001	Supported
H _{2a}	-0.293	0.123	Not supported
H _{3a}	0.027	0.762	Not supported
Private University			
H _{1b}	0.439	0.001	Supported
H _{2b}	-0.179	0.062	Not supported
H _{3b}	0.311	0.004	Supported

in Table 6, the results indicate that the leader traits, skills and knowledge had the significant influence on the university social responsibility (B = 0.439, p<0.001) which lends significantly support H_{1b}.

The results confirm that the leader style ($\beta = -0.179$, p<0.062) had no significant influence on university social responsibility, Hence, H_{2b} was not supported. In conclusion, the results show that leader actions ($\beta = 0.311$, p<0.004) had a significant influence on university social responsibility thus, H_{3b} was supported.

From Table 6, it can be seen that leader traits, skills and Knowledge had a significant impact on both public and private universities' social responsibility (B = 0.439, p<0.001), (B = 0.439, p<0.001), respectively. The results show that the leader style didn't have a significant impact on both public and private universities' social responsibility ($\beta = -0.293$, p<0.123), ($\beta = -0.179$, p<0.062), respectively. Lastly, the results indicate that leader actions ($\beta = 0.027$, p<0.762) did not have a significant impact on public university social responsibility while it had a significant and positive impact on private university social responsibility ($\beta = 0.311$, p<0.004) that leads to the Lebanese's public and private universities have commonalities and differences in the sustainable leadership policies. Thus, the Lebanese's Public and Private Universities have Commonalities and Differences in the Sustainable Leadership Policies.

DISCUSSION

This research has a social and moral value where it helps in the assessment of the level of Social, Environmental and Educational levels of CSR in Lebanese Public and Private Universities. It presented some results to build a model of University Social Responsibility and to test if leadership characteristics, styles, actions affect the University social responsibility. Additionally, it reveals the effective leadership policies held in Lebanese Universities. As well as it evaluates the difference in USR level between Public and Private Universities.

Education plays a fundamental role in our society, where it meets the basic needs of the country as health, security, education, communication and cultural development. University stakeholders (students, parents, employees, teaching staff, administrative personnel,

teaching system, competitors and communities) must be social partners of the university mission and vision^[82]. Moreover, they must have a social commitment to professional practice^[83]. University Social Responsibility (USR) differs from one organization to another and also from one country to another, according to cultural, geographical, political, intellectual reasons.

The results of our research show more effective strategies in the private sector environmentally and socially, moreover developed leadership approach correlated with sustainable development, even though this sector is combining its efforts to compete the private sector. On the other hand, the ministry of education should take serious actions to encourage this process; the government must state a law that obliges CSR execution. The Ministry of Education also should play a fundamental role in this matter, hence, the urgent need is to improve our educational curriculum by teaching CSR subjects as a primary step, then establishing a CSR department in the Ministry of education and in all the educational institutions related to the government. Likewise, Besides the NGO play a pivotal role in collecting funds for society as "Lebanese teachers for CSR" and "CSR for Lebanon". Students have also a central role in that issue, Besides Government and Universities where they should specify part of their time for CSR workshops and get engaged with CSR students in other universities.

CONCLUSION

Universities must have a suitable educational program, healthy physical place, organizational culture, to implement the sustainable standards; it must support them with the source of courage and inspiration and build their sense of awareness and responsibility towards society, environment and mother earth. Moreover, the idea of Sustainable Universities must flash in the mind of every leader, where a good leader has a huge ambition to reach 'Green' University cares for its people and the environment too.

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