Social Responsibility in the Institutions of Higher Education
from the Perspective of the Faculty Members at the Hashemit University

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Abstract: This study aimed to examine the reality of social responsibility practice among the academic leaders at the Hashemite University in light of some demographic variables (academic major, academic rank, post).To achieve the objective of the study, the researcher used a scale that was verified for its validity and reliability. The scale of social responsibility consisted of (23) items, divided into three dimensions: social responsibility towards the students, social responsibility towards the university, and social responsibility towards the community. The sample of the study consisted of (150) academic leaders at the Hashemite University in Jordan in the first semester of the academic year 2019/2020. The problem of the Study concern in several problems encountered by the faculty members at the Jordanian universities in terms of the practices of social responsibility. Also, this study was conducted in order to explore the level of social responsibility practiced through the academicians and faculty members at the Hashemite University. Methodology: This study is quantitative, in which data were collected through a questionnaire, which was designed and developed for the purposes of the present study. The results of the study showed that academic leaders at the Hashemite University exercise social responsibility of the three dimensions to a moderate degree from their perspective. In light of the study results, the researcher recommends a number of recommendations: conducting additional studies to explore the factors affecting the level of social responsibility, providing legislations and laws which may contribute to the development of the academic environment of the university that enhances the practices of social responsibility, provision of support for the faculty members at the Jordanian universities and solving the relevant problems they encounter.

Keywords: Social responsibility, Higher education, Faculty Members, Hashemite University.

المسؤولية الاجتماعية في مؤسسات التعليم العالي؛
من وجهة نظر أعضاء هيئة التدريس في الجامعة الهاشمية

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الملخص: هدفت هذه الدراسة إلى دراسة واقع ممارسة المسؤولية الاجتماعية لدى القادة الأكاديميين في الجامعة الهاشمية في ضوء بعض المتغيرات الديموغرافية (التخصص الأكاديمي، الرتبة الأكاديمية، الوظيفة). ولتحقيق الهدف من الدراسة، واتبعت الدراسة المنهج الكمي، حيث تم تصميم استبانة تكونت من 23 فقرة مقسمة إلى ثلاثة أبعاد: المسؤولية الاجتماعية تجاه الطلبة، المسؤولية الاجتماعية تجاه الجامعة، والمسؤولية الاجتماعية تجاه المجتمع. وتكونت عينة الدراسة من (150) من القيادات الأكاديمية في الجامعة الهاشمية في الأردن والذين تم تسجيلهم في بداية الفصل الأول من العام الدراسي 2019/2020. وأظهرت نتائج الدراسة أن القادة الأكاديميين في الجامعة الهاشمية يمارسون المسؤولية الاجتماعية للأبعاد الثلاثة وبدرجة معتدلة من وجهة نظرهم. وفي ضوء نتائج الدراسة قدم الباحث عدداً من التوصيات منها: إجراء دراسات إضافية لاستكشاف العوامل التي تؤثر على مستوى المسؤولية الاجتماعية، توفير التشريعات والقوانين التي قد تسهم في تطوير البيئة الأكاديمية للجامعة والتي تعزز ممارسات المسؤولية الاجتماعية، تقديم الدعم لأعضاء هيئة التدريس في الجامعات الأردنية وحل المشكلات ذات الصلة التي يواجهونها.

Introduction

There are several definitions of Social Responsibility (SR), which vary according to the views in determining the form of SR. Some see it as a reminder to institutions of their responsibilities and duties to their community, while others see that the requirement of this responsibility does not go beyond mere voluntary initiatives by the institutions concerned in their own will towards the community. Others see it as a form of corporate social responsibility. However, all of these views are consistent in terms of the content of this concept (Hategan et al, 2018, 1041).

Several reasons clarify the extension of the social responsibility concept towards universities (Dima et al, 2013; 24):

- Universities form future employees at both public and private institutions;

- Universities play a major educational and research role within the communities in which businesses operate;

- Universities aid people find a balance between their personal and social needs and wants;

- As the higher education market changes, universities need to build stronger strategic relationships with their stakeholders (e.g. students, employers, state, society etc.) in order to stay competitive;

- Universities contribute to regional lifelong learning and employability;

- The corporate involvement in universities has increased due to the broader marketization of higher education services;

- The rising of the collective awareness of students and professors creates the need for implementing initiatives related to social responsibility;

- Universities are urged to play an important role in meeting the environmental challenges by integrating the sustainability concept in their curricula.

Social responsibility is applied when university leaders highlight responsibility to the public, ethical behavior, and the need to practice good citizenship. University leaders should be role models on ethics and the protection of community health, safety, and the environment. Practicing Social Responsibility refers to support of issues that are important to the public but that are within the limits and resources of the university. Examples of such issues include "improving education in the community, pursuing environmental excellence, practicing resource conservation, promoting and improving the health of the community, performing community service, conducting research to generate socio-economic development, and providing guidelines for the development and sustainability of society. Universities can also influence other organizations and institutes, whether private or public, to form partnerships for addressing these issues and concerns (Alzyoud & Bani-Hani, 2015; 124-125).

Multinational Companies (MNCs) are raising the slogan of social responsibility, and in their campaigns they are focusing on human rights, they are committed to providing workers with safe working conditions, and it does not allow child labor and is concerned with environmental issues and conservation of natural resources (Godos-Díez, Cabeza-García, & Fernández-González, 2018, 57).

The role of an institution in general towards social responsibility ensures, to some extent, the support of all members of the community for its development goals and mission, recognizing its existence, contributing to the success of its objectives as planned in advance, as well as contributing to meet the needs of the community and its life and living requirements, in addition to creating new jobs During the establishment of charitable and social projects of a developmental nature (Yeung, 2018, 1; Kumar, 2019, 53).

Benefits for institutions with socially responsible practices include reduced operating costs, improved product image and reputation, increased sales, customer loyalty, and increased productivity and quality (Al-Jenaibi, 2019).

Finally, the success of corporate social responsibility depends primarily on its commitment to three criteria (Barnett, 2019):

- Respect and responsibility, in the sense of respecting the company for the internal environment (employees) and the external environment (community members).
- Community support.
- Protecting the environment, both in terms of commitment to the compatibility of the product that the company offers to society with the environment, or in terms of initiative to serve the environment and improve the environmental conditions in the community and address various environmental problems.

Nowadays, a large number of universities around the world are incorporating social responsibility into their mission statements, including their research and teaching missions, based on the conviction that higher education can be improved when it contributes to the society in which it operates (Weiss, 2016, 423).

Problem of the Study:

Through the experience of the researcher, in terms of the higher education institutions, as well as the faculty members in particular, the researcher noticed the presence of several problems encountered by the faculty members at the Jordanian universities in terms of the practices of social responsibility. Thus, the present study was conducted in order to explore the level of social responsibility practiced through the academicians and faculty members at the Hashemite University.

Importance of the Study:

The importance of the study is related to being the first study, as to the knowledge of the researcher, which sought to explore the level of social responsibility practiced through the academicians and faculty members at the Hashemite University. The importance of the study is related also to the importance of the improvement of the role of higher education institutions in the Jordanian community, as well as enhancing the relationships between the university and the community. The importance of the study is related also to the fact that it seeks to draw the attention of decision makers towards the concept of social responsibility at the institutions of higher education, and its important role in the development of education and the community, which provides various positive economic, cultural and social impacts.

Aims of the Study:

1- Identifying the level of social responsibility practices among the faculty members at the Hashemite University.

2- Identifying the dimensions of social responsibility at the institutions of higher education.

Questions of the Study:

1- What is the level of social responsibility practices among the faculty members at the Hashemite University in terms of social responsibility towards the students, the university, and the community?

1-1: What is the level of social responsibility practices among the faculty members at the Hashemite University in terms of social responsibility towards the students?

1-2: What is the level of social responsibility practices among the faculty members at the Hashemite University in terms of social responsibility towards the university?

1-3: What is the level of social responsibility practices among the faculty members at the Hashemite University in terms of social responsibility towards the community?

Methods and Procedures:

The present study is quantitative, in which data were collected through a questionnaire, which was designed and developed for the purposes of the present study.

Population and Sample of the Study:

Hashemite University (HU) is a state-supported university located in the Zarqa governorate of Jordan. HU has a comprehensive urban campus. The university includes departments for the Arts, Sciences, Educational Sciences, Medicine, Allied Health Sciences, Nursing, Engineering, Information Technology, Business Administration, Natural Resources and Environment, Tourism and National Heritage, and Childhood (Alzyoud & Bani Hani, 2015, 126)

Population of the study consists of the faculty members at the Hashemite University in Jordan, of which (150), were included in the sample of the study Table (1) shows the distribution of the participants of the study.

Table (1) Distribution of the participants of the study according to age, social status and academic qualification:

Variable	Levels	Number	Percentage
Gender	Male	95	66.4
	Female	48	33.6
Rank	professor	40	28.0
	Associate professor	80	55.9
	Assistant professor	14	9.8
	Instructor	9	6.3

Review of Literature:

Several studies explored the social responsibility at the institutions of higher education, and the practices related.

Al-Hela and her colleagues (2017, 22) aimed to demonstrate the effect of academic freedom in the promotion of social responsibility from the standpoint of teaching faculty members in Palestinian university of Gaza provinces. The researchers used descriptive analytical approach. The research community consists of the faculty members of (the Islamic University, Al-Azhar University, University of Palestine, University of Gaza, and University of Al-Aqsa), and the study tool is a questionnaire applied on a stratified random sample of staff members, and (250) questionnaires were obtained with recovery rate of (84.75%). The results of the study showed a statistically significant relationship between academic freedom in all its dimensions (teaching, expression of opinion, scientific research, decision-making, community service) and the promotion of social responsibility dimensions (administrative and procedural, societal, ethical and moral, environmental health, national and affiliation, cognitive and educational) from the perspective of university teaching staff. Also it showed the presence of a statistically significant effect between academic freedoms (freedom of teaching, scientific research, community service) and the promotion of social responsibility, and the (freedom of expression, and freedom of decision-making) was a weak effect. The results also showed no statistically significant differences for both variables (educational qualification, and years of service) and that there are differences according to the variable of the university in favor of Al-Azhar University. The researchers recommended providing good regulatory environment for the exercise of academic freedom and promote innovation and support for faculty members and urged them to do diverse and creative scientific research and achievement of leadership, and encourage them to participate in conferences, seminars and express their opinions in complete freedom.

Vasilescu and her colleagues (2010, 4177) aimed to explain the shifting from Corporate Social University to University Social Responsibility, by presenting the conceptual framework of Social Responsibility and the university as a special type of organization which needs to adopt a social responsibility strategy just like the other organizations, in order to meet the expectations of the stakeholders (present students, future students, supporters etc). The paper presented, on the other hand, a general University Social Responsibility model in the context of globalization and develops a University Social Responsibility model considering the realities and challenges of the Romanian higher education system.

Milhem (2017, 19) aimed to explore the degree of social responsibility that Al-Quds Open University holds from employees perspectives. The descriptive analytical approach was followed, the research instrument included a questionnaire for data collection where the sample of the research consisted of (71) employees who works for AlQuds Open University at Qalqilya branch which include total number of (86) persons which means the sample percentage was %(83) of the total research population. The field results of the research proved the response of research sample to the degree of social responsibility that Al-Quds Open University holds was high on the domains of the role of the university in local society service and the responsibility towards university students domains, it was moderate when comes to the responsibility towards employees domain. The research proved that there were no differences in the responses of the sample of the research concerning the degree of responsibility that the university holds related to gender, marital status, academic qualifications and position variables on all domains and responses total scores. Regarding age variable it is also proved that there were no differences in the sample responses concerning the degree of responsibility that Al-Quds Open University holds relate to age variable. Moreover it is proved that there were no differences concerning the responses of the sample of the research concerning the degree of responsibility that Al-Quds Open University holds related to age variable concerning the third domain (responsibility towards university students), while differences were found concerning the first and second domains (the role of the university in local society service and the responsibility towards employees) in favor of the category of those whose age (41-50).

Al-Regeb (2017, 117) aimed at identifying the degree of transformational leadership practice and its relation to the social responsibility of the academic leaders at King Saud University in light of the variables related to academic leaders (academic major, academic rank, post).To achieve the objective of the study, the researcher used two tools that were verified for their validity and reliability. The first for the transformational leadership and consists of (24) items and the second is for the responsibility of the community. It consists of (30) items to determine the degree of transformational leadership. The study' sample consisted of (225) academic leaders at King Saud University in Riyadh in the second semester of the academic year 2016/2017-1437/1438. The researcher used the descriptive employing correlational method. The results of the study showed that academic leaders at King Saud University exercised the

transformational leadership of the four dimensions (crismatical effect, personality care, mental stimulation, and motivational stimulation) to a medium extent from their point of view. The results also showed that the academic leaders of King Saud University bear the social responsibility of the three dimensions (responsible academic administration, responsible social management, and responsible self-management) to a high degree from their point of view, while exercising a moderately responsible inter-departmental management from their point of view. The results showed no statistically significant differences at ($\alpha \geq 0.05$) for the extent of the practice of transformational leadership attributed to the variables (academic major and academic level) for the post (the influence of the charismatic and care of individuals) from the point of view of academic leaders at King Saud University. Also, the study showed a statistically significant relationship at the level of ($\alpha \geq 0.05$) for the dimensions (Mental stimulation and inspiring motivation) for the benefit of the averages of humanities majors in the variable of academic majors and professor and assistant professor in the variable of academic rank. The study also showed that there was no statistically significant effect at the level of ($\alpha \geq 0.05$) for the four transformational leadership due to the position variable. The results also showed that there were no statistically significant differences at ($\alpha \geq 0.05$) in the degree of community practice due to the variables (academic major, academic rank and post for social responsibility four dimensions (Responsible self management, responsible academic administration, responsible social management and responsible inter-departmental administration) with the exception of the academic administration responsibility for the benefit of the vice dean in the variable post from the point of view of academic leaders at King Saud University. The results showed that there is a statistically significant relationship at the level of ($\alpha \geq 0.05$) between the degree of academic leaders' practice of transformational leadership and the level of social responsibility dimensions. The variable of societal responsibility for the dimension of responsible self-administration in partnership with the academic administration responsibility explained (55%) of the variance of transformational leadership. Therefore, the degree of transformational leadership can be predicted from the dimension of social.

Dusingize & Nyiransabimana (2017, 143) investigated university social responsibility (USR) practices within Institute Catholique de Kabgayi (ICK) in Rwanda and to advance understanding of ways USR is defined against a post genocide history, to identify its core components, and to track how it is communicated. Key respondents in accordance with their relationships with internal and external stakeholder groups were interviewed from among functions/departments of public relations, human resource management, community outreach, student services, courses and examination office, and the ombudsperson who plays an intermediary role between employees and employer in case of conflict. Findings suggest that for this higher education organization, on one hand, USR is understood mainly as stakeholder aid and Christian engagement benefitting employees, students, and community members according to specific needs. On the other hand, USR also is understood in terms of privacy protection and as a research driver that integrates openness, flexibility, and autonomy. Core components comprising USR

are extension services, business incubation, student volunteer services, public relations activities, public works services, alumni relations, and employee outreach services. Means for communicating USR are face-to-face communication, partnerships, and mass media channels.

Tool of the Study:

The researcher developed a questionnaire including two sections, the first is concerned with the demographic characteristics of the participants of the study, while the second section consisted of three parts measuring social responsibility of faculty members towards the students, (8 items), social responsibility of faculty members towards the university (7 items), and social responsibility of faculty members towards the community (8 items). The questionnaire was based on Likert 5 points scale (strongly agree, agree, neutral, disagree, and strongly disagree). Concerning the rating of the degree of social responsibility, it was divided into three degrees: high, moderate and low.

Validity of the tool of the study was tested through referees, who are experts in educational, business and linguistic studies, from among the instructors at Jordanian universities whose comments were used in modifying the items of the tool. Reliability of the tool was assessed through consistency coefficients of the sections of the tool. The tool of the study was applied in the first semester of the academic year 2019/2020.

Table (2) Cronbach Alpha Values of the sections of the scale

The Dimensions of Social Responsibility	Number of Items	Cronbach Alpha Coefficient
Social responsibility of faculty members towards the students	8	0.752
Social responsibility of faculty members towards the university	7	0.741
Social responsibility of faculty members towards the community	8	0.722
The scale as a whole	23	0.761

The table above shows that the values of Cronbach alpha for the dimensions of social responsibility ranged between (0.7.22) and (0.752), and for the social responsibility as a whole (0.761), which is acceptable for the purposes of the present study.

Scoring of the Scale:

Findings and Discussion:

The findings related to the first question: What is the level of social responsibility among the academic leaders in terms of Social responsibility of faculty members towards the students, towards the university, and towards the community?

- Findings related to the first sub-question, which states: "What is the reality of the practice of social responsibility among the academic leaders at the Hashemite University towards the students?"

In order to answer this question, means and standard deviations of the responses of the academic leaders to the items of the dimension of social responsibility towards the students were calculated, and table (3) shows the results.

Table (3) Means and standard deviations for the responses of the participants of the sample of the study to the items related to the dimension of social responsibility towards the students:

N	Item	mean	SD.	Rank
1	I adopt a method of dialogue and exchange of views with students	4.01	0.86	1
6	I provide the required psychological support for humanitarian students	3.89	1.00	2
8	I provide classroom activities that help students express themselves	3.86	1.12	3
2	I avoid harsh words and rigorous looks	3.55	1.06	4
7	I support classroom activities that promote the values of collaboration and teamwork	3.16	1.24	5
5	I think building positive relationships with students is best	2.55	1.13	6
3	I provide the appropriate and comfortable environment during the lecture.	2.45	1.13	7
4	I allocate time for students to listen to their inquiries and problems	2.15	1.06	8

Table (3) shows that the means of the items of the dimension of social responsibility towards the students ranged between (2.15 -4.01), where the item "I adopt a method of dialogue and exchange of views with students" ranked first with a mean of (4.01) and standard deviation (0.86). The item which states "I provide the required psychological support for humanitarian" ranked second with a mean (3.89) and a standard deviation at (1.00), while the item number 4 "I allocate time for students to listen to their inquiries and problems" came at the end with a mean at (2.15), and a standard deviation (1.06).

"What is the reality of the practice of social responsibility among the academic leaders at the Hashemite University towards the university?"

In order to answer this question, means and standard deviations of the responses of the academic leaders to the items of the dimension of social responsibility towards the university were calculated, and table (4) shows the results.

Table (4) Means and standard deviations for the responses of the participants of the sample of the study to the items related to the dimension of social responsibility towards the University:

N	Item	mean	SD.	Rank
12	I work with my teammates on teamwork	3.84	0.88	1
13	I advise my colleagues appropriately	3.77	0.92	2
11	I collaborate and share with my colleagues	3.71	1.06	3
15	I feel a sense of belonging to the institution and proud of being one of its employees	3.60	0.95	4
14	I apologize when I make a mistake or default	3.48	1.12	5
9	I do my best to get the job done	3.41	1.18	6
10	I deal with officials in a spirit of respect and appreciation	2.82	1.19	7

Table (4) shows that the means of the items of the dimension of social responsibility towards the university ranged between (2.82 -3.84), with the item "I work with my teammates on teamwork" ranking first with a mean of (3.84) and standard deviation (0.88). The item which states "I advise my colleagues appropriately" ranked second with a mean (3.77) and a standard deviation at (0.92), while the item number 10 " I deal with officials in a spirit of respect and appreciation " came at the end with a mean at (2.82), and a standard deviation (1.19).

"What is the reality of the practice of social responsibility among the academic leaders at the Hashemite University towards the community?"

In order to answer this question, means and standard deviations of the responses of the academic leaders to the items of the dimension of social responsibility towards the community were calculated, and table (5) shows the results.

Table (5) Means and standard deviations for the responses of the participants of the sample of the study to the items related to the dimension of social responsibility towards the community:

N	Item	mean	SD.	Rank
16	I feel that I have a role in serving the community	4.16	0.64	1
18	I participate in the activities of cultural associations and institutions	3.97	0.96	2
20	I contribute personally to voluntary work in community service	3.66	1.18	3
21	I'm interested in participating in the revival of national events	3.34	1.25	4
17	I contribute to membership in charitable and cultural associations	3.27	1.03	5
19	I cooperate with community members and institutions	2.57	1.03	6
22	I strive to fight negative customs and traditions in society	1.56	.53	7
23	I respond to invitations from community institutions	1.54	0.55	8

Table (5) shows that the means of the items of the dimension of social responsibility towards the community ranged between (1.54 -4.16), with the item "I feel that I have a role in serving the community " ranking first with a mean of (4.16) and standard deviation (0.64). The item which states "I participate in the activities of cultural associations and institutions" ranked second with a mean (3.97) and a standard deviation at (0.96), while the item number 23 "I respond to invitations from community institutions " came at the end with a mean at (1.54), and a standard deviation (0.55).

In order to answer the first question of the study, means and standard deviations of the three sections related to social responsibility of faculty members towards the students, towards the university, and towards the community were calculated as shown in table (6).

Table (6) Means and standard deviations of the three sections related to the social responsibility of the academic leaders:

Section	Means	Standard Deviations	Rank	Level
social responsibility of faculty members towards the university	3.20	0.73	1	Moderate
social responsibility of faculty members towards the students	3.20	0.58	2	Moderate

Section	Means	Standard Deviations	Rank	Level
social responsibility of faculty members towards the students	3.00	0.44	3	Moderate
All sections	3.22	0.46	-	Moderate

Table (6) shows that the means of the sections range between (3.5) and (3.5), and that the second section related to the social responsibility of faculty members towards the university was ranked first, with its mean at (3.5), and a standard deviation of (0.73) and a moderate level. The section related to the area of social responsibility of faculty members towards the students followed with a mean of (3.20), and a standard deviation of (0.58) at a moderate level. Thirdly, came the section related to social responsibility of faculty members towards the community, (mean=3.00, SD=0.46), with a moderate level of satisfaction. The whole scale had a mean of (3.22), and a standard deviation of (0.46), and a moderate level.

These results can be ascribed to the lack of awareness about the notion of social responsibility among the faculty members at the Jordanian universities, as well as the lack of knowledge about its importance. Social responsibility has become a key concept in most countries in the age of globalization, in which the public and private institutions operate in various contexts and communities, to which they ought to contribute in a positive manner.

Recommendations:

Based on results of the study, the researcher recommends:

1- Conducting additional studies to explore the factors affecting the level of social responsibility' practice among the faculty members at Jordanian universities, and the challenges they encounter.

2- Providing legislations and laws which may contribute to the development of the academic environment of the university that enhances the practices of social responsibility.

3- Provision of support for the faculty members at the Jordanian universities and solving the relevant problems they encounter.

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Table (7) The Questionnaire

The Dimensions of Social Responsibility	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Social responsibility of faculty members towards the	I adopt a method of dialogue and exchange of views with students					
	I avoid harsh words and rigorous look					
	I provide the appropriate and comfortable environment during the lecture.					

The Dimensions of Social Responsibility	Items	Strongly agree	Agree	Neutral	Disagree	disagree	Strongly
students	I allocate time for students to listen to their inquiries and problems						
	I think building positive relationships with students is best						
	I provide the required psychological support for humanitarian students.						
	I support classroom activities that promote the values of collaboration and teamwork						
	I provide classroom activities that help students express themselves						
Social responsibility of faculty members towards the university	I do my best to get the job done.						
	I deal with officials in a spirit of respect and appreciation						
	I collaborate and share with my colleague						
	I work with my teammates on teamwork						
	I advise my colleagues appropriately.						
	I apologize when I make a mistake or default.						
	I feel a sense of belonging to the institution and proud of being one of its employees.						
Social responsibility of faculty members towards the community	I feel that I have a role in serving the community.						
	I contribute to membership in charitable and cultural associations						
	I participate in the activities of cultural associations and institutions						
	I cooperate with community members and institution						
	I contribute personally to voluntary work in community service						
	I'm interested in participating in the revival of national events						
	I strive to fight negative customs and traditions in society						
	I respond to invitations from community institutions						