



## Social Responsibility and Sustainable Leadership: A Case Study Based in Lebanese Private Universities

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**Abstract:** Education plays an enormous role within the economic development of the nation as it helps countries in accomplishing sustainable economic advancement with the assistance of its professors and their advanced leadership techniques that make a shift in university role and mission, thus, it is an imperative tool in raising social responsibility of the University Stakeholders. Therefore, the principal aim for this paper is to examine the effect of Sustainable Leadership measurements, i.e., leadership characteristics, leadership styles and leadership actions on Social Responsibility in the selected Lebanese private universities. Principally, it is hypothesized that Sustainable leadership factors have a positive effect on the Social Responsibility of the Lebanese Universities. For evaluating this correlation, I had conducted an online survey with a total sample of 300 Lebanese professors, out of which 180 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 and leadership actions have both a positive impact on the university social responsibility, in contrast to the leadership styles that do not have a positive impact on University social responsibility. Thus, this study implies the importance of leadership practices held in Private universities and its impact on USR educational, social and environmental dimensions to fulfill the society sustainable development.

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## INTRODUCTION

“Education is the most powerful weapon you can use to change the world” Nelson Mandela. Education is seen

as a key to improving the quality of life, not just of individuals but also collectively for humankind<sup>[1]</sup>. It is the key to increasing economic efficiency and social consistency. No nation can achieve economic

success without investment in education. Thus why, European universities are experiencing a process of world change that materializes into a new way of looking at the approach and purpose of education<sup>[2]</sup>. 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<sup>[3]</sup>.

In this manner universities are searching for numerous sustainable leadership techniques to improve their role in society to achieve its welfare, moreover sustain the needs of the coming generation, here, it appears the term "Sustainability" where Universities build their mission conveying sustainability and leadership. On the other hand, today, problems such as political divisions, negative reactions to globalization, immigration, Brexit, discrimination and the emergence of populism and nationalism create environments that can challenge businesses to either "step up" or be complacent<sup>[4]</sup>. The world is confronting with serious environmental and social problems that regard the collaboration of the higher education institutions especially the universities that have an imperative role in this matter. Therefore, universities are not only educational services providers but also shapers of identity with major responsibilities to the nation and to the wider world<sup>[5]</sup>. Thus, engaging with CSR has become a top priority but its implementation differs from one country to another and from one University to another.

As Donaldson and Walsh<sup>[6]</sup> explain "business works both in and for society" (p. 182). If this is the case, it raises other key questions in CSR such as how do universities decide what their moral responsibilities are? And, what role do university leaders play in CSR initiatives? In this context, the fundamental reason for this study is to discuss the sustainable leadership dimensions that affect social responsibility in the Lebanese Private Universities. First, 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 discussed. 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**

### **Corporate Social Responsibility (CSR) and University Social Responsibility (USR)**

**Concept of CSR:** Corporate Social Responsibility in its modern formulation has been an essential and upgrading topic since the 1950s; it was marked by the publication by Howard R. Brown in his book "Social Responsibilities

of the Businessman"<sup>[7]</sup>, since, that interval, hundreds of definitions of corporate social responsibility have been raised, Dahlsrud stated and analyzed 37 different definitions of CSR and his study did not capture all of them<sup>[8]</sup>. Nevertheless, there are a wide variety of concepts and definitions associated with the term "corporate social responsibility" but no general agreement of terms. Some companies use the terms "corporate citizenship", some "the ethical corporation" while others use "good corporate governance" or "corporate responsibility".

Mac and Calis<sup>[9]</sup> stated that the evolution of the concept of CSR, although, it is stated that could be traced back to prehistoric times, generally works on its evolution start with 1950s and 1990s are defined with its popularity and development of similar themes<sup>[9]</sup>.

According to Calderon<sup>[10]</sup> there are copious definitions of CSR both from the academia and the professional field but a generally accepted one originated by the European Commission that defined 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. Being socially responsible means not only fulfilling legal expectations but also going beyond compliance".

Maignan and Ferrell<sup>[11]</sup> define CSR in 2003 from stakeholder's view "Business commitment to CSR adopts values and norms along with organizational processes to minimize their negative impact and maximize their positive impacts on important stakeholder issues". The matrix of CSR in an organization differs from one department to other, in the supply chain view, it tries to rebuild the trust between the suppliers and retailers and stakeholders, to form a value package of products and services to the end user, who is the customer<sup>[12]</sup>. CSR varies concerning underlying meanings and the issues to which it is addressed across the world<sup>[13]</sup>". Additional CSR team members may include teachers, neighborhood residents, community service providers, employers, government officials or members of the Chamber of Commerce, development commission or community foundation. The membership is unlimited. The key to sustaining a strong CSR team is the ability for team members to work together toward common goals to achieve targeted objectives identified through a community needs assessment process<sup>[14]</sup>.

As the social responsibility started spreading in all organizations and especially, in the learning sector, promoting sustainable development practices in the management at higher education institutions, universities start embedding in social responsibility practices. Social responsibility requires an administration hone that looks to form society sustainable by dispensing unsustainable negative impacts and advancing sustainable shapes of development<sup>[15]</sup>.

**University Social Responsibility (USR):** The second dimension is the university social responsibility where the country's development is not possible without giving importance to the education of the people where education plays an essential role in the economic progress and country growth. Higher educational institutions set up efficient strategies to keep pace with this issue and thus, University Social Responsibility (USR) was the gateway for moving universities from the sphere of education to the sphere of community.

The Manchester University defines USR as: "Social responsibility describes the way we are making a difference to the social and economic well-being of our communities through our teaching, research and public events and activities". Vasilescu *et al.*<sup>[16]</sup> draw an interesting (USR) model in a universal context. They pointed out that USR is an ethical approach whereby university students and academic staff are encouraged to embrace the notions of civic commitment and voluntary contribution to social services. On the other hand, Reiser<sup>[17]</sup> indicates an accurate USR definition as the ethical performance of the university through the responsible management of various impacts of the university in interaction with society to improve human development<sup>[17]</sup>. The authors suggested that one of the main aims of USR is to develop a sense of civil citizenship in order to achieve global sustainable development. However, they failed to present a formal definition of USR.

Sawadikosol<sup>[18]</sup> (P. Moral) Founder of the University Social Responsibility Alliance in San Francisco in 2009 has achieved great success in establishing collaboration among universities throughout the world. Such collaboration between USR and CSR would well serve the essential need to change the thinking of all peoples to encourage them to reform their lives by first using the measuring stick of unselfishness and altruism. A university should focus on the specific needs of all its distinct stakeholders. The USR alliance highlighted some of the social responsibilities of universities as paying attention to the quality of graduates, social awareness, transparency in operations and welfare.

Furthermore, USR can 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" it's essential for universities to promote solidarity, cooperation, respect between its members and interact with them, Scott<sup>[19]</sup>'s moral values model also talks about those values as honest

communication, respect for property, respect for life, respect for religion and justice. USR is a concept whereby a university integrates all of its functions and activities with the social needs through active engagement with its communities in an ethical and transparent manner which is aimed to meet all stakeholder's expectations<sup>[20]</sup>. Jorge *et al.*<sup>[21]</sup> stated that colleges ought to not as it were teach and search but must be more socially responsible institutions that can offer assistance students find jobs, encourage moral values, contribute to financial and social improvement, etc.

**University educational practices: first Dimension:** The university should have an educational responsible sense, where it is the first dimension of the USR practices in our research. Universities are not only educational services providers<sup>[5]</sup> but moreover deliver great citizens who are prepared for both competency and character<sup>[22, 23]</sup>. From the moral side lots of data on ethical education<sup>[24]</sup>, CSR education<sup>[25, 3]</sup> and universities and business schools' sustainability<sup>[26, 1, 27]</sup>. All those important researches must be referred to when setting out the university mission and board of ethics.

Davidovich *et al.*<sup>[28]</sup> speaks about the of social help as a role of university in helping the surrounding community, also it talks about the necessity of Cultural development in universities and environmental care, do Universities have buses? Does it Respect for shared spaces? Does it make planting campaigns? Does it has volunteers for poverty campaigns or pollution?

The University of Leon done a study for 400 students written by Vazquez *et al.*<sup>[29]</sup> about "Students' experiences of university social responsibility and perceptions of satisfaction and quality of service, it studies the ethical social and environmental strategies held by this university, it did that through interesting variables as it mentions important statements we used few of them in our model as: "My university has a high potential to contribute to environmental respect, My university has a high potential to contribute to the resolution of social problems, My university has both high-quality resources and infrastructure, My university degree programs have a high quality, My university's professors carry out quality tasks, Management staff and services at my university carry out quality tasks, My university offers quality services in comparison to others.

**University environmental practices: second dimension:** The second dimension is the university environmental practices where the university must encourage its student to behave ethically towards the environment and change their daily life habits starting with using public transportation and ride bicycles moreover share in the

planting campaigns and learn to sort the garbage. Large companies start engaging in sustainable growth through bio products, green offices, zero waste production, recycling. Companies also become advantageous by incorporating innovative services to their business activity because it will reduce the impact of competition in to their business as the LEGO Company, that is an appropriate example for zero waste production, it produce billions of plastic brick toys and sustainable one. The Lego Group is investing \$150 million in investigation and improvements of raw materials to produce new sustainable products<sup>[30]</sup>. The company also has high trust for achieving its 2030 objectives for sustainable products, decreasing its carbon footprint and eliminating waste, through reusing materials when possible and recycle paper, cardboard, wood and metal. Moreover, it has a favorable working environment for its employees<sup>[31]</sup>. LEGO group believes that it is its responsibility to implement a healthy working condition for its employees. As employees being the major stakeholders of the company it is compulsorily to create a healthy working environment<sup>[30, 32, 33]</sup>.

A university too starts searching for reducing its waste and attempting to reach green Universities. In an interesting study for top green universities done in 2020, it tries to investigate the behavior of green Universities and their environmental strategies. The University of North Texas acts responsibly towards the environment. The “We Mean Green Fund” activity was propelled by the UNT Student Sustainability Office in 2017 where each student pays 5\$ to this fund to help in making the university campus more responsible environmentally. “Green since 1791”! While this statement from the University of “Champion College” in Vermont’s where this university still speaks to the long-standing commitment of the university to being a leader in the drive towards worldwide sustainability. As an institution, Champlain has been a leader in “green” initiatives, reducing greenhouse gas emissions. For its efforts, among many honors for being a green college, Champlain has been given a 2019 Silver Rating in the STARS Report. Stanford University is the number one as a green university according to this research, where it earned a Platinum rating in the sustainability tracking, assessment and rating system. This university has succeeded in attaining interesting environmental goals in the last 15 years as: Lower greenhouse gas emissions by 72%, lower energy intensity by 26%, lower water usage by 45% and lower landfill waste by 26%<sup>[34]</sup>.

**University social and ethical practices: third dimension:** The university needs to adopt a social and ethical book of conduct 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. Chicago University has organized a campaign fighting poverty by creating a pathway to college for students in urban public schools. With access to real-time data on Chicago Public Schools students, SSA researchers discovered the critical importance of the freshman year as a predictor of high school graduation and college attendance. In our variables, we talked about the importance of the poverty campaign<sup>[35]</sup>. Moreover, Harvard Humanitarian Academy initiated a project based at the School of Public Health that works closely with other Harvard schools to instruct humanitarian workers to face crisis and circumstances, prepare the future leaders of aid agencies and government programs and place students of humanitarian action with in the field where their skills can make a difference<sup>[36]</sup>.

USR must be engaged in the university mission and vision trough 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”.

Universities have built a new management system that cares more for employers working conditions trying to create a balanced working life for them. Kofodimos<sup>[37]</sup> suggested a new model of important organizational values in response to the increase in the number of women’s entering and staying in the workforce and permitting for employers to take an extended parental leave. As I had mentioned in my research it’s important to universities to treat its employers in an equal way regarding their sex, color, physical abilities in the working and recruitment process as Kofodimos states that talking about the balanced working conditions. Also, it’s essential for universities to promote solidarity, cooperation and respect between its members and interact with them. Scott<sup>[19]</sup>’s moral values model also talks about those values as honest communication, respect for property, respect for life, respect for religion and justice.

**Lebanese Private Universities between sustainable leadership and social responsibility:** The university social university that will analyze 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 promotes serious action to combat poverty and unemployment issues”, “My University has many branches that facilitate the education process in rural areas”, “My University has a sports team, Gym and organize quarter competitions and

have classes For fitness”, “My University has its own Busses and it encourages students to ride bicycles and participate in walking campaigns”, “My University helps poor students to learn and continue their education by Scholarship programs and financial ads every year”.

Lebanese universities are specified each with specific mission and targets; they have their own board of ethics and behaviors. Some of them have social programs and have a sense of responsibility as the American University of Beirut; others are still building their relationship with the community and environment. Hence, USR has become the axis for improving sustainable educational future worldwide depending on the students, whom represent the core center of Society, Universities and Business future. Thus, many Lebanese universities have established CSR departments as “American University of Beirut” and set out social responsible strategies in order to involve their students in social activities and programs, to improve the CSR concept and social awareness.

AUB is well known for its initiatives towards society and environment it is a private Lebanese University chartered in New York State in 1863. AUB logo is “Excellency in Education”, students are involved with many social programs and for example “GHATA Program” helping hundreds of Syrian refugees to have a shelter in the Beqaa Lebanese Country in the freezing winter. AUB Students collect enough funds to install shelters for the refuges and also a place for education serving over 4000 students<sup>[38]</sup>.

Other than AUB University, LAU (Lebanese American University) it has 90 years of service for >8000 students. Lau students 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 has an exoskeleton team, composed of engineering students, who worked on project to design and build an affordable lightweight, augmented balance exoskeleton; The exoskeleton team learned Michael’s walking technique to design an exoskeleton which others with similar paralysis or diseases such as cerebral palsy, could use to become mobile. The team tested an advanced knee lock that improves stability and offers a more natural motion when unlocked and bent<sup>[39]</sup>.

BAU “Beirut Arab University” has established the BAU scouts that take care of the environment where it organizes nature cleaning campaigns on beaches and it engages students in the Championship of Rafting. BAU Club with collaboration with The Lebanese Red Cross Youth Department organized in 2017 smoking awareness campaigns. The campaign focused on 50 students whose awareness was raised by illustrating information about the

threats of smoking and its disadvantages<sup>[40, 41]</sup>. On the other hand, Universities are in the primary stages of engaging with CSR activities, The Office of Student Affairs at the University of Balamand signed a memorandum of understanding with CSR Al-Ahli group with the objective of reinforcing professional relations between both organizations with special focus on activities that cultivate social responsibility, social entrepreneurship and youth community engagement<sup>[42]</sup>.

USJ University of Saint Joseph also it promotes dialogue through biculturalism and plurilingualism. Its mission is provided in its charter serving all members of community regardless of social and ethnic distinctions. In 2008, USJ offers Scholarships In 2008 by the Department of Social Services provided financial aid to more than 34% of the student body to students who are facing economic difficulties. Within the environmental side, USJ provides an online Environmental Science Certificate with the expanded regional and worldwide 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<sup>[43]</sup>.

**The effect of sustainable leadership on the social responsibilities:** CSR and leadership are broad, very complex and hard to define concepts<sup>[44]</sup>. Matten and Moon<sup>[13]</sup> noticed the CSR phenomenon that “defining CSR is not easy”. Bass and Stogdill<sup>[45]</sup> have viewed this intersection that “there are many definitions of leadership as there are persons who have attempted to define the concept”. Leadership target is to facilitate implementing CSR values in universities” 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<sup>[46]</sup>. Christensen *et al.*<sup>[47]</sup> talks about the importance of leadership styles for the creation of CSR. Many studies have inspected the relationship between leadership styles and CSR, according to Wu *et al.*<sup>[48]</sup> transformational leadership fails to consider a leader’s ethics.

In fact, leadership and CSR have been the topic of at least one previous special issue<sup>[49]</sup>. In “A Falling of the Veils: Turning Points and Momentous Turning Points in Leadership and the Creation of CSR”, Hemingway and Starkey<sup>[50]</sup> has investigated the behavior of CSR leader through interviews. It studies the personal traits effects on the leader’s personality as the existential workplace experience, enlightened educational experience, religious epiphany and its effect on CSR morals (i.e., reflexivity and self-transcendent values) where it shows a positive impact on the CSR values.

Another interesting study was done by Osagi *et al.*<sup>[51]</sup> about the CSR leaders and the importance of “Peer

Learning, Learning Goal Orientation and Learning Climate” on developing the competences to be effective, the study reveals much important information where development of a learning orientation effects positively the ability of leaders to initiate and practice CSR activities. The article “The Nature, Measurement and Nomological Network of Environmentally Specific.

Transformational leadership”, Robertson<sup>[52]</sup> examines the direct relationship between leadership style and CSR; she tries to correlate the behavior of transformational leaders and CSR employee on the environmental levels. Her research shows the significant positive relationship between transformational leadership in the context of CSR. This proves the strong relationship binding CSR and Leadership in a company where they move both in the identical direction, towards building an effective board of ethics in Universities and engaging in CSR matters, moreover the trust in University leaders mediates the relationship with the CSR practices held in universities.

**The sustainable leadership concept:** The mission of The Leadership Quarterly (LQ) has been to sustain and catalyze the development of innovative, multi-disciplinary research that advances the leadership field. Nearly 25 years later, this goal, along with many of the journal’s other primary objectives has been reached as Gardner and colleagues noted in their 20-year review of LQ in 2014, leadership research has grown exponentially in the last decade, attracting the interest of talented scholars and practitioners from around the globe who have revolutionized the way, we understand leadership phenomena<sup>[53]</sup>.

Sustainable leadership matters spreads and lasts. It is a shared responsibility, that does not unduly deplete human or financial resources and that cares for and avoids exerting negative damage on the surrounding educational and community environment<sup>[54]</sup>. Sustainable leadership has an activist engagement with the forces that affect it and builds an educational environment of organizational diversity that promotes cross-fertilization of good ideas and successful practices in communities of shared learning and development. Sustainable leadership as Hargreaves and Goodson<sup>[55]</sup> states that it must respect the future, present and past where the path of change moves just in the forward direction. The sustainable leader can be characterized as somebody who is committed to ensuring and maintaining the societal assets we all depend on. He is gifted in decision-making that serves both the quick and long-term needs of the community or organization<sup>[56]</sup>. The roots of leadership school theories start in 1990 with the ideas of Weber<sup>[45]</sup> where the leadership style has changed from transactional to

transformational. Tom Peters 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.

The Sustainability Leadership Institute defines sustainable leaders as “individuals who are compelled to make a difference by deepening their awareness of themselves in relation to the world around them. In doing so, they adopt new ways of seeing, thinking and interacting that result in innovative, sustainable solutions.” Ogg<sup>[57]</sup> Chief Human Resources Officer for Unilever, explains this contingency approach when he says, “I don’t think there’s any difference between the character or timeless elements (of leadership), whether you’re leading sustainability or whether you’re leading for profit. But when it comes to the differentiators why is it that Polman<sup>[58]</sup> stands out (CEO of Unilever)? It’s because he understands the context and he understands leading with empathy in a multi-stakeholder environment.”

At the educational level, managers and deans start searching for different long-term strategies involving society and the environment<sup>[59]</sup> 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”. The importance higher education has concerning economic, social and cultural development is stressed by OECD<sup>[60]</sup>. The higher education started integrating in the globalizing knowledge economy where knowledge, skills and technology are considered essential drivers for obtaining competitiveness. Additionally, the influence of the state administration and institutions has a significant role in the policy of the higher education and in the implementation of the education and economic reforms<sup>[61]</sup> as the experience of Finland, Korea, Taiwan, indicates the essential role played by education in the development of the capacity for technological innovation.

The first author who talked about the importance of sustainability in education and discusses its matters and changing concepts to reality was Daniella Tilbury who has settled her opinions to UNESCO in able to emerge in the educational system. Our vision is a world in which there are many opportunities to learn about sustainable development. A world where a skilled population makes informed decisions in their home, community and working lives and in their leisure activities. A world where people understand and take responsibility for the impact they have on the quality of life of other people, locally and globally<sup>[62]</sup>. Functional linkage between higher education, industry and society is a prerequisite to

sustainable development. Universities with their triple role as providers of the highest level of education, advanced research and path-breaking innovation have the potential to be crucial drivers of Europe's ambition to be the world's leading knowledge-based economy and society<sup>[63]</sup>. Moreover, Universities should take greater responsibility for their own long-term financial sustainability, particularly for research: this implies pro-active diversification of their research funding portfolios through collaboration with enterprises (including in the form of cross-border consortia), foundations and other private sources<sup>[64]</sup>.

**The model of the Cambridge Institute for Sustainability Leadership (CISL):** My model is based partially on the model of Cambridge Institute for Sustainability Leadership (CISL) as a first part; the model represents sustainability leadership dimensions in three areas: context, individual characteristics and actions. In our model, we will study the effect of leadership characteristics, leadership styles, leadership actions on social responsibility where it represents the second part of the model. It 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<sup>[65]</sup>. 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"<sup>[66]</sup>. The university social university that will analyze 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 promotes serious action to combat poverty and unemployment issues", "My University has many branches that facilitate the education process in rural areas", "My University has a sports team, Gym and organize quarter competitions and have classes For fitness", "My University has its own Busses and it encourages students to ride bicycles and participate in walking campaigns", "My University helps poor students to learn and continue their education by Scholarship programs and financial ads every year", "I Takes a firm stand and acts with certainty", "I Communicate effectively with others", "I enjoy planning for the future", "When working with a team, I encourage everyone to work toward the same overall objectives", "I seek to implement policies, processes and structures to prevent organizational biases from stifling diversity and inclusion", "I had a passion to know and understands cultures", "I plan ahead to make the best business moves for my organization future", "I facilitate the success of others, take care of the well-being of others and ensure

that common objectives are reached", "I prove my competency by completing tasks well and become expert at certain skill", "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", "I try to share staff, students and parents, dialogues and decision-making process".

**The contribution of sustainable leadership characteristics (traits, skills) on USR:** Understanding the sustainability leader requires that, we appreciate their traits, styles, skills and knowledge. 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<sup>[67]</sup>. The Leader characteristics and traits differ from one company to another and even from one leader to another and those traits form his personality and success, according to Polman<sup>[58]</sup> he believes that "Integrity" forms a leader: "I hope that the word integrity comes into that. I hope the word long-term comes into that. I hope the word caring comes into that but demanding as well".

Many authors talk about the importance of Humility as Immelt: "What I always fear in GE is arrogance. What every big institution has to fear is arrogance. So, somehow you have to bridge between what's worked classically versus what's going to work in the future and that's never easy in a company or government or in a university." Cheshire<sup>[68]</sup> also talks about humility and collaboration in being a leader: "real leadership is about greater and greater self-awareness and being more and more increasingly yourself." At that point you'll be able "use that information or that dominance to put together and drive superior team's because you're more clearly around whom you're, what your effect is, what you've got to offer what you don't have and therefore, you need." Smith<sup>[69]</sup> mentioned in his book in 1976 'Wealth of the Nations' about profit and care, saying that the first thing we do to take care of ourselves but the second thing we do to take care of others. "By care," says<sup>[70]</sup> "I don't only mean care about other people but also care about society and care about nature.

Moreover, the real leader is the one who can struggle to know what to do when circumstances change he manages complexity<sup>[71]</sup> argue that good leaders are honest, forward-looking, competent, inspiring and intelligent. On the other hand, real leaders must think in long-term and set up sustainable plans; McDonough points out that the early world explorers didn't know at first where they were going. "But they had to lead. It's a state of mind and not a map. That's the point. We have to go draw a map"<sup>[72]</sup>.

Being flexible in approach to leadership is an important factor in leadership also as Bensimon<sup>[73]</sup> states and being flexible not for circumstances but also for influencing the organizational culture and values to support that change as Dijksterhuis *et al.*<sup>[74]</sup> and Birnbaum<sup>[75]</sup> believe.

Therefore, in our article, I tried to measure the impact 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:

- H<sub>1</sub>: the University Sustainable Leadership leader characteristics have an impact on the sense of social responsibility in the Lebanese Private Universities

#### **The contribution of sustainable leadership styles on**

**USR:** The Second measurement mentioned in our research is the leadership sustainable style, where we had adopted four sustainable leader's styles; "the Inclusive, the Visionary, the Altruistic and the Radical", based on Cambridge University Sustainable leadership model<sup>[76]</sup>.

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 for different ideas. Moreover, he has a passion for understanding cultures and seeks to implement policies, processes and structures to prevent organizational biases from stifling diversity and inclusion. He is collaborative and participating. Goleman *et al.*<sup>[77]</sup> talk about inclusive style: "It is about building commitment through dialogue and consensus, democratic approaches, coaching and affiliate behavior. Cheshire<sup>[67]</sup> believes is 'about getting people to go where they wouldn't have gone on their own. If they can get there on their then they don't really need a leader. Equally, you can't always be dragging them in the opposite direction to where they want to go". This style of leadership focuses on Community, focuses on Team, focuses on all, he is a strategic business plan, that cares more about sustainable future, "Today for Interface, sustainability is broader than before: sustainability reaches out to embrace people, processes, products, place, the planet and profits we now know that none can long be afforded allegiance at the expense of the others"<sup>[72]</sup>.

While, the altruistic leadership style leads to improve mutual relationships between employees and management; it also increases productivity, improves teamwork and stimulates loyalty. 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 be

able to stimulate communication moreover he focus on the interest of the whole, this type of leader tends to facilitating others success, take care of the well-being of others and ensure that common objectives are reached, it looks like the servant leadership<sup>[78, 79]</sup> or quiet leadership<sup>[80]</sup>.

On the second hand, 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. The radical leader has something to prove by completing a task and completing them well, they often become experts at a certain skills. He believes in communication at all companies levels which supports the connection between the team and stick them to the overall target and vision. Communications the web that holds a leader together with their team. The radical leader believes in communication at all company levels which supports the connection between the team and sticks them to the overall target and vision, communications the web that holds a leader together with their team. Immelt, states that "leadership is an intense journey into yourself. You can use your own style to get anything done. It's about being self-aware. Every morning, I look in the mirror and say, 'I could have done three things better yesterday.'"

Therefore, in my article I tried to measure the impact of Leader characteristics on Social Responsibility through analyzing the leader through several dimensions used in my questionnaire. Based on the above analysis, the first hypothesis can be obtained as follows:

- H<sub>2</sub>: the University Sustainable Leadership leader styles have an impact on the sense of social responsibility in the Lebanese Private Universities

#### **The contribution of sustainable leadership actions on**

**USR:** The most important element in the sustainable school is the leader action where UNGC<sup>[81]</sup> survey, CEOs believes that execution is now the real challenge to bringing about the new era of sustainability. Sustainability leaders act in accordance with the best available knowledge. Polman<sup>[58]</sup> says, "The art of leadership is to look reality in the eye." Carson<sup>[67]</sup> believes this is where institutions like CISL and universities generally have a role: "The urgency is something that you have to keep pointing out." Sustainability leaders have a clear vision and mission, moreover set out a list of strategic goals, "A strategic vision delineates management's aspiration for the business providing a panoramic view of "where we are going" and a convincing rationale for why this makes good business sense for the company<sup>[82]</sup>.

Garratt<sup>[83]</sup> talks about 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. Sustainability leaders care for their employee’s working conditions and reward system, as they pay raises regularly and spot awards, moreover, they care for supporting them with regular vacations regularly, also they are able to set priorities, measure outcomes and rewards them<sup>[84]</sup>. According to Immelt<sup>[85]</sup>, “There is no real magic to being a good leader. But at the end of every week, you have to spend your time around the things that are really important: setting priorities, measuring outcomes and rewarding them”. Polman<sup>[58]</sup> defines leaders “My definition of leadership is very simple: if you positively influence someone, you are a leader”. Sustainable leader’s efforts other’s opportunities and resources for self-development. Moreover, those leaders support innovation in organizations and societal contributions. Many companies have started building a sustainable performance system, also CSR committee, environmental groups, etc.<sup>[86]</sup>. On the other hand, we find that those companies start engaging more in social activities and programs according to UNGC<sup>[76]</sup> reports.

For Cheshire<sup>[67]</sup> “the job of the leader is to create conditions for other people to succeed and to do that in a sustainable way, so that the business endures. You might be technically brilliant, you might even be a great communicator but unless you can genuinely put together a diverse and effective team and then manage it for performance, you’re not actually an effective leader.

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 feeling of expectation, apprehension, abandonment, loss, or relief<sup>[87]</sup>. Thus, Sustainable leader plans and prepares for success from his first day, It also regulates the rate and frequency of successions, so that, staff does not suffer from the cynicism that is brought on by succession fatigue<sup>[88]</sup>.

One way for leaders to leave a lasting legacy is to ensure it is developed with and shared by the others. Leadership succession crosses the concept of setting successors principals it must be shared with the whole community, moreover taught by teachers for students and keep circulating in the schools. Communication and Decision-making process should be the responsibility of all schools members; Fullan<sup>[89]</sup> have talked about this responsibility “In a highly complex world, no one leader, institution or nation can control everything without

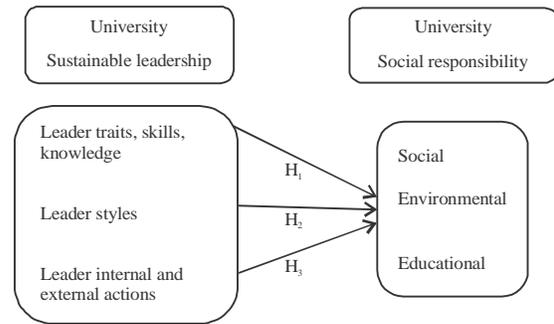


Fig. 1: A proposed framework as an integrated research model; Authors’ own research results

assistance<sup>[89]</sup>. Sustainable leadership is a conveyed need and a shared duty. By concentrating excellence in specialized pockets and trying to halt suburban flight, the district created nothing less than apartheid of school improvement with high standards, authentic learning and flexible teaching for the more favored magnet schools and their instructors and soulless standardization for the rest. Sustainable leadership is therefore not only about maintaining improvement in one’s own school. It is about being responsible to the schools and students that one’s claim activities influence within the more extensive environment. It is about social justice.

Thus, in my article 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:

- H<sub>3</sub>: the University Sustainable Leadership leader actions have an impact on the sense of social responsibility in the Lebanese Private Universities

Considering the above-mentioned hypothesis, My model represented in Fig. 1 where it represents 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 with the help of online survey distributed for 300 Lebanese professors in private universities.

## MATERIALS AND METHODS

**Framework as an integrative research model:** Considering the above-mentioned hypothesis my model represented in Fig. 1 where it represents 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.

**Research design, sampling and data collection:** The methodology used in my article is separated into two segments: the Qualitative part where the researches, articles, literatures has been analyzed while in the Quantitative part we spread around 300 online questionnaires for the leaders and professors in Lebanese private universities, 180 have responded out of 300 with a response rate 60% where Sekaran and Roger<sup>[90]</sup>, stated that in observing the statistical part the response rate is sufficient to be 30% for further study where we eliminated around 40 uncompleted responses, to have a net of 140.

A questionnaire is an effective research method consisting of series of questions with Likert-scale responses, it helps to collect large amount of information in a short period of time with limited affect to its validity and reliability and it was invented by Champkin<sup>[91]</sup>. My questionnaire contains around 26 questions and needs around 10 min to be answered through five points Likert scale form.

The questionnaire is divided into two parts, first part mentions participant and institutional background information of the respondents such as gender, age, the position held, educational attainment, work experience and organization size. The second part 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.

The leadership characteristics construct consists of: leader traits (empathy, sensitivity, articulated, determination), leader skills (manage complexity, communicate vision, change and innovation, thinking-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 plan, charismatic leader)
- Altruistic style (empathy, selflessness), Radical (relinquish control, repeat the vision)

Moreover, 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).

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 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: The demographic information of the respondents (n = 140)

Items	Categories	Percentage
Gender of the respondent	Male	67.00
	Female	33.00
Age of the respondent	20-30	4.00
	31-40	46.00
	41-50	32.00
	51-60	12.00
	61-70	4.00
	>71	2.00
Work experience	1-5	20.00
	6-10	31.00
	11-20	30.00
	21-30	13.00
	31-40	5.00
	>41	1.00
Level of education	Master	31.00
	Ph.D.	69.00
Number of students	100-300	16.00
	301-600	10.00
	601-1000	15.00
	1001-1500	6.00
	1501-2000	11.00
	2001-4000	11.00
	4001-6000	9.00
>6001	22.00	

Authors' own research results

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

Table 1 shows that for the private universities that out of 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 (40%) had work experience 11-20 years. More than half of the respondents (69%) were holders Ph.D. degree. The majority of the public universities (22%) had more than 6001 students.

## RESULTS AND DISCUSSION

**Descriptive statistics:** The descriptive statistics 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, Also, 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 high, that means the private universities have better social responsibility practices than public universities.

**Indicator reliability:** Confirmatory Factor Analysis (CFA) was used to estimate convergent validity and discriminant validity and to assess the reliability and validity of measurement scales. Moreover, Cronbach's alpha was used to assess the internal consistency of a latent construct. Hair *et al.*<sup>[92]</sup> suggest that the items with factor loadings >0.50 can be maintained. In the private universities model the study investigates that out of a total of 50 initial items (Table 3), 43 items have been

Table 2: Descriptive statistics

Variables	Private universities (n = 140)	
	Mean	SD
Leader traits and skills	4.067	0.903
Leader styles	4.293	0.754
Leader actions	4.109	0.926
Social dimension	3.799	1.032
Educational dimension	3.855	1.037
Environmental dimension	3.206	1.198
Authors' own research results		

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

Constructs	Indicators	Methods	Descriptions	Factors loading	Factors		
					A	CR	AVE
Leader traits and skills	LTS1	Caring	I try to Understand others and I care for others	0.754	0.717	0.756	0.654
	LTS2	Sensitive	I Show tolerance, tactful and sympathy	0.494			
	LTS3	Articulate	I Communicate effectively with others	0.809			
	LTS4	Determined	I Takes a firm stand and acts with certainty	0.477			
	LTS5	Mange complexity	When circumstances change, I can struggle to know what to do	Deleted			
	LTS6	Communicate vision	When working with a team, I encourage everyone to work toward the same overall objectives	0.442			
	LTS7	Challenge and innovate	I think that teams perform best when individuals keep doing the same tasks and perfecting them, instead of learning new skills	Deleted			
	LTS8	Think long term	I enjoy planning for the future	0.487			
Leader styles	LS1	Curiosity	I am open minded , I had a great passion for learning and desire for exposure to different ideas	0.587	0.804	0.809	0.647
	LS2	Cultural intelligence	I had a passion to know and understands cultures	0.538			
	LS3	Cognizance of bias	I seek to implement policies, processes and structures to prevent organizational biases from stifling diversity and inclusion	Deleted			
	LS4	Intelligent risk taker	I am a creative person that take the initiative with the appropriate action	0.603			
	LS5	Strategic business planner	I plan ahead to make the best business moves for my organization future	0.608			
	LS6	Charismatic Leader	I have an effective body language, with facial expressions and I'm interested in asking others questions	0.596			
	LS7	Empathy	I have the ability to understand and feel what another person is experiencing	0.601			
	LS8	Selflessness	I facilitate the success of others, take care of the well-being of others and ensure that common objectives are reached	0.629			
	LS9	Relinquish control	I prove my competency by completing tasks well and become expert at certain skill	Deleted			
	LS10	Repeat the vision	I have a vision sets a clear direction so that other have something to follow	0.544			
Leader actions	LA1	Strategic direction	I am able to set a list of risks and opportunities and farm the right and get right people to do it	0.575	0.776	0.787	0.684
	LA2	Management incentives	I am able to set priorities, measure outcomes and rewards them	0.688			
	LA3	People empowerment	I am able to influence others positively through commitment, passion, trust and teamwork	0.636			
	LA4	Secures success over time	I try to keep successful leaders in schools longer when they are making great strides in promoting learning	0.635			
	LA5	Sustains the leadership of others	I try to share staff, students and parents, dialogues and decision-making process	0.66			
	LA6	Addresses issues of social justice	I care for other Universities and Students around Us and try to benefit them and the community	0.507			
Social dimension	SD1	Innovation and progress	My University encourages its employer to educate more, develop their skills and participate in training programs	0.725	0.865	0.892	0.684
	SD2	Medical insurance	My University has a suitable arrangements for health, safety and welfare that provide sufficient protection for the employers and students as well	0.636			

Table 3: Continue

Constructs	Indicators	Methods	Descriptions	Factors	A	CR	AVE
				loading			
	SD3	Poverty campaigns	Promoting action to combat poverty and unemployment	0.659			
	SD4	Ethics Board	My University encourage its staff and student to apply ethics and values stated in its vision and mission	0.836			
	SD5	Cooperation	My University Promotes for solidarity and university cooperation and has the ability to interact and collaborate into a team	0.785			
	SD6	University branches	My University has many branches that facilitate the education process in rural areas	Deleted			
	SD7	Salary of employee	My University has an increasing salary policies and reward system to encourage the Efficient Employers every 3 years	0.562			
	SD8	Equality and respect	My university treats its employers in an equal way regarding their sex, color, physical abilities in working and recruitment process	0.599			
	SD9	Sport and culture	My University have a sports team, Gym and organize quarter competitions and have classes for fitness and training	0.608			
	SD10	Corruption	My University Promotes actions to reduce and prevent corruption inside and outside the university boosting the participation of society	0.796			
Educational dimension	ED1	Responsible research	My University Look for public funds for research and Infrastructure for the development of research	0.571	0.841	0.849	0.615
	ED2	Teaching CSR subject	My University Teaches CSR (Corporate Social Responsibility) as a subject in its Curriculum	0.512			
	ED3	CSR workshops	My University cares for pollution, poverty and unemployment rate problems and organizes workshops and conferences in this field	0.653			
	ED4	Information system	Find, evaluate and use information and knowledge responsibly in order to solve Community Problems	0.754			
	ED5	Scholarships for students	My University helps poor students to learn and continue their education by Scholarship programs and Financial ads every year	0.621			
	ED6	Communication	My University Fosters relationships with national and international universities and Promotes networks with technology-based companies and services	0.693			
	ED7	Evaluation process	My University Evaluates the teaching performance and administrative one yearly	0.61			
	ED8	Creates and preserves sustaining learning	I try to invent new techniques in learning in order to leverage students' low grades and Improve their literacy information	Deleted			
	ED9	Volunteering programs	My University Promotes social development, volunteering program and entrepreneurial projects	0.709			
Environmental dimension	EnD1	Green Offices	My University had green offices furnished with green and eco-friendly products( papers, desks, furniture, led lights , Filters)	0.727	0.866	0.874	0.638
	EnD2	Recycling techniques	My University try to help the environment by recycling and sorting the garbage	0.694			
	EnD3	Planting campaigns yearly	My University try to help the environment by recycling and sorting the garbage	0.815			
	EnD4	Having university busses	My University have its own Busses and it encourages students to ride bicycles and participate in walking campaigns	0.668			
	EnD5	Energy usage	My University Saves electrical energy, gas and water, moreover, it supports the Usage of reusable eating utensils at work and printing double-sided papers	0.774			
	EnD6	Undertakes activist engagement with the environment	We write articles for local and statewide newspapers, appeared on radio and television programs and organize conferences related to environment	0.714			
	EnD7	Care for environment	I encourage Students to use Public transportation, ride bicycles and walk campaigns.	Deleted			

a = Cronbach's alpha coefficient; CR = Composite Reliability and Average; AVE = Variance Extracted; Authors' own research results

maintained (Table 3). This indicates that the 8 items are deleted because of the poor loadings. The remaining 43

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 ( $p < 0.05$ ). And with Cronbach's alpha are  $> 0.7$  as suggested by Hair *et al.*<sup>[92]</sup>.

**Internal consistency reliability:** The internal consistency reliability of the scales was evaluated using Cronbach's alpha coefficient. According to Hair *et al.*<sup>[93]</sup> values between 0.60 and 0.70 are considered acceptable whereas values between 0.70 and 0.95 are satisfactory to good. For the public universities items as it is seen in Table 3. Cronbach's alpha coefficients for all constructs are  $> 0.7$  that is demonstrating internal consistency reliability as approved by Hair *et al.*<sup>[92]</sup>.

**Convergent validity:** According to Hair *et al.*<sup>[93]</sup>, 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.*<sup>[93]</sup> 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.*<sup>[93]</sup> is 0.7 and above 0.50. From Table 3, Composite Reliability (CR) for all constructs is above the threshold of 0.5 that indicates that all the constructs demonstrate a good level of composite reliability.

**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<sup>[94]</sup> 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).

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

Table 4: Discriminant validity for the private universities

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

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

The results of model goodness-of-fit confirm an adequate model fit (CMIN/df = 2.610, GFI = 0.905, TLI = 0.903, CFI = 0.910, RMSEA = 0.060). The results of the hypothesis test are shown in (Table 5 and Fig. 3). The results show that the leadership traits, skills and Knowledge had the strongest and positive effect on university social responsibility ( $B = 0.439$ ,  $p < 0.001$ ) which lends significantly support  $H_1$ .

Results showed the leader Style ( $\beta = -0.179$ ,  $p < 0.062$ ), followed by leader actions ( $\beta = 0.311$ ,  $p < 0.004$ ) did not have a significant impact on university social responsibility, so  $H_{2a}$  and  $H_{3a}$  were not supported.

The main reason for this article is trying to investigate the relationship binding Sustainable leadership dimensions with Corporate Social responsibilities, in the Lebanese private Universities. Thus, it is a very interesting and important topic nowadays that snatches the attention of several authors and researchers. The current study provides empirical results which may contribute to filling this gap.

The empirical analysis has presented several key findings: first, analytical results indicate that the leadership characteristics as the leader traits, leader knowledge has a significant impact on the Social responsibility in Lebanese private universities which implies that  $H_1$  is supported. Where the leader characteristics effect the implementation of CSR in institutions, Others believe that as a leader he must understand others and care for others, also he must show tolerance and sympathy, in a word he must be a Human. "By care," says Muehlfeit<sup>[68]</sup> "I don't only mean care about other people but also care about society and care about nature. As a capable pioneer may be a major component in deciding the connection with the organization and the partners<sup>[95]</sup> and since, the leader's identity and values decide the discernment of CSR, the leader is very critical in introducing, keeping and development CSR<sup>[96]</sup>. Likewise, Berson *et al.*<sup>[97]</sup> also argued that ethical leaders positively affect CSR. Hence, leader personality and characteristics affect the implementation of social responsibility in organizations, because CSR tends to feel with others and be committed to Society and the environment.

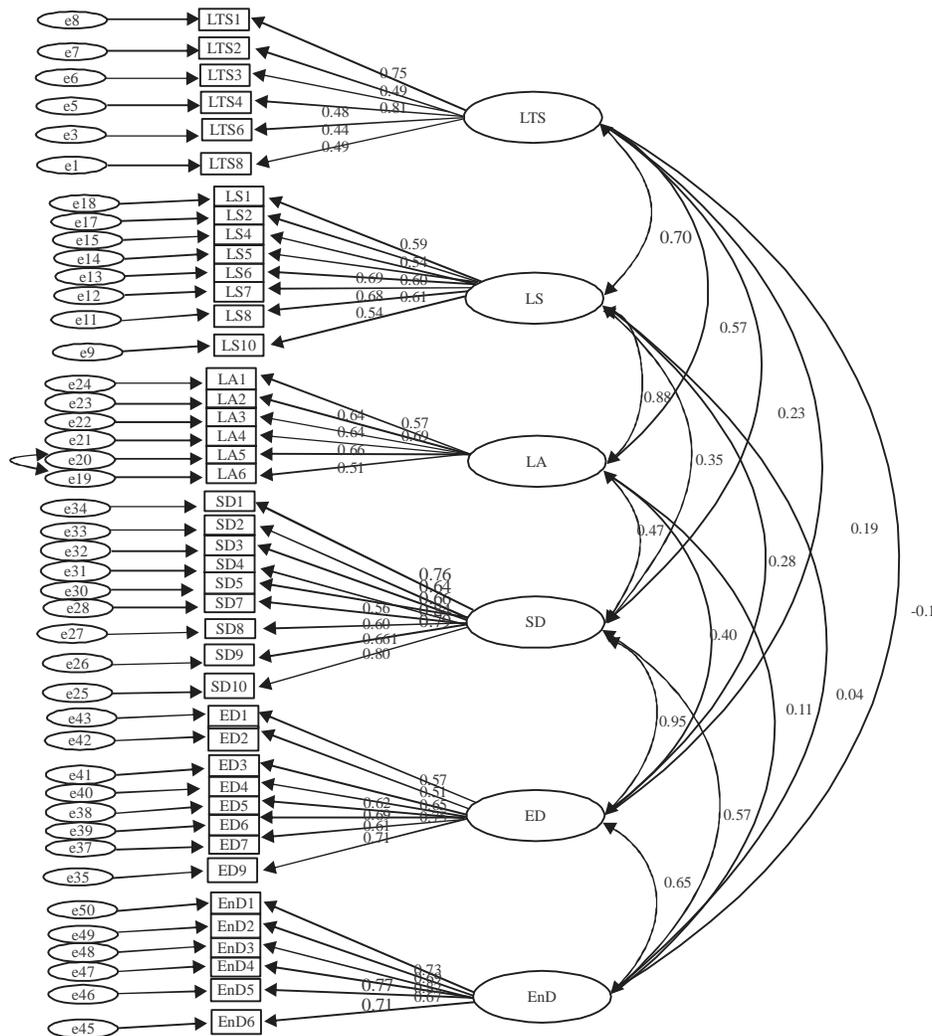


Fig. 2: Model measurement for private universities; Authors’ own research results

Second, the analytical results indicate that the second hypothesis  $H_2$  is not supported where the leadership styles do not have an impact on Social responsibility. As the inclusive style of leadership is collaborative and participating, Goleman *et al.*<sup>[77]</sup> talk about inclusive style: “It is about building commitment through dialogue and consensus, democratic approaches, coaching and affiliate behavior. Many kinds of researches talk about the correlation binding between leadership style and University Social Responsibility, a recent study made by Budur and Demir<sup>[98]</sup> on the Leadership Effects on Employee Perception about CSR in the Kurdistan Region of Iraq, shows that the impact of transformational leadership on the CSR practices toward employees has been very little compared to transformational leadership and this research supports our results. Another study in Pakistan in this field in 2014 done by Nazir *et al.*<sup>[99]</sup> reveals that transactional leadership weakens while transformational leadership strengthens the CSR

perception. The study sheds light on various roles which both leadership styles play in the progress of CSR activities generating substantial implications for both theory and practice. Thus, some researches support the hypothesis that leader style affects the social responsibility in organizations while others deny this theory where it differs in result from one country to another and also from one Culture to another.

Third, hypothesis  $H_3$  positively impacts social responsibility, tests the impact of Leadership actions on social responsibility. The last hypothesis, related to the effect of Leader actions on University social responsibility, Johan<sup>[100]</sup> 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 research shows that it has a positive correlation in the private University, for example, “GHATA Program” launched by AUB University helping

Table 5: Result of hypothesis test for the private universities

No.	Hypotheses	Beta coefficient	p-values	Results
H <sub>1</sub>	leader traits, skills and Knowledge → university social responsibility	0.439	0.001	Supported
H <sub>2</sub>	leader Style → university social responsibility	-0.179	0.062	Not supported
H <sub>3</sub>	leader Actions → university social responsibility	0.311	0.004	Supported

Authors' own research results

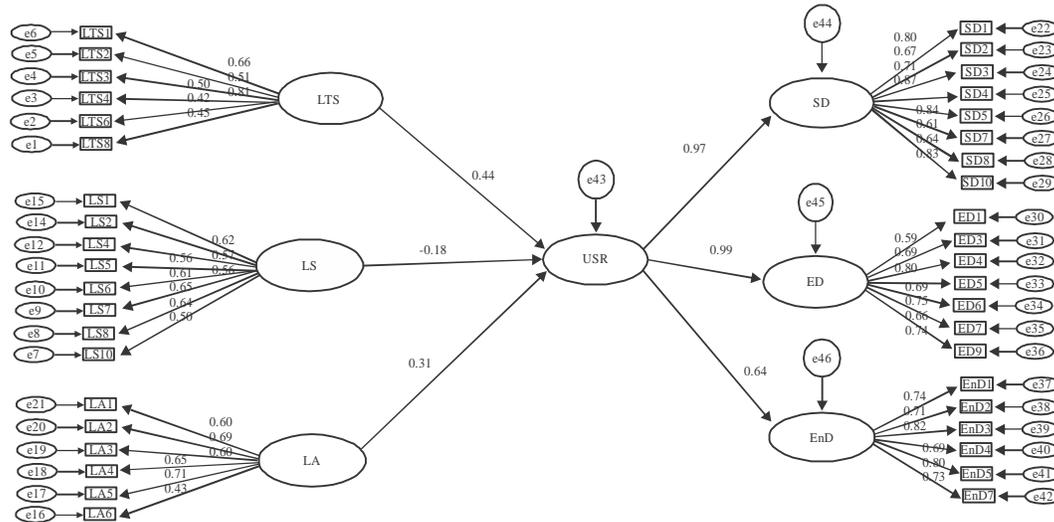


Fig. 3: Structural model results for the private universities; Authors' own research results

hundreds of Syrian refugees to have a shelter in the Beqaa Lebanese Country in the freezing winter. AUB students also collect enough funds to install shelters for the refugees and also a place for education serving over 4000 students<sup>[101]</sup>.

Moreover, LAU in Lebanon donates >34 million dollars for scholarships and financial aids for students and >400 activities for sports and clubs. In the environmental side, USJ Lebanese University affords an online Environmental Science Certificate with the increased regional and global attention on environmental issues.

**CONCLUSION**

The idea of Sustainable Universities must flash in the mind of every leader, where the good leader has a huge ambition to reach 'Green' University cares for its people and environment, aspires to worldwide academic diversity, rejects monopolies and the standardization of knowledge production and encourages sustainable and equitable learning and researching in communities of knowledge. Although Lebanese Universities has launched CSR programs and set up social and environmental targets engaged in their mission and vision. However, serious steps should be taken as increasing student's awareness towards CSR, develop their knowledge, teach them CSR subjects and engage them in CSR campaigns. The Fruitful Output of Sustainable Leadership will be CSR. Thus, it is a very interesting and important topic

nowadays that snatches the attention of several authors and researchers. The current study provides empirical results which may contribute to filling this gap.

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. USR emergence is our all responsibility, as students, professors, Deans, Ministry of Higher education, Governments, NGO's, International System and international Committees, we all are involved in this matter to make our Society more clean, more Productive, more equal and collaborative.

**LIMITATIONS**

In spite of the significant contribution of this study, it has a few restrictions that got to be addressed. To begin with, this study talks about the relationship between sustainable leadership and USR in Lebanese private universities where the data are collected by online questionnaires. It is a cross-sectional research method for data collection, consequently, future investigations and researchers must include further ways in data collection to study the correlation between those variables. Second, this study focuses on a few Lebanese private universities, in different faculties and majors and geographical locations which may not generalize to other countries. Third, this

study examined only three contributions of sustainable leadership the future research may include other potential dimensions or could include potential mechanisms into the model of sustainable leadership and social responsibility.

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