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"The Sustainable Leadership Policies of the Lebanese Private and Public Universities, and their impact on the Universities Social Responsibility"

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ABSTRACT

The World is wandering in many Dangerous Problems. Over 820 million people facing hunger according to the last UN report in May 2019, the normal temperature of the Earth is rising at about twice the rate it was 50 years ago, 400 native European tree species assessed for their risk of extinction, in addition to the One-third of the animal species is now threatened with extinction too. Scientists, Researchers, Physiologists, and leaders all start investigating effective strategies to overcome those problems; Sustainability was the key answer that spreads in all life aspects, especially in the educational field.

Nowadays, we have witnessed a significant shift in University roles and Concepts, from graduating students to creating future leaders responsible ethically, environmentally, and socially for Community matters. As a result, Universities settle new Vision convoys with the Educational Growth and its Development. Managers have adopted new practices that last for a longer period; moreover, Teachers foster Fashionable Educational Way in teaching. Those were reasons for emerging with "The Sustainable Leadership Practices" that becomes a global necessity in all Organization departments, especially in the education field. Sustainable Leadership in Education is an essential element for Schools and Universities for being a fundamental social member in a community that improves their success and continuity.

Universities adopt modern strategic leadership policies that differ from one country to another, accordingly in the Lebanese University; the Term of CSR Leadership starts to be implemented, especially in the Public Universities, where the Lebanese Private Universities are in an advanced stage of CSR practices. This research will analyze this correlation binding between Social responsibility as a value and Sustainable Leadership as a University Management System in the Lebanese Public and Private Universities. It will study as an independent variable: the effect of Sustainable leadership traits (skills, knowledge), Sustainable leadership actions, Sustainable Leadership Styles, Sustainable Leadership Actions, and their effect on University Social Responsibility, University Environmental Responsibility, and University

Educational responsibility as a dependent variable. At the end of the research, we found a significant positive relationship between Leadership actions and traits on the University Social responsibility. In contrast, the Leadership styles have a significant negative relationship with USR.

The main target of this research is to investigate 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 positively affect the Social Responsibility of Lebanese Universities. For evaluating this correlation, I conducted an online survey with a total sample of 600 Lebanese professors from February till June 2020. The validity and reliability of the measurements are assessed through confirmatory factor analysis (CFA), and the hypotheses are tested by using structural equation modeling SEM. The analytical results indicate that sustainable leadership characteristics and leadership actions positively impact the university social responsibility, in contrast to the leadership styles that do not positively impact university social responsibility. Thus, this study implies the importance of leadership practices held in Private universities and their impact on USR educational, social, and environmental dimensions to fulfill sustainable society development.

This research would be an interesting model to be applied in Universities to improve the leader's skills, actions, and knowledge and adopt new CSR policies in the social, environmental, and educational fields. Thus, it has a social and ethical consequence, as it could help universities deal with social and environmental dilemmas. Indeed, we are all responsible for our community, students, professors, managers, and living in a healthy environment is a legacy that must be left for the coming generations, so move and act, and start by yourself to change the surrounding near you.

First step for being a Social Responsible Person is to start   Thinking and feeling with Others

Ramona

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1. INTRODUCTION

World's development consumes earth natural resources and affects daily life needs, starting with Shelter, Water, Food, Electricity, technology, Fuel: thus, Scientists concerns about life continuity and Earth resources lead them to liberate new approach towards the Next Generation Future needs; it's called "Sustainability." The Concept of Sustainability has become a top priority matter, where we must consume our needs from the World's resources and think about the coming generation one. The Sustainable system starts merging in all Businesses in General as well as in Education in Specific.

"Education is the most powerful weapon that is used 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 (Galang, 2010). No nation can achieve economic success without investment in Education. UNESCO believes that education is the door to social, economic, environmental development, and achieving a sustainable future (Altbach et al., 2009). Thus, European universities are experiencing a process of world change that materializes into a new way of looking at Education's approach and purpose (Nuñez & Alonso, 2009). For this purpose, universities play a significant role in the next generations' ability to succeed and deal with globalization and economic growth and build a sustainable future for people all over the World (Setó-Pamiés et al., 2011).

University has made a huge shift in its traditional role, its concept was teaching and graduating several majors, as the doctors, the engineers, the diplomats, the parliamentarians, the accountants, the managers, and the lawyers, but the World's problems and challenges force it to pay more attention and be a social partner in all social matters. This role leads to a modern method called "USR" University Social Responsibility. Since students are the core center of University, USR try to build their sense of responsibility towards society, environment, economy, and the citizenship. In this manner, universities are searching for numerous sustainable leadership techniques

to improve their role in society to achieve its welfare and sustain the coming generation's needs. Here it appears the term "Sustainability," where Universities build their mission convoying 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 (Wettstein, 2012).

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 educational services providers and shapers of identity with major responsibilities to the nation and to the wider World (Sullivan, 2003). Thus, CSR has become a top priority, but its implementation differs from one country to another and from one University to another.

This opened the way for research in the management of universities and laid the foundation for a new management system, a new sustainable leadership approach, and transforms this administration's theories into effective policies applied in all universities. The Sustainable Leader can be characterized as somebody committed to ensuring and maintaining the societal assets we all depend on. He is gifted in decision-making that serves both the immediate and long-term needs of the community or organization (Georgie Cleric 2017).

On the other hand, Society's pyramid of needs has changed. Many secondary needs have become essential and basic ones. From this perspective, the organization started searching for new methods and techniques to satisfy those needs. The Phenomenon of Sustainability spread in all types of Business and Organization that sets long-term targets for the Future build upon the past Founding and Experience. As Hargreaves & Goodson in 2004 state, sustainable leadership must respect the future, present, and past, where the path of change moves just in a forward direction.

There are limits to Earth's natural resources, where all Country's economic growth depends on their resources, which leads to difficulty in assuming our needs in parallel with the future generation needs, in other words maintaining Sustainability. This is another main reason rather than the change in the pyramid of needs that lead to a search for Sustainable strategies and resources in all Fields, Economical, Socially, Environmentally, Educationally…

The Conference of Environment and Development held in Rio de Janeiro in 1992 recognized that: "Education is an essential element to generate awareness and cultivate understanding on issues prevalent to our earth at first "(**United Nations Conference on Environment and Development, Rio de Janeiro, Brazil, 3-14 June 1992).** As many NGP's and Organizations are trying to fulfill the ambitious of UN Sustainable Development Goals, "Green Schools for Alliance" has stated: "The plan of action for people, planet, and prosperity cannot meet without acknowledging the important connection between educational development and a sustainable learning environment." Thus, the society key for Sustainable Development will start from Education itself and from Schools and Universities in specific, and because students are the University Huge "Output," we will try to study the University's Sustainable leadership policy's effect on creating their social awareness and sense of responsibility. Sustainability spread in all business and organization types that set long-term targets for the future build upon the past Founding and Experience. As Hargreaves and Goodson in 2004, sustainable leadership states that it must respect the future, present, and past, where the path of change moves just in the forward direction.

This research will try to observe the correlation binding between "The Sustainable Leadership Policies applied in the Lebanese Public and Private Universities and their effect on the Social Responsibility of those Universities." On the leadership side, we will discuss the impact of leader traits, knowledge, actions, and styles on developing the Lebanese Universities social responsibility.   Moreover, we will talk about the Social responsibility strategies held in Lebanese Public and Private Universities at the

Educational, Social, Environmental levels. It will be an interesting model to be implemented by Universities to improve their University management skills and ensure its success and continuity. Furthermore, it provides Universities with a basket of Fruitful CSR values on various paths. Thus, it develops the relationship of universities with their surroundings.

1.1   Research Question

1. Do Lebanese public and private universities apply sustainable leadership?

2. Do Lebanese public and private universities apply social responsibility?

3. To what extent does sustainable leadership impact on social responsibility of Lebanese public universities?

4. To what extent does sustainable leadership impact on social responsibility of Lebanese private Universities?

1.2   Thesis purpose

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 convoying Sustainability and leadership. 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 (Sullivan, 2003). Thus, engaging with CSR has become a top priority, but its implementation differs from one country to another and from one University to another.

This research will try to observe the correlation binding between "The Sustainable Leadership Policies applied in the Lebanese Public and Private Universities and their

effect on the Social Responsibility of those Universities." It will be an interesting model to be implemented by Universities to improve their University management skills and ensure its success and continuity. Furthermore, it provides Universities with a basket of Fruitful CSR values on various paths. Thus, it develops the relationship of universities with their surroundings. Although I try to surround all the information related to leadership and CSR, there are various challenges facing the university management in CSR engagement. Moreover, this research will shed light on those challenges and how do some universities overcome the problem through serious sustainable strategies.

2.   METHODOLOGY

3.1   Research Model

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: individual characteristics, actions, and styles. In our model, we will study the effect of Leadership Characteristics, Leadership Styles, and 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 stated that "Carroll's CSR Pyramid is probably the most used model of CSR (Visser & Courtice, 2011). 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" (Carroll, A. B., Shabana, K. M. 2010). 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".
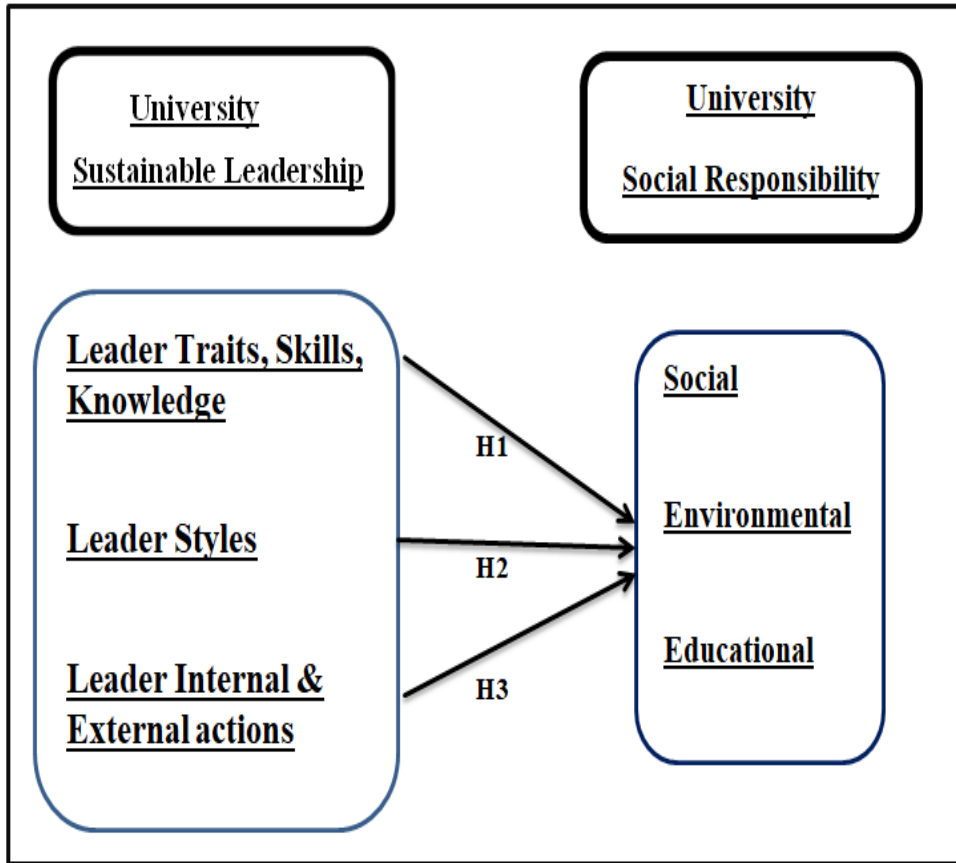
Figure 1 : A proposed framework as an integrated research model
Source: Authors' own research results

In my research model represented in **Figure 1**, I will investigate the relationship binding between Sustainable Leadership Policies (Leader traits, Leader actions, Leader Styles) as an independent variable, and the University Social Responsibility as a dependent variable. In order to do so, we will distribute around 600 questionnaires for University leaders in Lebanon. To reach at the end of the research, for a positive or negative impact between those variables.

3.2   Research Variables

This research will discuss the correlation between Sustainable Leadership (Independent Variable) and University Social Responsibilities (Dependent Variable) in Lebanese Public and Private Universities.

3.2.1   Independent Variables

Leader Characteristics (traits, skills)

Understanding the sustainability leader requires that we appreciate their traits, styles, skills, and knowledge. It is a combination of these that produces the person leader unique. Sustainability leaders look for knowledge and diverse opinions effectively, questioning received wisdom, counting being willing to have one's own opinions challenged. (Dr. Wayne Visser, Polly Courtice _ the University of Cambridge, Institute for Sustainable leadership -Sustainability leadership linking theory and practice).

In this research, Sustainable leadership comes as an independent variable, where in the Sustainable leadership part will study the effect of Leader traits, Characteristics, Style, and actions on the university's social responsibility. 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 Paul Polman CEO of Unilever, 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." Also, Gioia & Chittipeddi (1991): Rantz (2002) talks about the importance of integrity for a leader.

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. Many authors talk about Humility as Immelt: "What I always fear in G.E. is arrogance. What every big institution has to fear is arrogance. So somehow you have to bridge between what's worked classically versus what is going to work in the future, and that is never easy in a company or government or a university."

Cheshire (2010) also talks about humility and collaboration in being a leader: "real leadership is around more prominent and more prominent self-awareness and being increasingly progressively yourself." At that point, you will be able to utilize that data or that dominance to put together and drive superior teams, since you are more clearly around whom you are, what your impact is, what you have got to offer what you don't have, and therefore, you need."

In his book 'Wealth of the Nations' about profit and care, Adam Smith mentioned 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 Muehlfeit, "I do not only mean care about other people but also care about society and care about nature (Muehlfeit, J, 2010).

Moreover, the real leader is the one who can struggle to know what to do when circumstances change. He manages complexity, Kouzes and Posner (2007) argue that good leaders are honest, forward-looking, competent, inspiring, and intelligent. In a globalizing world, Maso (2010) says leadership in the sustainability era needs to cope with a very rapid transformation of mentality.

On the other hand, real leaders must think in the long-term and set up sustainable plans. McDonough points out that the early world explorers did not know at first where they were going. "But they had to lead. It is a state of mind and not a map. That is the point. We have to go draw a map." (Richard et al., 2004). Being flexible in approach to leadership is an essential factor in leadership also as Bensimon states in (1989), and being flexible either for circumstances, or for influencing the organizational culture and values to support that change as Dijksterhuis et al. (2000); Birnbaum (1992) believe.

Leader Styles (Inclusive, Visionary, Altruistic, Radical)

The Second Independent Variable mentioned in our research is the Leadership Sustainable style, where researchers show there are four basic styles in the field, the Inclusive, the Visionary, the Altruistic, and the Radical. The sustainability leader typically draws on a combination of several styles mentioned before.

The inclusive leader has curiosity in researches and learning and open-minded to different ideas, "One-way sustainability leaders demonstrate inclusively is by building formal cross-sector partnerships, as well as innovative and inclusive collaborative processes such as social networking" (Boulos, Wheeler 2007). 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. This leadership style focuses on Community, focuses on Team, focuses on all; he is a strategic business plan that cares more about a sustainable future.

The inclusive style of leadership is collaborative and participating. Goleman et al. (2002) talk about inclusive style: "It is about building commitment through dialogue and consensus, democratic approaches, coaching and affiliate behavior. Cheshire (2010) believes in getting people to go where they would not have gone independently. If they can get there on their then, they do not need a leader. Equally, you cannot always be dragging them in the opposite direction to where they want to go."

Sustainable leaders always try to build a culture of encouragement and support to understand people reasonably. The Center for Effective Leadership et al. (2007) states that a Visionary Leader is an intelligent risk-taker character. He is a creative person that takes the initiative with the appropriate action, his character combines passion and charisma, and he focuses on challenging and transforming people's perceptions and expectations and motivating them to transcend narrower forms of self-interest.

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, "Nowadays for Interface, sustainability is broader than before: sustainability comes out to grasp people, processes, products, place, and profits we presently know that none can long be managed steadfastness at the cost of the others" (Richard et al., 2004).

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 focuses on the interest of the whole, this type of leader tends to facilitate

others success, take care of the well-being of others, and ensure that common objectives are reached, it looks like the servant leadership (Greenleaf, 1977; Kalungu-Banda, 2006) or quiet leadership (Chomsky, N., Collins, C.,2001). Leadership style improves mutual relationships between employees and management; it also increases productivity, improves teamwork, and stimulates loyalty.

On the other hand, the radical leadership style is in contrast to the altruistic, it is not calm and quiet, and it can be more visible and seen. The leader has a vision where he sets s clear direction so that others have something to follow. CEOs frequently clarify that their role as a leader comes down to one thing: setting the course for their company. The radical leader has something to demonstrate by completing an errand and completing them well. They often become experts at a specific skill. He believes in Communication at all company levels, supporting the connection between the Team and sticks them to the overall target and vision. Immelt, in 2007, states that "leadership is an intense journey into yourself. You will utilize your fashion to get anything done. It is about being self-aware. Every morning, I look in the mirror and say, 'I could have done three things better yesterday."

Leader Actions (Internal, External)

The most critical element in a sustainable school is the leader's action. Where Accenture & UNGC (2010) survey, CEOs believe that execution is now the real challenge to bringing about the new era of sustainability. The real leader who has an umbrella of sustainable traits and characteristics must execute those and collapse the gap between beliefs and practice. Hence, "walking the talk" is the real test. As Polman (2009) says, "you cannot talk yourself out of things you have behaved yourself into."

Sustainability leaders act under the best available knowledge. Polman (2009) says, "The art of leadership is to look reality in the eye." (Carson N, 2010) believes this is where institutions like CISL and universities generally have a role: "The urgency is something that you have to keep pointing out."

Strategic direction: Garratt (2003: 2) Talk's almost strategic thinking: 'Strategic Thinking' is the method by which an organization's direction-givers can rise over the daily administrative forms and crises to pick up distinctive perspectives of the inside and outside dynamics causing alter in their environment and in this manner to donate more successful direction to their organization.

Sustainability leaders have a clear vision and mission, moreover set out a list of strategic goals. Ellsworth (2002) states that: "At the heart of effective corporate leadership rests the responsibility to characterize, advance, and protect a meaning overarching reason of corporate activity one that praises those who serve it, fortifies individual commitment, and brings unity to agreeable activity, this responsibility is at once strategic and moral".

Strategic leaders, first of all, put the direction setting. In the second step they translate strategy into action, the third step aligning the people and the organization to the strategy, the fourth step they determine a useful intervention point, and as a final step developing strategic capabilities. As an example, Wessex Water in the U.K. has developed a vision that sets out what a fully sustainable water company would look like, using the Five Capitals Framework (natural, human, social, manufactured, and financial) (Taplin et al., 2006).

Management incentives: Sustainability leaders care for their employee's working conditions and reward system, as they pay regularly and spot awards. Moreover, they care for supporting them with regular vacations regularly. Also, they can set priorities, measure outcomes, and rewards them. According to Immelt (2007): "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 important: setting priorities, measuring outcomes, and rewarding them."

Many companies have started building a sustainable performance system, also CSR committee, environmental groups. On the other hand, we find that those companies start engaging more in social activities and programs, according to UNGC 2010 reports.

People empowerment: Polman (2009) 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. For Cheshire (2010), "the job of the leader is to create conditions for other people to succeed and to do that sustainably 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 influential team and then manage it for performance, you are not an effective leader".

Sustainable leadership secures success over time: Leaders put steps to reach the end of the day to success where sustainability real demand is succession. Leadership succession events are nearly always sincerely charged with feelings of desire, trepidation, abandonment, loss, or relief (Hart and Dunn, 1993). Hence, a 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 brought on by succession fatigue (Fink & Brayman, 2004).

Successful succession can be reached when Companies prepare their leaders to success, and this could be continuous when keeping those successful leaders in their position for a more expanded period whenever they demonstrate their capabilities to work and improve their skills and resist the enticement of looking for crucial charismatic heroes to be the saviours of our schools.

Sustainable leadership sustains the leadership of others: One way for leaders to leave a lasting legacy is to ensure it is developed with and shared by 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 the Decision-making process should be the responsibility of all school members; Fullan 2011 has talked about this responsibility "In a highly complex world, no one leader, institution or nation can

control everything without assistance (Fullan 2011). Sustainable leadership is a conveyed need and a shared duty.

Sustainable leadership addresses issues of social justice: Sustainable leadership must reach all society members, all schools and students, or even schools outside the districts where each school teaches the others. It recognizes and takes responsibility because schools affect one another in webs of mutual influence (Baker and Foote, in press). For instance, sustainability and succession are correlated with social justice matter,

By concentrating excellence in specialized pockets and attempting to end rural flight, the area made nothing less than apartheid of school advancement (Hargreaves, A., & Fink, D. 2003) 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 subsequently not only about maintaining improvement in one's school. It is almost being responsible to the schools and students that one's claim activities impact the broader environment. It is about social justice. (The Seven Principles of Sustainable Leadership by Andy Hargreaves - Dean Fink)

Many actions lead to sustainable leadership other than the mentioned above, but it does not enter our research, but we may briefly talk about it. For example, the sustainable products and services as the Toyota's Eco-Project program that proposes a zero-waste production facility in New Zealand, and CEMEX's. Patrimonio helps families in providing houses for more than 20,000 low-income families. Another critical factor is Sustainability awareness. The real leaders must share knowledge with a large number of stakeholders; as an example, Reckitt Benckiser has established an effective teaching program to customers to reduce their energy and water consumption in-home (Adl, 2005).

On the other side, Sustainable leaders change their operating environmental policy, CISL's (2006) Sustainable Economy Dialogue talks about moving from "dumb growth" to "smart growth" and recommends a range of business actions _ from better

governance to fill cost accounting to create an operating environment that enables sustainability.

Moreover, sustainable leaders must have transparency and encourage openness and trust-building in their working field. Harris A. (2007), talks about transparency when playing leadership roles with stakeholders and its relation to sustainability. Sustainability leaders must support learning and innovation in organizations, Gough & Scott (2003) of the Center for Research in Education, the University of Bath suggests that "if you wanted to test for a sustainable society, one of the questions you would ask: are individuals learning all the time in this society?" A leader's essential role is to instruct. Individuals who works with you do not have to concur with you, but they have to feel you are willing to share what you have learned" (Visser & Courtice, 2020).

3.2.2 Dependent Variables

CSR is "The relationship between Business and the larger Society" (Snider et al., 2003), CSR is a hard and challenging journey for businesses, Words defining CSR include "elusive" and "challenging" (Gjolberg, 2009; Smith, 2009). Dahlsrud gathered 37 broad definitions of CSR in 2008.

The environmental factor is about the organization respecting the natural environment through actions of stewardship. The economic aspect is ensuring the sustainability of the organization's profitability. The social facet is securing a positive relationship between the organization and the Community. The stakeholder component is assuring that all people who interact with the organization are taken into account. The voluntaries part is when the organization acts and behaves beyond its legal obligations (Dahlsrud, 2008). It is the responsibility of the state to ensure the good ecological status of certain reproducible goods such as clean water and surface waters, and to ensure that waste is properly managed. Unfortunately, we have to pay for all of these services. Due to high public utility fees, some members of society are not able to pay

their bills. Those who are free riders not only cause problems for public service providers but also generate social distain for themselves. Sometimes an environmentally 'weaker' public service better supports social sustainability than a strong one (Kerekes, et al., 2018).

The basic CSR model written by Carroll is divided into four sectors (social, economic, environmental, and ethical) applied by business and companies. Gaete (2012) have established an attractive USR model divided it into four sectors: Educational (Refer to responsible processes of teaching, learning, and values education), Cognitive (Refer to ethical guidelines, theoretical approaches, lines of research and production and simulation of knowledge), Organizational (Relative to the members of the academic institution through the organizational design of the university, its plans, and strategies), Social (Links between the university and external stakeholders and their participation in the political, social, economic and cultural development of society).

There are various indicators that study CSR implementation in organizations, it differs from one to another depending on its nature, aim, work type, and finally on the CSR development in the country.

According to the United Nations annual reports for CSR indicators in 2008 that classifies the selection of core indicators according to many indicators as the total revenues, value of imports and exports, local purchasing, employment contract, employee wages, Total number and rate of employee turnover broken, Percentage of employees covered by collective, Expenditure on research and development , Average hours of training per year per employee, Cost of employee health and safety, Work days lost due to occupational accidents, Payments to Government, Voluntary contributions to civil society, Number of convictions for violations of corruption related laws or regulations (Guidance on Corporate Responsibility Indicators in Annual Reports, New York and Geneva, 2008).

This   research studies the correlation between Sustainable leadership and CSR, several indicators of CSR were used listed in (Appendix 4) based on Lebanese

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experience, universities goals and strategies, and society needs. I divided the model into two parts in the Lebanese Universities, the independent part representing sustainable leadership skills, actions, and styles. While in the dependent part that represents the USR elements, I chose the social and ethical element, then the educational part then the environmental part.

University Social and Ethical Values: As the social responsibility started spreading in all organizations and especially in the learning sector, promoting sustainable development practices within the administration at higher education institutions, universities begin implanting in social responsibility hones. Social Responsibility ought to be engaged in its mission and vision, in its management, and departments in its daily working days. Social responsibility requires an administration hone that looks to form sustainable soceity by dispensing unsustainable negative impacts and advancing sustainable development shapes (Vallaeys F, 2011). The university needs to adopt a social responsibility strategy to meet the stakeholders' expectations (students, employers, graduates, funding agencies, and society) and internal stakeholders such as (administrators, faculty, and staff) in higher education institutions.

Chicago University has organized a campaign fighting poverty by creating a college pathway for students in urban public schools. With access to real-time data on Chicago Public Schools students, SSA researchers found the freshman years critical importance as an indicator of high school graduation and college attendance (Richard mertend, 2012). In our variables, we talked about the importance of the poverty campaign, and also 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 (Harvard Humanitarian Studies, 2012).

USR must be engaged in the university mission and vision through volunteering programs: "USR needs the active involvement of students, not only through the volunteering they do but also through service- learning projects, participation in

research activities and even "as partners in governance and decision-making, providing for their representation on the Board (or equivalent) and on its advisory committees" (Martin, 2015,)

Universities have built a new management system that cares more for employers working conditions trying to create a balanced working life for them, Kofodimos (1993) suggested a new model of critical 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 mentioned in this research, it is essential to universities to treat their employers in a similar way regarding their sex, color, and physical abilities in the working and recruitment process as kofodimos states, talking about the balanced working conditions. Also, it is essential for universities to Promote solidarity, cooperation, respect between their members and interact with them; Scott's (2002) moral values model also talks about those values as honest communication, respect for property, respect for life, respect for religion, and justice.

Universities also encourage its staff and student to review their ethical board and apply it in its daily life, (McGrath, L, 1982) talked about Morale, Loyalty, Trust, and openness that are essential for its environment and progress. On the other hand, universities must give rewards to high-performance employers and also increase their salaries every three years, Suar and Khuntia, 2010 mentioned the maintenance of physical work conditions, moreover the importance of protection of the surrounding environment and reward for employees." O'Reilly, Chatman, & Caldwell (1991) assure the idea of paying high for good performance, moreover the security of employment and their working conditions. They also talked about the importance of having a good reputation fighting against corruption so that University must promote actions to reduce and prevent corruption inside and outside the university, boosting society's participation.

Microsoft Company donates more than $1.2 billion in software and services to non-profits worldwide as a part of our focus on helping people get the skills and data they

require in today's digital economy powerful technology into the minds of non-profits. BMW established the "Warm Heart Fund", which was established jointly with the China Charity Federation (CCF) in 2008; it donated 7.7 million yuan to assist nearly 4,000 students to continue their education (BMW Group, Sustainable value report 2008).

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

University Educational Programs

Education produces basic properties and services for meeting the vital needs of a nation like health, security, education, defense, communication, and cultural development. Educational institutions ought to monitor the creation and innovation in modern technologies that may hold the answer to a few of the challenges the world faces nowadays, but students must be prepared with practical skills and business ethics. Education in the XXI century (Altbach et al., 2009) welcomes the university to mediate through significant and sustainable actions in the Community, also to be permeable to be affected by society, and with a motivation to intercede for most of the vulnerable communities.

The university directly impacts the future of the world for the preparing of professionals and leaders, but it is also a social actor who can advance the education of

students following the external social reality and make information accessible to all (Pachon, 2009). Therefore, the universities are not just educational institutions but social and ethical ones too. It plays an essential role in creating social and cultural values in students' lives that develop their self-knowledge; moreover, it helps teachers gain more qualifications and promote positive social-cultural values.

University educational responsibility focuses on responsible research and providing public funds for the research development. Many universities offer scholarships for students to learn and continue their education through Scholarship programs and financial ads. As Winston (2003) states the most important purpose of higher education is probably to enrich the educational experiences. Likewise Kuh (1995) argues that institutions seeking to enhance learning productivity should pay more attention to encouraging students to take advantage of existing educational opportunities and universities should be accountable for creating the conditions that promote such behavior.

Vazquez and Hernandez talks about the specific functions of Universities related to teaching, researching, and promoting a fairer society, moreover responsible research at universities is considered an essential part of the USR implementation (Vazquez and Hernandez, 2013). Thus, many universities devoted financial support for their research section to produce more advanced researches. On the other hand, teaching CSR subject promotes for its application in university, moreover organizing CSR workshops concerning pollution, poverty, and unemployment rate. Moving to the desired Responsible Education Programs, a few authors request the inclusion and coverage of the subjects of ethics, social responsibility and sustainable development at least in courses commixed to Economics and Business Management, especially in Master Courses (Matten and Moon 2004; Christensen et al. 2014).

Many within higher education would contend that one of a university's targets is to form intellectual capital. Students and other shareholders must be the social partners of

the university mission and vision; they indicate its work results, productivity, and success. Therefore, it can be used as its performance evaluation criteria. The University role is to transfer knowledge to the receivers of the students. CSR is committed to supporting positive community change at the individual, family, neighborhood, and community levels.

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 team members' ability to work together toward common goals to achieve targeted objectives identified through a community needs assessment process. (Rausch and Patton 2004).

Scientific or academic life includes all fundamental values that need to be applied between the partners of a team formed by all academicians. In other words, it includes the protection, and application obligation of the academic level and ethic, when researching, publicizing, evaluating, and managing due to preparing general conditions and possibilities to create an order. Social and scientific responsibilities in limits of science liberty are obligations, which all partners must carry and obey (Topal and Crowther 2005). Universities are not only educational services providers (Sullivan, 2003) but also deliver great citizens prepared for both competency and character (Ehrlich, 2000; Wilhite, Silver, 2005. From the moral side, lots of data on ethical education (Dellasportas, 2006; Luthar, Karri, 2005; McDonald, 2004), CSR education (Matten, Moon 2004; Muijen, 2004; Setó-Pamiés et al., 2011), and universities and business schools' sustainability (Ceulemans, De Prins, 2011; Galang, 2010; Tilbury, 2011). All those essential researches must be referred to when setting out the university mission and board of ethics.

On the teaching and educational part, each university concentrates on developing the research and improving the teaching techniques. Moreover, in order to well implement

CSR, it must be taught in the curriculum, "A study of behaviors, values, and empathy in students of Ibero-American universities" done by Marti,J.J. in 2013, shows the importance of the Teaching, and Educating, the curriculum contents, how many academic departments, centers, and institutes does it have, moreover, how much the university budget for its publishing fund.

Davidovich, M. P.; Espina, A.; Navarro, G., & Salazar, L. (2005) speaks about Social help as a role of the 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 shared spaces? Does it make planting campaigns? Does it have volunteers for poverty campaigns or pollution?

The University of Leon done a study for 400 students written by Vázquez et al., (2014): 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." (Vázquez et al., 2016).

Widespread communication in all organizational/institutional structures, determining the responsibilities and distributing it right and without showing favor, developing the team spirit and constituting quality circle, establishing net of self-performance level giving information and education for having sustainable systems. The values that can carry countries into new levels are education and scientific improvements, and this can

be obtained by the developments in academic substructure and level (Topal and Crowther 2005).

The most significant social responsibility elements offered at universities are the financial ads and the scholarships; for example, AUB offers many scholarships for poor people. Twenty-one outstanding high school students from Lebanon and Syria, and 16 from Afghanistan, have chosen to connect the ranks of the best and the brightest at the American University of Beirut (AUB) and to receive their tuition-free undergraduate university education (Sally Abou Melhem, AUB 2019). Besides, universities must hold responsible research, and also afford the information system to community service, as Hill and Dhanda talk about equity in human development capabilities between men and women improves with technological achievement, which may be the result of educational and employment options that transcend traditional gender roles and boundaries (Hill and Dhanda 2004).

Moreover, Teachers must improve their knowledge and way of teaching and must have minimum qualification standards as have been stated in the UNESCO provisions: "At the national level, assistance is focused on the relevance and quality of teacher education programs, steps to professionalize teachers, and the review or adjustment of national policies to improve the status of teachers and reverse teacher attrition" (UNESCO 2009). Enrichment of cultural and communication sides between university members, international students, and national universities with each other, and with the companies and business. Korthals and Bogers advised the students to move away and chose a far university to discover a different part of the country, be more dependent, and live with international students, reflecting on his character and social responsibility (Korthals and Bogers 2005).

University Environmental Programs

Environmental performance is the impact of a company's activities, products and services on the environment and the efforts made toward lessening these (Tóth, 2004).

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 competition's impact on their business as the LEGO Company. An appropriate example for zero waste production produces billions of plastic brick toys and sustainable ones. The Lego Group is investing $150 million in investigation and improvements of raw materials to produce new sustainable products (LEGO, 2020:2). 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 (McMullen, 2015). Moreover, it has a favorable working environment for its employees (Pató, 2015). LEGO group believes that it is its responsibility to implement a healthy working condition for its employees. As employees are the company's primary stakeholders, it is compulsorily to create a healthy working environment (LEGO, 2020:1; Krajcsák, 2018; Héder & Dajnoki, 2019).

Weatherill in the Green Paper of the European Commission in (July 2001) characterizes Responsibility (CSR) as a concept whereby companies coordinated social and environmental concerns in their business operations and their interaction with their stakeholders voluntarily (Weatherill, S. 2001). A basic study in measuring CSR done by Adria Denise Toliver in 2013 in the University of Texas at Arlington appears inclusive elements for measuring CSR, in the environmental side it notices interesting variables: "My company is committed to improving environmental quality, My company is committed to minimizing the environmental impact of our business, My company has a recycling program, My company is green, My company encourages public Transportation (Toliver, A. D. 2016)". In our research, we used different similar variables in measuring USR in Universities. Moreover, we mention the usage of eco-friendly products in the University offices and recycling and sorting

the garbage. The university must encourage the student to use public transportation and ride bicycles moreover share in the planting campaigns.

The Top 100 CSR companies globally are "Microsoft," which Helps 23.4 million Americans living in provincial communities who need get access to the economic, educational, and health opportunities the internet provides. This company begins a wind energy program that points to address a few of the world's most severe environmental challenges. Many essential kinds of research come in the field as Environmental, organizational structure, Natural sources protection, Investments into environmental technologies, Environmental Products & Services, all done by Tetrevova and Sabolova (2010). Looking Worldwide, many universities are Eco-Friendly Universities with environmental vision and strategies, starting with the Buildings at the University of Pittsburgh in the City of Oakland in North America; this university Building is more than 95% with recyclable constructions and demolition wastes, low- voc paints, and carpets, low flow plumbing fixtures where it wins many international awards. In the top 3, the Nanyang Technical University- School of Art Design in Singapore where the roof of the building is green, with reducing energy with enhances natural views (Carroon, J. 2010)

In an inclusive and exciting study for top green universities with a title: What are 'green' universities doing to become more sustainable? it supports each element with a detailed example, as the "Sustainable building design" in the University of Texas at Dallas, US, has won multiple awards for its student services building which is built to remain naturally cool and light, cutting down on energy utilized for air conditioning and lighting (Laura B., 2017). Another element is Renewable energy: The 'Green Lighthouse building' at the University of Copenhagen (Denmark) generates its energy from solar cells and panels, storing excess energy underground (Laura B., 2017). Meanwhile, Green Mountain College in Vermont, U.S., participates in a local 'cow power' scheme. This process delivers energy generated by burning methane from cow dung (Laura B., 2017).

The College of Lausanne, Switzerland, arranges food wasted by sending it to a nearby farm, where it is utilized to produce organic fertilizers and also biogas fuel, generating heat and electricity for the farm and neighboring Community. At the University of Peru, paper waste is sold to a reusing company. Moreover, it supports the education of low-income by offering them scholarships. Furthermore, the Duke University in the U.S., for example, students can borrow bikes free of charge by using their student cards and also bring in their bikes for free repairs. At the University of Oslo (Norway) staff and students can utilize recharging stations for electric cars without promoting this greener travel mode (Laura B., 2017).

Students at India's College of Engineering, Attingal, turned five sections of barren campus land into a thriving allotment, giving organic vegetables for both students and the surrounding. At the University of Sussex in the U.K., students donate their unwanted items as clothes, books, and cooking equipment is to a 'free cycling' shop that they established and ran by volunteers. By this process, students gain some money, and undesirable items get reused rather than going to a landfill site, and energy used to make and transport new products is reduced. Similarly, at the University of Victoria in Canada, students run a scheme to settle up old bikes and lend them for free, along with some training in safe commuter cycling (Laura B., 2017).

A university to starts is searching for reducing its waste and attempting to reach green Universities. An interesting study for top green universities done in 2020 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 make 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 university's long-standing commitment 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 numerous respects for being a green college, Champlain has been given a 2019 Silver Rating in the STARS Report. According to this research, Stanford University is the number one as a green university where it earned a Platinum rating in the Sustainability Tracking, Assessment, and Rating System. This university has succeeded in accomplishing impressive environmental goals in the last 15 years: Lower greenhouse gas emissions by 72%, Lower energy intensity by 26%, Lower water usage by 45%, and Lower landfill waste by 26% (OSC, 2020).

3.2.3 The Effect of Sustainable Leadership (Independent Variables) on USR (Dependent Variables)

The Contribution of Sustainable Leadership traits and Skills (First Independent Variable) on USR

The leader characteristics play a fundamental part in the implementation of USR in universities, where it determines the direction of the university towards society and the environment. CSR ethical values help in the decision-making process, thus, managers are able to decide on what gets done in organizations (Wood, 1991; Thomas and Simerly 1995 and Agle et al 1999). Moreover, The Leader characteristics and traits differ from one country to another and even from one leader to another and those traits form his personality and success.

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 (Carson, N, 2010).

Actually, managers and leaders from a qualitative study have reported that ethical leadership is an imperative precursor to corporate social responsibility (Yin and Zhang 2012). Moreover, they empower CSR practices by communicating ethical standards, encouraging ethical conduct, modeling ethical behavior, and opposing unethical

conduct (Christensen et al., 2014; Sama and Shoaf, 2008). Ethical leadership is shown by practices reflecting values such as altruism, compassion, honesty, fairness, and justice (Yukl et al., 2013) For instance, of these behaviors include being open and honest when communicating with people, being fair when distributing rewards and benefits, and setting clear ethical standards. Waldman et al (2006) talk about leadership from the door of sustainability and social responsibility, he focused on the importance of integrity and authenticity in leadership. Themes of ethical leadership have emphasized leader character (e.g., honesty), accountability, consideration of and respect for others, and collective orientation for organization and society (Resick et al. 2011). According to Polman (2009) 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".

Thus, in this research, I tried to measure the effect of Leader characteristics on Social Responsibility through analyzing the leader traits (i.e. being articulated, determined, being a challenge and innovative, has long term thinking), and, leader knowledge through several dimensions used in my questionnaire. Based on the above analysis, the first hypothesis can be obtained as follows:

H1: The University Sustainable Leadership leader characteristics have an impact on the sense of social responsibility in the Lebanese Public and Private Universities.

The Contribution of Sustainable Leadership Styles (Second Variable) on USR

In our research, we study the four sustainable leadership styles adopted by Cambridge University (CISL, 2011), the inclusive, the visionary, the altruistic, the radical, and their effect on CSR. The visionary leader must-have strategy and special charisma; moreover, he must have Intelligence in the risk-taking process, while the altruistic leader must have empathy and selflessness. On the other hand, repeating the vision and having a clear direction to achieve goals are the essential characteristics of a radical leader. In contrast to the Inclusive one, who cares for cultural Intelligence and cognizance of bias, he is curious and open-minded too. He implements policies and processes.

Very few empirical studies have examined how specific ethical values are associated with transformational and transactional leadership styles (e.g., Turner et al., 2002). The most recent study done by Avolio in 1999 and bass in 1998 those leaders who illustrate idealized attributes and idealized behaviors gain credit and respect from their followers by carefully considering their followers' needs above their needs (Avolio, 1999; Bass, 1985, Engelbrecht et al. 2005) found that leader altruism was strongly associated with transformational Leadership, which demonstrated a positive effect on an ethical organizational climate. Moreover, transactional and transformational Leadership suggest that ethical values serve as key underpinnings of these respective leadership influence processes (Kanungo, 2001; Mendonca, 2001).

Empirical research demonstrates that managers predominantly base their responses to ethical dilemmas on utilitarian theories (Fritzsche et al., 1995; Premeaux, 2004; Premeaux and Mondy, 1993; Whitcomb et al., 1998), and that act utilitarianism generally leads to the least ethical intent across business ethic vignettes.

The altruistic leader has a sense of empathy and can understand and feels with others. He is friendly and kind; he is a good listener and is able to stimulate communication. This type of leader tends to facilitate other's success, take care of the well-being of others, and ensure that common objectives are reached; it looks like servant Leadership (Greenleaf, 1977; Kalungu-Banda, 2006) or quiet Leadership (Chomsky, N., Collins, C. 2001).

The inclusive style of Leadership is collaborative and participating. Goleman et al. (2002) say, "It is about building commitment through dialogue and consensus, democratic approaches, coaching, and affiliate behavior. Similarly, while autocratic Leadership leads to explicit, compliance-based CSR, authentic leadership styles promote implicit, transformational Sustainability, according to Angus-Leppan et al. (2010).

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

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

The Contribution of Sustainable Leadership Actions (Third Variable) on USR

The most important element in a sustainable school is the leader's action. Where to Accenture & UNGC (2010) survey, CEOs believe that execution is now the real challenge to bringing about the new era of Sustainability. Polman (2009) says, "The art of leadership is to look reality in the eye." A sustainable leader should share his followers in the decision-making process, where this bolsters an empowering aspect of Leadership; as stated by Resick et al. (20011), power-sharing happens when leaders allow subordinates to share responsibilities in meeting organizational goals, which boost subordinate's confidence. Moreover, leaders must engage in an open communication process that sustains the Leadership of others (Brown et al. 2005). On the other hand, orienting people is an essential leader action in ensuring that the inner needs of people are satisfied (Kalshoven et al., 2011). People orientation enhances a strong social relationship between leader and followers, where followers are affected by the leader's positive and caring treatment (Kalshoven et al., 2011).

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 giving a panoramic view of "where we are going" and a persuading rationale for why this makes great business sense for the company "(Miller et al., 2007).

Garratt, in 2003 talks about strategic thinking: 'Strategic Thinking' is the process by which an organization's direction-givers can rise over the daily managerial processes and crises to pick up diverse perspectives of the inside and outside dynamics causing

alter in their environment and thereby to give more effective direction to their organization.

Sustainability leaders care for their employee's working conditions and reward system, as they pay regularly and spot awards, moreover, they care for supporting them with vacations regularly; also they are able to set priorities, measure outcomes, and rewards them (Csapai and Berke, 2015; Bencsik et al., 2018). Thus, a Sustainable leader plans and prepares for success from his first day. It also controls the rate and frequency of successions so that the staff does not suffer from the criticism that is brought on by progression weakness (Fink and Brayman 2004).

Another essential sustainable leader action measured in my research is related to social justice. Like Thurgood Marshall in 1991 believe that all men and women who provide Leadership for public educational institutions within a democratic society must continually reach for greater opportunity and justice for all children. Beck and Foster (1999) argue that in the new understanding of Leadership, we might look to moral and spiritual language. They suggest that expressions like "compassion, forgiveness, wisdom, humility, and loyalty may be worthy of consideration and use, may provide helpful ways for us to envision schools." In a similar direction, Starratt (1997) talks about the importance of "administering community", He proposes combining ethics of care, justice, and critique to provide a richer, more complete ethic of Leadership. Many companies have started building a sustainable performance system, also CSR committees, environmental groups, etc. (Csedő and Zavarkó, 2020). On the other hand, we find that those companies start engaging more in social activities and programs, according to UNGC 2010 reports.

Leadership is responsible for directing the subordinates to perform the organizational tasks effectively (Mason, 2011). It is the responsibility of Leadership to spur and motivate the peoples in the organization to work jointly so that organization's vision can be interpreted into reality. Mostly in organizations, efficient leaders perform the common tasks in the strategy making and executing process. They create a strategic vision and mission, sets goals and objectives, develop the strategies, execute them, and

then evaluate the Performance (James and Grasswitz 2005, Sean, 2007). Thus, strategic thinking also is an essential leader action considered in my article by the sustainable leaders.

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

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

Thus, after formulating the literature review in our research, showing the relevance of research problem, demonstrating the preparedness to complete the research, providing a strong foundation and basement of knowledge, through various materials, books, articles, conferences, studies, empowering the research pillars, in order to reach the hypothesis below.

3.3   Research Hypothesis

Thus this research will try to find answers to these **hypotheses**:

Ho1a: the University Sustainable Leadership leader traits, skills, Knowledge, impact on the sense of social responsibility of the student in the Lebanese Public Universities.

Ho1b: the University Sustainable Leadership leader traits, skills, Knowledge, impact on the sense of social responsibility of the student in the Lebanese Private Universities.

Ho2a: The University Sustainable Leadership leader Style impact on the sense of social responsibility of the student in the Lebanese Public Universities.

Ho2b: The University Sustainable Leadership leader Style impact on the sense of social responsibility of the student in the Lebanese Private Universities.

Ho3a: The University Sustainable Leadership Leader Actions impact on the sense of social responsibility of the student in the Lebanese Public Universities.

Ho3b: The University Sustainable Leadership Leader Actions impact on the sense of social responsibility of the student in the Lebanese Private Universities.

3.4   Population

Universities starts setting Social and Environmental Targets in order to raise the social responsibility of its students, and involve them in social activities, where the term USR starts merging in the Educational institutions and Universities, and the professors who influence the students not only in their educational life but also their daily habits. On the other sides, the University Leaders enter the CSR subject in the Curriculum, and launches Social and environmental Campaign's to raise the awareness of the students towards CSR. To collect the data, we distributed around 600 questionnaires for Lebanese Leaders and Professors in Public and Private Universities, and then analyze them in order to reach a well logical conclusion, where they represent the top level of University Management, and their way of leading, teaching, managing the university will affect their sense of responsibility. The questionnaires will be distributed randomly for 25 Public and Private Universities in 4 Lebanese Governorates (North, South, Mount Lebanon, Beirut), from each governorate I choose around 6 well known Universities, and send their professors my questionnaire (via email). On the other hand, we do online interviews for University professors in Public Universities and Private Universities; we choose 7 Private universities, and 4 professors from each university who represent the top management of those Universities, and around 20 professors from Lebanese Public Universities. The interviews helped us to understand the major problems in the Lebanese public and private universities in the management departments and CSR field, moreover it support the results of our research, where it reflects the leaders opinion on the importance of leader traits and skills, and leader actions in implementing CSR in the universities . On the other hand, the interviews fill

up the gap of the missing data in questionnaires; moreover it makes a direct and personal interaction with the professors.

3.5   Sampling Size

It represents the number of samples selected from the relevant population to make sure that the data is accurate and general. The appropriate selection was used in this study, where I chose around 600 University Leaders and professors from 25 Lebanese Public and Private Universities out of the whole total 40 Universities to be 95% sure that the sample mean is within 1 point far from the population mean. Moreover, I did online interviews at the end of the research for around 50 professors in Lebanese Public and Private Universities, and the main goal was confirming some results and refine new directions for future work. The professors were selected using the so-called convenience sampling method, the aim was to have respondents from both types of universities with CSR experience (they are currently teaching and researching in this field).

Turning to the questionnaire survey, representativeness was not a priority as this is a pilot study. The number of Private Universities in Lebanon is around **40 University**, where each university has around 2 branches in each district. The Lebanese Public University is the biggest University in Lebanon, where the number of Public Universities faculties is **16 and** 76 branches over all the Lebanese Territory (Lebanese University). After distributing the 600 questionnaires, and delete the ones with the missing data, the result shows that that the Public Universities (n=199) has more response rate than the Private Universities (n= 140). The number of professors in Lebanese Public University is around 5000 professors in 2018 **(Appendix 5)** and the number of students in 2018 were around 79000 (Lebanese University- Wikipedia). LU number of students also has developed between 1992 and 2012 by 82%, but the university's share of the total student population in higher education dropped from 44.7% to 36% against the 126% increase in the latter.

In 2020, the Graduates from Lebanese Universities has developed in mount Lebanon Governorate to reach 18.21% in mount Lebanon with highest percentage, Lebanese University ranking is the Fourth in Lebanon according to (Guru- Universities), where AUB comes in the first position, then the LAU, and USJ in the third position. In 2021, Scimago institutions rankings have listed American University of Beirut (AUB) among the highest listed universities in Lebanon for top Arabic Speaking and English Literature (Lebanese university ranking- language course).

The private universities don't have an accurate number about its professors, where each private university has around 2 branches distributed in Lebanese districts, so the Lebanese private university are around 80 universities, but there is no accurate data in the ministry of education or in the Center for Educational Research and Development (CRDP) about the exact number of professors in the Lebanese statistical departments or in the Lebanese Government statistics. The sample chosen must be 2% of the total sample, so it was hard in the absence of accurate data to ensure representivity in the absence of detailed data (gender, age, level of experience ,….) in both universities public and private sector, but according to our research results in both universities the majority were males with different years of experience and even level of education , where majority of the professors were PHD holders in Lebanese public university , and around 70% of them in the private university , this verifies the strict rules adopted by the Lebanese government.

In sum this research binds Sustainable Leadership and CSR was the first one in Lebanon, there is a few researches of CSR studies in Lebanon especially in the educational field, thus this represent a pilot study.

3.6   Methods of Data Collection

In this research, the methodology used is divided into two parts: The Qualitative part, where we will analyze the documents, researches, and articles, and the Quantitative part, where we will distribute around 600 Questionnaires for the University Leaders

and Professors. In the first segment, it contains questions about the demographical data of the respondent (gender, age, degree level, specialization, and years of experience); the second part will contain questions about Sustainable leadership (Traits & Skills, Styles, Actions) where 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 third part we will ask about the Social responsibility dimensions (Social &ethical, educational, environmental) in the University.

A questionnaire is a useful research method consisting of a series of questions with Likert-scale responses. It helps to collect a large amount of information in a short period with limited effect to its validity and reliability, and it was invented by Champkin (2011). The Questionnaire must take around a maximum of 10 minutes; it contains around 26 questions and needs around 10 minutes to be answered through five point's likert scale form, where the questionnaire is the easiest method in order to collect statistical analysis. Moreover, it shows the characteristics of the variable.

Thinking of philosophy in terms of it being better or worse than others is a trap to avoid. Instead, it is a question of a philosophy being suitable or not to provide answers to the research questions (Saunders et al., 2012). Where Knowledge is the key for research development, and it reflects the philosophies of topics, qualitative data provides a deeper understanding of social phenomena than quantitative does (Silverman D, 2000).

On the other hand, we used Interviews for further data collection, where is represent a useful tool for investigating participants experience. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires to further investigate their responses (McNamara, 1999). The interviews enable a researcher to gather information rapidly, and allow him for personal contact with the respondent, where I used open-ended questions in my interviews for around 50 professors of different Lebanese universities based on their

experience and knowledge in Sustainable Leadership and CSR according to appendix 6.

Moreover, since leadership is extremely sensitive to context and qualitative research has made a distinctive contribution to leadership studies in this sense (Bryman & Stephens, 1996). The secondary data is collected through relevant video debates, books, journals, articles, emails, companies' annual reports, blogs, and websites related to the CSR and Leadership topics.

The leadership characteristics consists of leader traits (empathy, sensitivity, articulation, determination), leader skills (manage complexity; communicate vision, change, and innovation, thinking-long term). Ten 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, six items also to measure internal and external actions, internal actions (strategic direction, management incentives, people empowerment), and external actions (secures success over time, sustain others' leadership, addresses issues of social justice).

Out of 600 distributed questionnaires, 404 have responded. Thus the response rate represents 60 %, where Sekaran and Bougie in 2010, 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 339 divided between public and private respondents.

3.7   Data analysis Techniques

In order to analyze the data, the SPSS program was used to classify the correlation between dependent and independent variables, the Sustainable leadership and the USR, also used the AMOS program for analysis of questionnaires, factor analysis, reliability and validity analysis, correlation analysis, model fit analysis, and we depend on structural equation modeling (SEM) to interpret the results. Simple regression

analysis, which involves a single independent variable, will be used to study and analyze the proposed hypothesis to show the relationship and the effectiveness between the independent and dependent variables.

The qualitative case study approach is beneficial when concepts and contexts are ill-defined because it enables the derivation of in-depth understanding and explanation (Blaikie, 1993; Eisenhardt, 1981).

Thus, our research is inductive and qualitative. We started researching the concept of USR and analyzing the different practices of USR held in Lebanese Universities and what reasons barriers the USR implementation, to end up with a set of Procedures and Programs, with the help of essential secondary data and websites.

3.7.1   Data analysis instruments

After distributing the questionnaire and collecting them, the process is the data analysis; data analysis is a process of inspecting, cleansing, transforming, and modeling data to discover useful information, informing conclusions, and support decision-making. Data analysis plays an essential role in helping business leaders and CEO make decisions more sensible and realistic, and wise to achieve success and profits in today's business life.

 Process of data analysis is done with the help of SPSS program (Statistical package for social sciences) and the AMOS program (Analysis of Moment Structure), in order to test several methods related to descriptive analysis, factor analysis, the reliability and validity analysis, correlation analysis, model fit analysis, and also the Structural equation modeling (SEM).

 Structural equation modeling (SEM) is a form of causal modeling that includes a diverse set of mathematical models, computer algorithms, and statistical methods that fit networks of constructs to data. SEM includes confirmatory factor analysis, confirmatory composite analysis. It helps test the correlation between variables; in my

research, it will help observe the correlation between Sustainable Leadership and CSR in Lebanese Universities.

3.7.2   Types of analysis

The descriptive analysis supports us with a summary of the sample taken, its characteristics, and observations; those summaries could be statistical. It means quantitative, or it could be graphs, charts and tables, and frequency distribution.

Frequency distribution

In order to show the research results we use the frequency Distribution that it is represented by a set of tables and charts that displays the frequency of various outcomes in a sample. Each entry in the table contains the frequency that summarizes the distribution of values in the sample.

T-Tests

In this research in order to examine the difference in Sustainable Leadership Practices held in Lebanese Public and Private Universities as first and also the CSR polices held in those groups also, so we will use the T-Tests to compare 2 or 3 independent samples to determine the main difference in the means and the variance between the sample of groups.

Reliability and Validity of Study Instruments

Reliability is the extent to which a set of variables is consistent in what it is intended to measure (Hair, J.; Black, W.; Babin, B.; Anderson, 2010). The reliability of the measurement models was assessed with the measures of the coefficient alpha (Cronbach, L.J. Coefficient alpha,1951), item-total correlations (Nunnally, J.C. Psychometric, 1978), indicator reliability (Hatcher, 1994) and composite reliability (Werts et al., 1974).

To test the **reliability** we will use the Cronbach's alpha α, composite reliability (CR) and the average value extracted (AVE) to calculate out the reliability and the consistency over time.

Cronbach's alpha α method: Cronbach alpha it measures the internal consistency, and the scale reliability it helps in analyzing if the if multiple-question Likert scale surveys are reliable**.** Alpha α ranges between 0 and 1, the more the results nearer to 1, the data result is more reliable, and if the value is less meaning that less reliable. It can be tested through SPSS program.

The composite reliability (CR): It is used to compute the internal consistency of the result that we are measuring. The results suggest that composite reliability may be used as an assessment tool, but should not be used as an item selection tool in structural equations modeling.

Average variance extracted (AVE): Average variance extracted (AVE) is commonly used to assess convergent validity. To calculate AVE of my latent construct, I take the loadings of the six items on the construct and calculate the average of squared loadings. In my example, AVE is well below the conventional threshold of 0.5. We can apply AVE by checking the AVE for two generations whether it's greater than the square of correlations between the generations. The higher the AVE the better represents of the factors.

Test the estimates of the average variance extracted are first computed for two dimensions of interest (Werts, C.E.; Linn, R.L.; Joreskog, 1974). The estimates are then compared with the square of the correlation between the two dimensions. If both the average variance extracted estimates are greater than the squared correlation, the test provides evidence for discriminant validity.

Validity Test: The validity of a measurement tool (for example, a test in education) is considered to be the degree to which the tool measures validity of variables and its

accuracy and the instrument accuracy, it is divided into Convergent and discriminant validity.

Convergent validity correlates two variables that are supposed to be correlated and shows the correlation between them, on the opposite side the discriminant validity shows that the two variables are not correlated at all, moreover, it refers to the extent to which the measures of a latent variable are unique and are thus different from the measures of other construct. Both types of validity are a requirement for excellent construct validity. Meanwhile, convergent validity is the consistency in measurement across operationalization and is achieved when all the items in a measurement model are statistically significant (Hair, J.; Black, W.; Babin, B.; Anderson, 2010).

Structural Equation Modeling (SEM)

Structural equation modeling (SEM) it is a set of different mathematical models, computer algorithms, and statistical methods. SEM includes confirmatory factor analysis, confirmatory composite analysis, and path analysis. Use of SEM is commonly justified in the social sciences since it's able to analyze the relationships between variables. It shows how much variables are depending on each other. Moreover, it analyzes the data measured of the proposed model to determine its consistency. SEM helps in supporting the hypothesis of our model, helps in linking the dependent with the independent variables.

Confirmatory Factor Analysis (CFA)

The Confirmatory factor analysis shows the correlation between variables and also factors that is subordinating the proposed model, and this helps in observing the certainty and validity of the constructs. Thus the main objective of the CFA is to test whether the data fit a hypothesized measurement model, in other words to assess the validity of the model. CFA was conducted to verify the validity of the developed model because the measures were selected on the basis of prior conceptual and empirical studies, (Shah, R.; Goldstein, S.M, 2006). The CFA is a powerful technique to assess quality of a measurement instrument by providing quality criteria, which are

not provided by the EFA (e.g., the overall model fit indices). The results of the CFA on the half of the sampled universities are presented and discussed in the subsequent section (Hair, J.; Black, W.; Babin, B.; Anderson, 2010).

Path Model Analysis

We use the path model to test the covariance of the measured data and observe the reason why variable X and Y could be correlated. It helps in figuring out the directed dependencies among a set of variables. This includes models of multiple regression analysis, factor analysis, canonical correlation analysis, discriminant analysis.

Exploratory Factor Analysis (EFA)

Factor analysis is used by many researchers when they need to set out a set of questions related to research topic, EFA procedures are more accurate when each factor is represented by multiple measured variables in the analysis. Moreover, (EFA) was adopted to examine the structure and dimensionality of these variables and to summarize and reduce their number. EFA primarily had an exploratory purpose because of the insufficient theoretical and empirical evidence on the dimensions and characteristics of the overall innovation capability of industrial SMEs in the literature. (Hair, J.; Black, W.; Babin, B.; Anderson, 2010).

Model Fit Analysis

Model test helps us in figuring out if we will accept or reject the model; this will make sure that the results done examined by the structural equation model (SEM) must be greater than 0.36. GOF>0.36.

After testing the hypothesis, we use the structural equation model SEM, the structural equation model SEM, path model analysis and model fit analysis to test each hypothesis for each dependent variables.

3. RESULTS AND DISCUSSION

4.1 Interviews with University Professors

The interviews were done with more than 50 Lebanese Professors facilitate questionnaire-based research. They were represent the boards of management in the Public and Private Universities and has revealed around 500 interesting suggestions in the field of CSR and Sustainable leadership, where many professors in the Lebanese private universities has suggested developing the Sustainable leadership Courses, and implement them in the university Curriculum as an obligatory material, moreover the need for government support in the funds for research and seminars, cause some Lebanese private universities cannot afford those payments. On the other hand, they suggest the cooperation with international Universities for more development in the university managing process and teaching one, also with the NGO's that covers the seminars the workshops especially related for the community welfare and development. Furthermore, the Lebanese professors in the private sector have mentioned the need of establishing a council or joint for the old graduates to improve the communication process with the university, especially those that became in a leading position, and establish their own companies. On the economic side, they insist on encouraging the deal with the Lebanese lira that nourishes their economy and saves its currency, and improves the good governance policies. They had mentioned the importance of the data information policy and Moodle forums to develop the web connection between the university and the students and the parents too, moreover establishing scientific laboratories and hold on Conferences with "Sustainable Development Titles and CSR one" with the help of experts in the fields with collaboration with municipalities and ministries. On the Environmental side, the professors suggest participating more with the environmental committees and encourage students to forum environmental clubs with collaboration with other universities that implement the usage of eco-friendly products and make usual planting campaigns, moreover the importance of sorting the garbage in the university buildings,

and recycling campaigns also at the students' home. The new suggestion came into this field to laminate the usage of paper printing in the daily work, and transform all operations into hard copy, and make "Planting a tree' or "Environmental Campaign" a graduation project.

In the Public Sector, the Professors have insisted on the need for Job allocation and hiring the suitable person in the right position, based on his experience and specialization, far away from the religious scope and political one. The professors pointed out the importance of new managing staff on some branches in Lebanese Universities far away from several restrictions, and without the intervention of bureaucracy and government, to improve its Leadership decision and policies, and reach a level of competition with the Lebanese Private Universities. Furthermore, the need for training courses for the Lebanese professors especially on developing their managing skills and technology one, and they mention the importance of implementing new standards for promotions and reward ship system to encourage the Lebanese professors to work harder, where some of their wages still the same from 20 years, and this is a major pitfall in their career development. Moreover, they have complained about the lack of transparency in some University branches, and lack of the rules, where this is correlated with the fairness and justice rules, and thus must be respected and work upon it. Furthermore, it needs to enhance the process of contributing to knowledge production in the service of development through networking between municipalities, NGOs, and university branch administrations. In the managing field, it must adopt competence, integrity, and academic rank in selecting those who will assume leadership in the university (directors, department heads, committee chairs ...)

The Lebanese professors also suggest the exchange of experience and culturism that strengthen the social bonds and educational one between it and the Arab world, through sending the Lebanese professors to seminars and workshop there and also handle conferences and invite the Arab professors.

One of the major problem tackled in the Lebanese Public university is the absence of support from the government, especially in funding the projects, where government should pay more attention to the "mother University in Lebanon" has been renamed by the student, where it took care of their educational journey and teach them, with no more than 300$ a year, so its annual budget is on a lower level, and cannot afford the funding process of the researches, conferences, and seminars.

On the social level, the professors suggest activating permanent committees that coordinate with civil society organizations and social institutions. Moreover, they suggest cultivating the spirit of citizenship in the individual, and then work to cultivate it socially. On the CSR level, the Lebanese University has played a good role especially in the coronavirus pandemic, where it forms committees of students to follow up and help spread awareness of the issue of Coronavirus. The professors propose collective summer camps that bring together professors, students, and administrators.

Educationally, it is better to open more branches for Lebanese universities especially in the rural areas to reach more students, especially poor people. Furthermore, the curriculum must be developed to include sustainable matters and social one, moreover to enhance student's role and build their self-confidence in their abilities is the perfection of educational social responsibility for the university, and Enhancing the technological skills of teachers and learners and linking educational goals with activities implemented in the classroom. On the Economic side, linking the labor market to the university's specializations by constantly adjusting and conforming to it, and conducting annual studies on the needs of local and regional institutions, so that the list of specializations is designed and amended according to these needs, and based on optional contracts with these institutions. Finally, the Lebanese management must focus on Focusing on patriotism, rejecting sectarianism, and working on developing a sense of patriotism and belonging to a country called Lebanon and an authentic Lebanese identity.

4.2   Questionnaire survey - Demographic information of the Respondents

The number of Private Universities in Lebanon is around **40 University**, where each university has around 2 branches in each district. The Lebanese Public University is the biggest University in Lebanon, where the number of Public Universities faculties is **16 and** 76 branches over all the Lebanese Territory (Lebanese University). After distributing the 600 questionnaires, and delete the ones with the missing data, the result shows that that the Public Universities (n=199) has more response rate than the Private Universities (n= 140). The number of professors in Lebanese Public University is around 5000 professors in 2018 **(Appendix 5)** and the number of students in 2018 were around 79000 (Lebanese University- Wikipedia). LU number of students also has developed between 1992 and 2012 by 82%, but the university's share of the total student population in higher education dropped from 44.7% to 36% against the 126% increase in the latter.

Lu has 86 specializations in Bachelor Degree, and 222 in Master Degree, and 57 in Ph.D. It has Many Public Centers for Services, as the   Careers, Innovation & Entrepreneurship Center, Center of Academic Excellence Center of Academic Excellence, Center of Studies and Researches in Legal Informatics, Clinics of the Faculty of Dental Medicine , The National Center for Monitoring Bioequivalence, Generic Medicines, and Drug, Food, Water and Chemicals Quality, Office of Communication and Information, Office of Foreign Language Coordination, University Medical Center (Lebanese University- Wikipedia).

In 2020, the Graduates from Lebanese Universities has developed in mount Lebanon Governorate to reach 18.21% in mount Lebanon with highest percentage, Lebanese University ranking is the Fourth in Lebanon according to (Guru- Universities), where AUB comes in the first position, then the LAU, and USJ in the third position. In 2021, Scimago institutions rankings have listed American University of Beirut (AUB)

among the highest listed universities in Lebanon for top Arabic Speaking and English Literature (Lebanese university ranking- language course).

The private universities don't have an accurate number about its professors, where each private university has around 2 branches distributed in Lebanese districts, so the Lebanese private university are around 80 universities, but there is no accurate data in the ministry of education or in the Center for Educational Research and Development (CRDP) about the exact number of professors in the Lebanese statistical departments or in the Lebanese Government statistics. The sample chosen must be 2% of the total sample, so it was hard in the absence of accurate data to ensure representivity in the absence of detailed data (gender, age, level of experience ,….) in both universities public and private sector, but according to our research results in both universities the majority were males with different years of experience and even level of education , where majority of the professors were PHD holders in Lebanese public university , and around 70% of them in the private university , this verifies the strict rules adopted by the Lebanese government.

Table 1. Presents the demographic information of the respondents. It shows that for the public universities (n=199), (72%) were males, while females were (28%). The majority of the respondents (77%) were in the age category within 41-50 years. Most of the respondents (31%) had work experience of 11-20 years.

Table 1. The Demographic Information of the Respondents

Variables	Public Universities n=199	Private Universities n=140
Gender		
Male	72,00	67,00
Female	28,00	33,00
Age		
20-30	6,00	4,00
31-40	26,00	46,00
41-50	37,00	32,00

51-60	22,00	12,00
61-70	8,00	4,00
More than 71	1,00	2,00
Work experience		
1 -5	10,00	20,00
6 – 10	25,00	31,00
11 – 20	31,00	30,00
21 – 30	14,00	13,00
31 – 40	11,00	5,00
More than 41	9,00	1,00
Level of education		
Master	8,00	31,00
Ph.D.	92,00	69,00
Number of Students		
100-300	14,00	16,00
301-600	10,00	10,00
601-1000	13,00	15,00
1001-1500	5,00	6,00
1501-2000	10,00	11,00
2001-4000	13,00	11,00
4001-6000	9,00	9,00
More than 6001	26,00	22,00

Source: Authors' own research results

The majority of the respondents (92%) were holders of Ph.D. degrees. The majority of the public universities (26%) had more than 6001 students. Also, the table 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 (31%) had work experience of 11-20 years. More than half of the respondents (69%) were holders of Ph.D. degrees. The majority of the public universities (22%) had more than 6001 students.
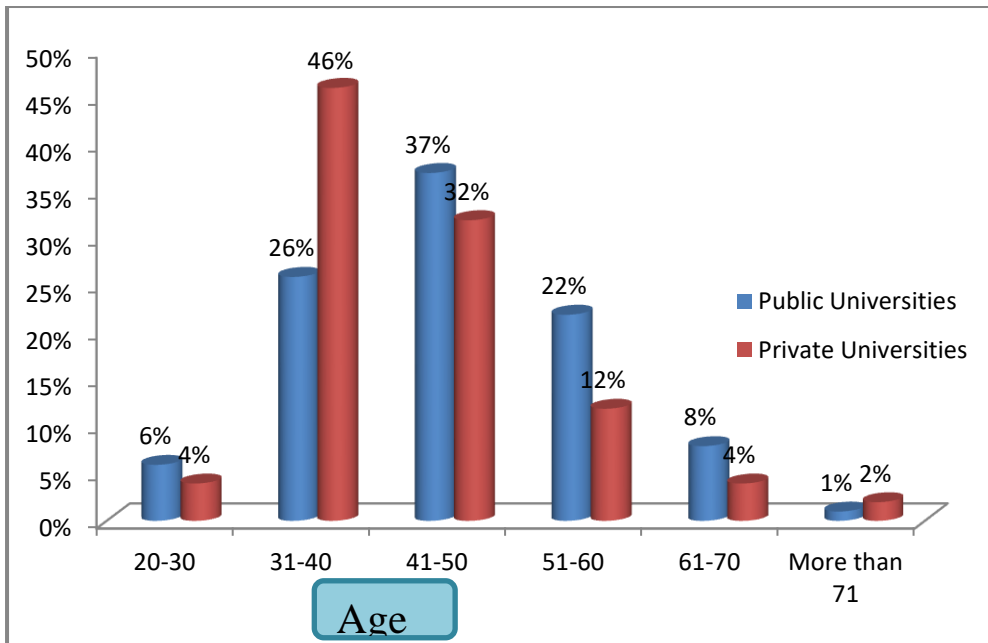
Figure 2: Age Category in Lebanese Public and Private Universities

Source: Authors' own research results

In **Figure 2**. We analyze the difference in age categories between public and private universities, where the category age 41-50 is the highest with 37% in the public university, in contrast to the private university that has 46% of its professors are between ages of 30-40, this due to that private universities attract the young professors, youth unemployment can thus be looked in request for capacities by the private fragment that depends on the structure of the economy. Private universities focus on training their staff and developing their skills. Where spending on education is high and far exceeds government spending in the public sector. Family spending on education surpassed 10% of the household's total expenditure in 2004. Nonetheless, private schools contribute to Lebanon's relatively high expenditure per pupil at $1,222 per primary school student and $938 per secondary school student (Mary Kawar and Zafiris Tzannatos, 2013).
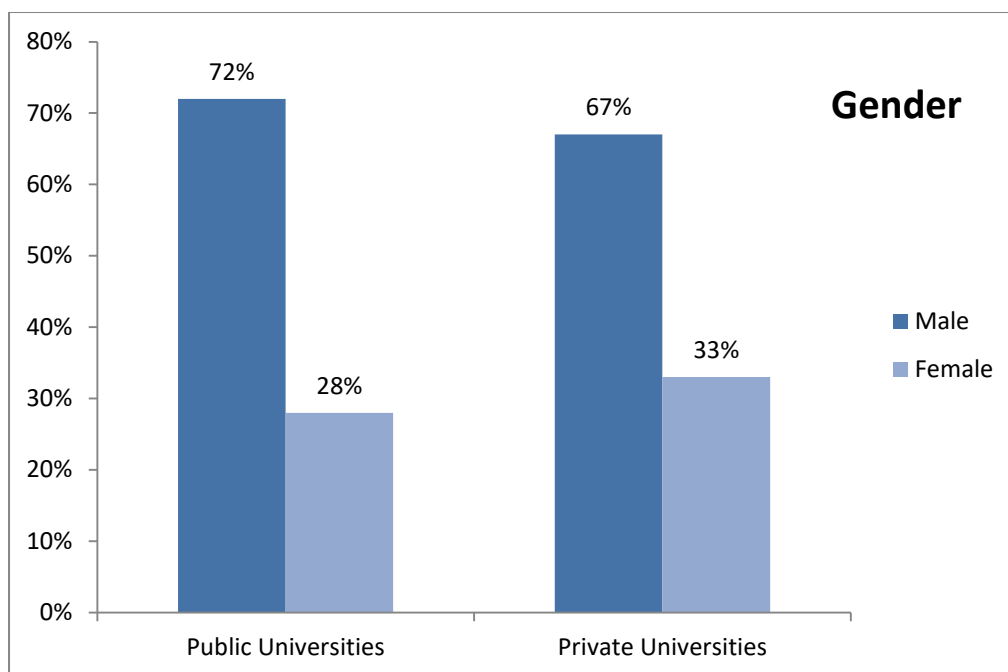
Figure 3: Gender Category in Lebanese Public and Private Universities

Source: Authors' own research results

The revolution in the leadership environment polarizes the women to improve themselves, especially among the educated women, and in the business world through multi-tasks. Perhaps many challenges are still in the field, but men must help and be allies in the struggle. Women need to do several serious steps as set goals and targets and hold top management accountable in compensation and advancement, moreover, to recognize the importance of diversity and gender equality in curricular, programming, and research priorities, and for corporate board leadership to create "female director networks that provide mentors to aspiring board members in the academic institutions, inclusion can be built only through consideration, Alter needs to happen in partnership with the people of the organization (Rhode, D. L. 2017). Lebanon has made a restricted advance in promoting gender equality, empowering women, and opening the doors for women to play their role in accomplishing sustainable development, where the participation rates in the educational Field are still

low (28% in the public University and 33% in private university) in **Figure 3.** The labor constrain has been creating vigorously, in portion driven by an increase in the working-age population, but also due to gradually expanding labor force participation, especially among women (World Bank, 2015).
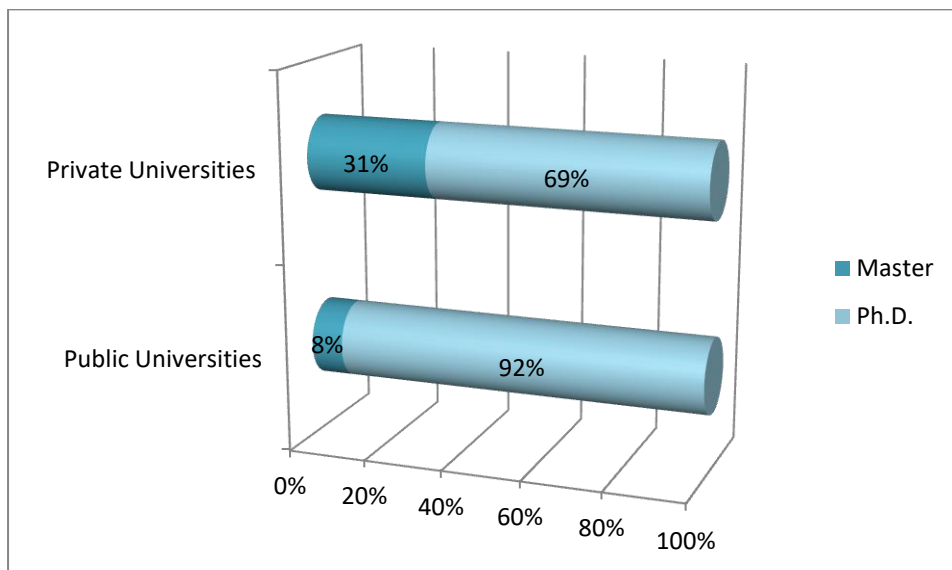
Figure 4: Highest Qualifications in Lebanese Public and Private Universities

Source: Authors' own research results

Figure 4 shows the qualifications of the Lebanese professors in Public and Private Universities, where it shows a difference in percentages; the public university has 92% of its professors have Ph.D. certificates, while 69% of the private universities professors have Ph.D. certificates. That analyzes the strict laws of recruitments in the Public sectors, where having a Ph.D. is a must to teach in the Lebanese Universities (LU homepage).

According to the work experience, the private and public universities professors have approximately the same numbers of work experience that ranges between 11-20 years, which is a 31% in the public universities and 30% in the private universities, which

indicates that the Lebanese professors have a good work experience as shown in **Figure 5**.
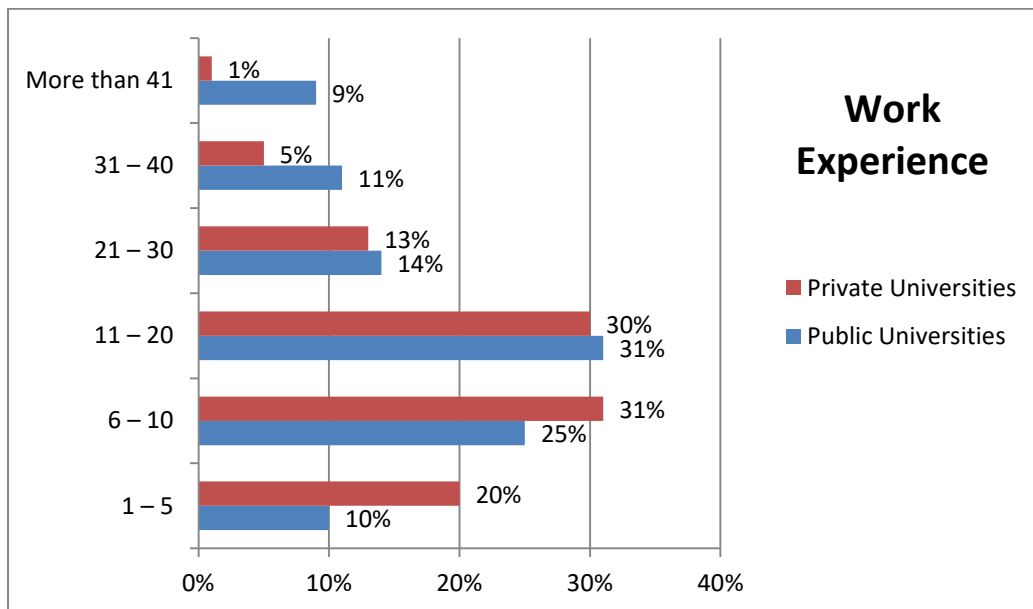
Figure 5: Work Experience per Years in Lebanese Public and Private Universities

Source: Authors' own research results

In **Figure 6.** we analyze that the Leaders Level at Lebanese Universities is in the first level (Department, Research), where it represents around 69%, and 10% are in the highest level (CFO, CEO, Deans).

Where some professors combine more than one task, as teaching and researching, or teaching and managing, as 30% of the private universities have more than ten years of experience (**Figure** 6), thus through years, they are able to develop their skills and work experience, so they can move from the first level to the highest leadership level. Leaders develop their skills, competencies, and effectiveness over time. A general term used to describe the evolution of an outcome longitudinally is developmental trajectory (Nagin, 2005), and being able to develop and test models of developmental trajectories is of fundamental importance to many fields in the social and behavioral sciences (Smith, 2009; Wang, 2007) including leadership development.
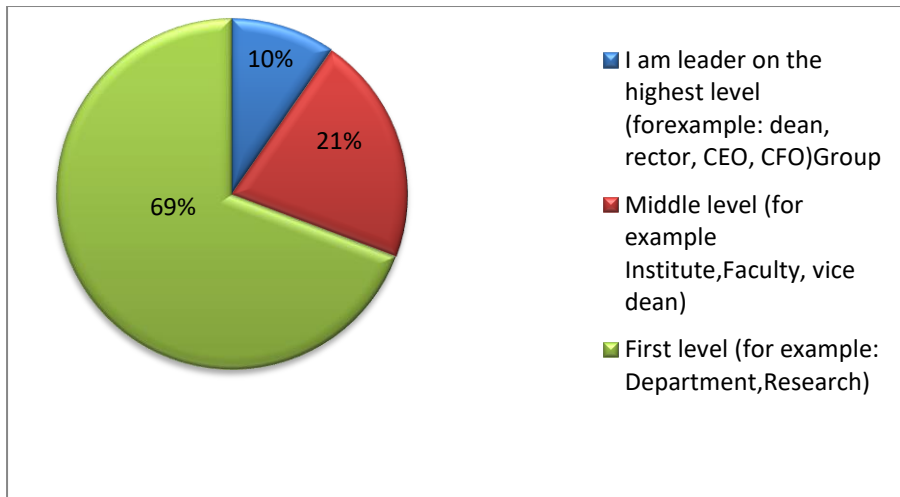
Figure 6 : Leaders Level at Lebanese Universities in 2019

Source: Authors' own research results

4.3   Descriptive Statistics

The mean scores of sustainable leadership characteristics are represented in **Table 2**. The results indicate that the mean scores of sustainable leadership characteristics for the private universities were located between (4.293 – 4.067) and higher than the neutral score of 3.0, with a standard deviation, which 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 sustainable leadership characteristics is positive; in addition to that, the results show that mean scores of university social responsibility dimensions for private universities such as social, educational, and environmental (3.799, 3.855, 3.206) with standard deviation (1.032, 1.037, 1.198) respectively were higher than the mean scores of university social responsibility dimensions for public universities (3.105, 3.207, 2.421), that means the private universities have better social responsibility practices than public universities.

On the other hand, the results also show that the mean scores of sustainable leadership characteristics for the public universities were found between (4.190 – 3.992) and higher than the neutral score of 3.0, with a standard deviation is (0.963-0.841); this indicates that the trend of all respondents toward the sustainable leadership characteristics is positive and significantly correlated to each other. Moreover, the findings show that mean scores of university social responsibility dimensions for public universities such as social, educational, and environmental (3.105, 3.207, 2,421) with standard deviation (1.160, 1.130, 1.095), that confirms the private universities have better social responsibility practices than public universities.

Table 2. Descriptive Statistics

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

Source: Authors' own research results

4.4 Assessment of the Measurement Model for Public Universities

To assess the reliability and validity of measurement scales, confirmatory factor analysis (CFA) was used to estimate convergent validity and discriminant validity. Also, Cronbach's alpha was utilized to evaluate the internal consistency of a latent construct.

4.4.1 Indicator Reliability

According to Hair et al. (2010) who states that the dimensions with values higher than 0.50 can be obtained. **Table 3**. indicates that the items are retained in the study model that carried the values that are greater than the minimum acceptable level of 0.50 and statistically significant (p<0.05). The factor loading of the items in the private universities model has been retained and has loadings are over the threshold of 0.50 and statistically significant (p<0.05).

4.4.2 Internal Consistency Reliability

To evaluate the internal consistency reliability of the measurements, Cronbach's alpha coefficient was utilized. **Table 3**. shows the Cronbach's alpha for public universities for all constructs, all above the threshold value of 0.7; this confirms the reliability and internal consistency of the scales, which is considered acceptable according to Hair et al. (2012). While the Cronbach's alpha coefficients for all constructs range between 0.772 and 0.862 for private universities are higher than 0.70 that is indicating internal consistency and reliability of the scales.

4.4.3 Convergent Validity

According to Hair et al. (2012), 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 0.4. **Table 3** and **Fig. 7** show that all item loadings are range between 0.507 and 0.764, which exceeded the threshold value. The second is Average Variance Extracted (AVE). Hair et al. (2012) 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 ranges between 0.574 and 0.676 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. (2012), is 0.7 and above. From **Table 3** and **Fig. 7**, composite reliability (CR) for all constructs ranges between 0.767 and 0.873, which is above the

threshold of 0.70 that indicates that all the constructs demonstrate a good level of composite reliability. **Table 3** and **Fig. 7** confirm the reliability and internal consistency of the measurements.

Table 3. CFA Results: Reliability and Validity for Public Universities

Constructs	Indicators	Factor Loading	α	CR	AVE
Leader traits and skills	LTS1	0.562	0.772	0.767	0.676
	LTS2	0.561			
	LTS3	0.579			
	LTS4	0.563			
	LTS5	Deleted			
	LTS6	0.66			
	LTS7	Deleted			
	LTS8	0.681			
Leader Styles	LS1	0.651	0.833	0.842	0.574
	LS2	0.667			
	LS3	0.536			
	LS4	0.635			
	LS5	0.712			
	LS6	0.602			
	LS7	0.580			
	LS8	0.554			
	LS9	Deleted			
	LS10	0.536			
Leader Actions	LA1	0.657	0.793	0.805	0.609
	LA2	0.714			
	LA3	0.718			
	LA4	0.645			
	LA5	0.535			
	LA6	0.507			
Social dimension	SD1	0.679	0.862	0.873	0.664
	SD2	0.687			
	SD3	0.639			
	SD4	0.764			
	SD5	0.761			
	SD6	Deleted			
	SD7	0.564			
	SD8	0.649			
	SD9	Deleted			
	SD10	0.677			
Educational dimension	ED1	0.571			
	ED2	Deleted			
	ED3	0.736			
	ED4	0.703			

	ED5	0.658	0.841	0.838	0.656
	ED6	0.620			
	ED7	0.536			
	ED8	Deleted			
	ED9	0.671			
Environmental dimension	EnD1	0.533			
	EnD2	0.697			
	EnD3	0.829			
	EnD4	0.681	0.823	0.831	0.626
	EnD5	0.730			
	EnD6	Deleted			
	EnD7	0.527			

P value =0.001 in all Cases. a= Cronbach's alpha coefficient, CR =Composite Reliability and Average, AVE=Variance Extracted. **Source:** Authors' own research results
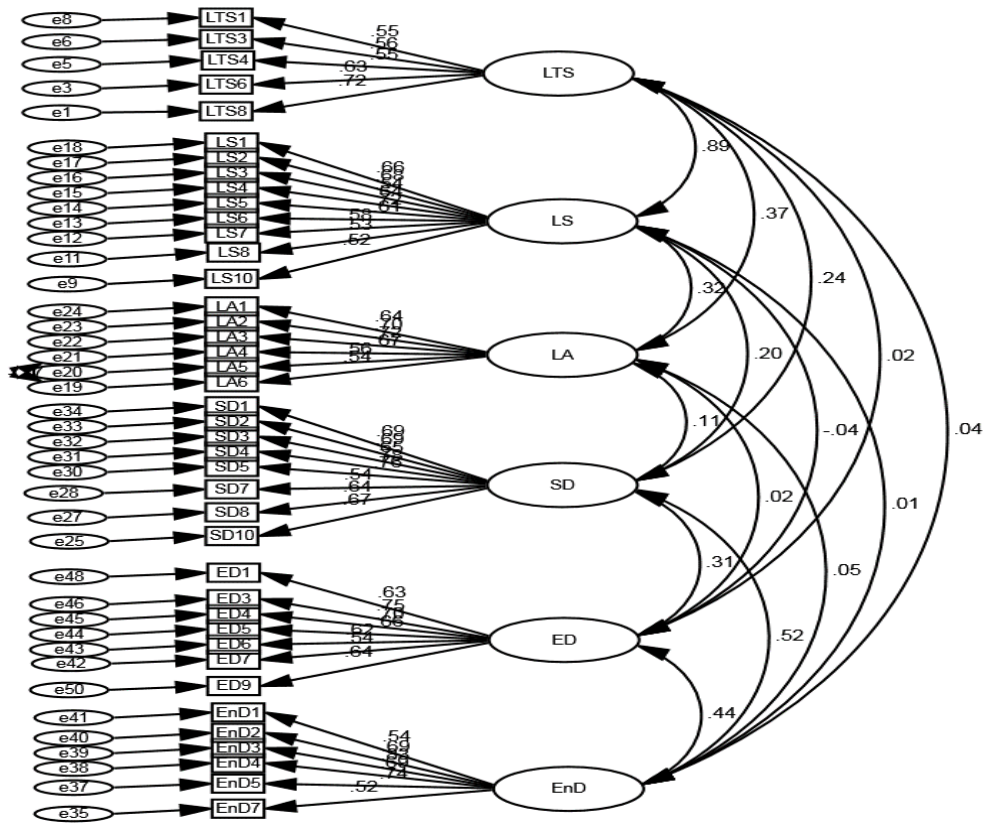

Figure 7: Model Measurement for Public Universities

Source: Authors' own research results

4.4.4 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 (1981) 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). Hence, the scales show good construct validity and reliability of the measurements.

Table 4. Discriminant Validity for the Public Universities

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

Notes: 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.

Source: Authors' own research results

4.5 Assessment of the Measurement Model for Private Universities

4.5.1 Indicator Reliability

For the private universities model (see **figure 8**), this Study examines that out of a total of 50 initial items, 43 items have been retained (see in **Table 5**), and seven items

were deleted because of the low loadings. From (Table 5), the results show that 43 items are above the threshold of 0.40 and statistically significant (p<0.05).

4.5.2 Internal Consistency Reliability

For the private universities items, as it is seen in (**Table 5**), Cronbach's alpha coefficients range between 0.717 and 0.866 for all constructs are higher than 0.70 that is demonstrating internal consistency and reliability.

4.5.3 Convergent Validity

The results in **Table 5** and **Fig. 8** show that all item loadings ranges between 0.442 and 0.836 are exceeded the threshold value of 0.40. Also, the results presented in **Table 5** and **Fig. 8** indicate that all construct AVE values ranges between 0.615 and 0.684 were greater than the acceptable threshold of 0.5. From **Table 5** and **Fig. 8**, composite reliability (CR) for all constructs ranges between 0.756 and 0.892, which is above the threshold of 0.50 that indicates that all the constructs demonstrate a good level of composite reliability. **Table 5** and **Fig. 8** confirm the reliability and internal consistency of the Data measurements.

Table 5. CFA results: Reliability and Validity for Private Universities

Constructs	Indicators	Factor Loading	a	CR	AVE
Leader traits and skills	LTS1	0.754	**0.717**	**0.756**	**0.654**
	LTS2	0.494			
	LTS3	0.809			
	LTS4	0.477			
	LTS5	Deleted			
	LTS6	0.442			
	LTS7	Deleted			
	LTS8	0.487			
Leader Styles	LS1	0.587	**0.804**	**0.809**	**0.647**
	LS2	0.538			
	LS3	Deleted			
	LS4	0.603			
	LS5	0.608			
	LS6	0.596			
	LS7	0.601			
	LS8	0.629			
	LS9	Deleted			

			a	CR	AVE
	LS10	0.544			
Leader Actions	LA1	0.575	**0.776**	**0.787**	**0.684**
	LA2	0.688			
	LA3	0.636			
	LA4	0.635			
	LA5	0.66			
	LA6	0.507			
Social dimension	SD1	0.725	**0.865**	**0.892**	**0.684**
	SD2	0.636			
	SD3	0.659			
	SD4	0.836			
	SD5	0.785			
	SD6	Deleted			
	SD7	0.562			
	SD8	0.599			
	SD9	0.608			
	SD10	0.796			
Educational dimension	ED1	0.571	**0.841**	**0.849**	**0.615**
	ED2	0.512			
	ED3	0.653			
	ED4	0.754			
	ED5	0.621			
	ED6	0.693			
	ED7	0.610			
	ED8	Deleted			
	ED9	0.709			
Environmental dimension	EnD1	0.727	**0.866**	**0.874**	**0.638**
	EnD2	0.694			
	EnD3	0.815			
	EnD4	0.668			
	EnD5	0.774			
	EnD6	0.714			
	EnD7	Deleted			

P value =0.001 in all cases. a= Cronbach's alpha coefficient, CR =Composite Reliability and Average, AVE=Variance Extracted. **Source:** Authors' own research results
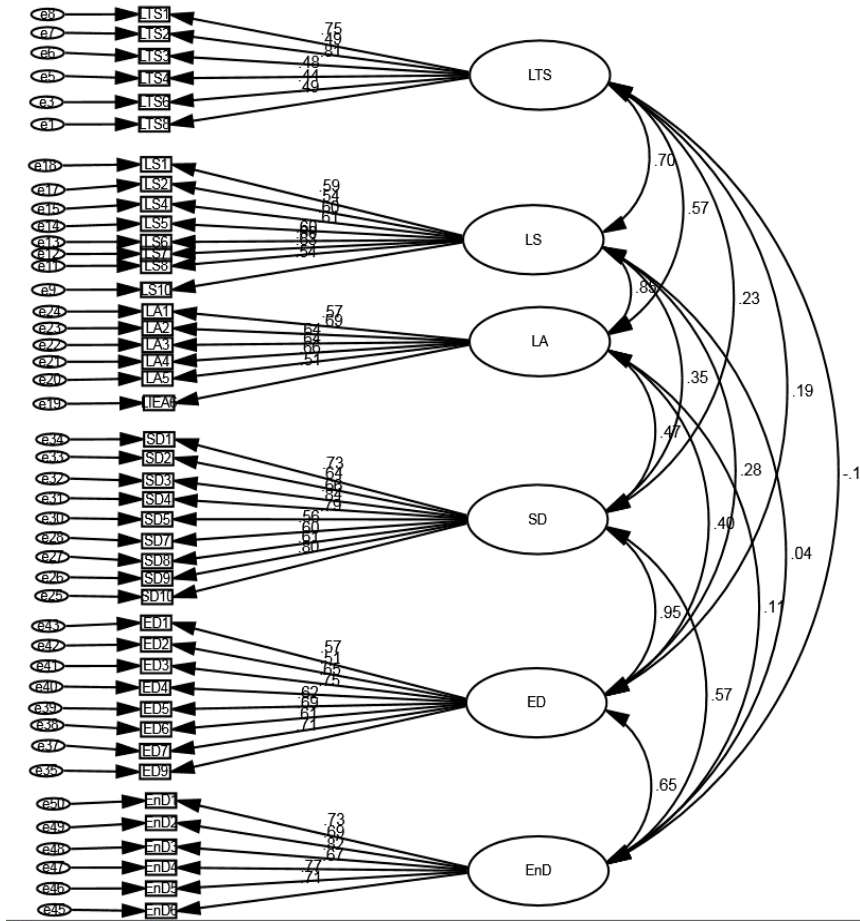
Figure 8: Model Measurement for Private Universities

Source: Authors' own research results

4.5.4 Discriminant validity

For private universities, the correlation matrix in (**Table 6**) shows that discriminant validity was supported for all constructs. The fit statistics of this model indicated a good model fit (CMIN/df= 2.102, GFI=0.891, TLI= 0.920, CFI=0.901, RMSEA=0.050). Hence, the scales show good construct validity and reliability of the measurements.

Table 6. Discriminant Validity for the Private Universities

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

Notes: 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.

Source: Authors' own research results

4.6   The Structural Equation Modeling (SEM)

4.6.1.   Hypothesis   testing for the Public Universities

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

The results of model goodness-of-fit confirm an adequate model fit (CMIN/df= 2.031, GFI=0.981, TLI= 0.901, CFI=0.900, RMSEA=0.051). The results of the hypothesis test are shown in (**Table 7** and **Fig.10**).   The results show that the leadership traits, skills, and Knowledge had the strongest and positive effect on university social responsibility (B=0.475, p<0.001) which lends significant support to H1a.

Results showed the leader Style (β = -0.293, p<0.123), followed by leader actions (β = 0.027, p<0.762), did not have a significant impact on university social responsibility, so H2a and H3a were not supported.

Table 7. Result of Hypotheses test for the Public Universities

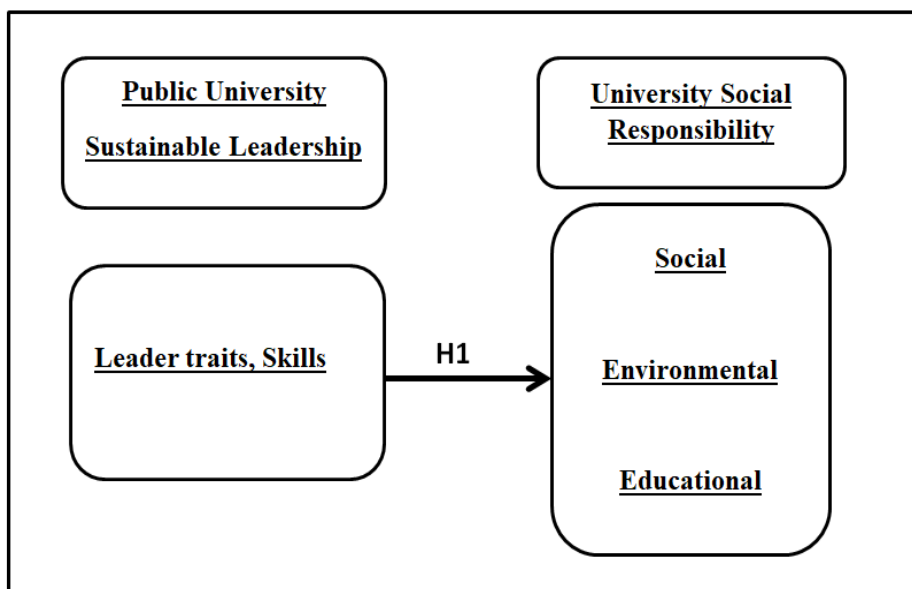| NO.	Hypotheses	Beta Coefficient	P.Value	Result
H1a	leader traits, skills and Knowledge→ university social responsibility	0.475	0.001	Supported
H2a	leader Style → university social responsibility	-0.293	0.123	Not Supported
H3a	leader Actions → university social responsibility	0.027	0.762	Not Supported

Source: Authors' own research results

Figure 9: Lebanese Public University Model
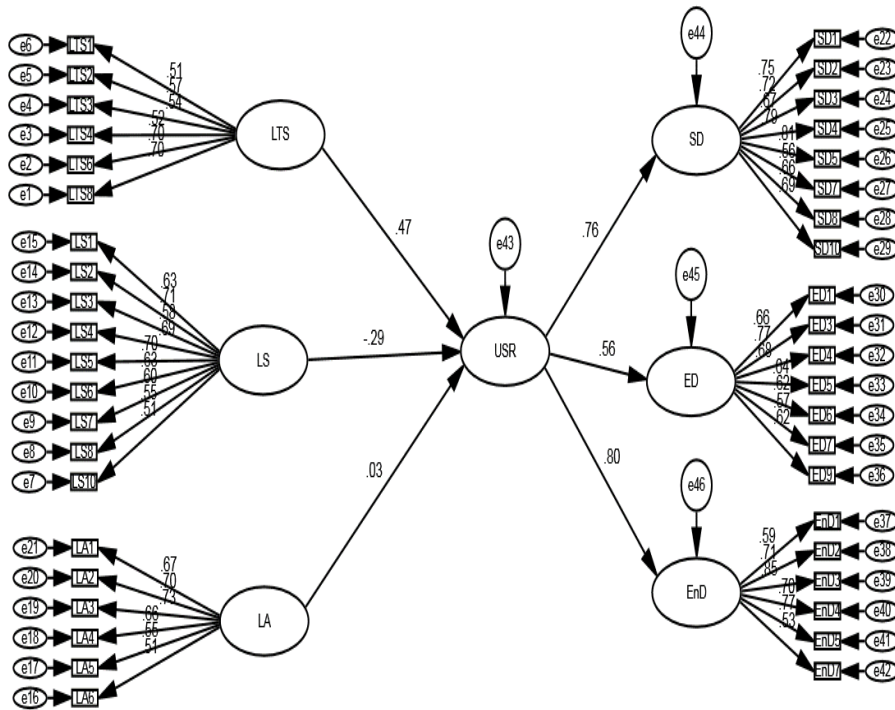**Source:** Authors' own research results

Figure 10: Structural model results for the public universities

Source: Authors' own research results

4.6.2   Hypothesis's testing for the Private Universities

The model goodness-of-fit results indicate a good model fit (CMIN/df= 2.610, GFI=0.905, TLI= 0.903, CFI=0.910, RMSEA=0.060). The results of the hypothesis test are shown in (**Table 8** and **Fig. 12**). 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 significant support to H1b.

The results show the leader Style (β = -0.179, p<0.062) had no significant impact on university social responsibility; therefore, H2b was not supported. Lastly, the results indicate that leader actions (β = 0.311, p<0.004) had a significant and positive impact on university social responsibility; thus, H3b was supported.

Table 8. Result of Hypotheses test for the Private Universities

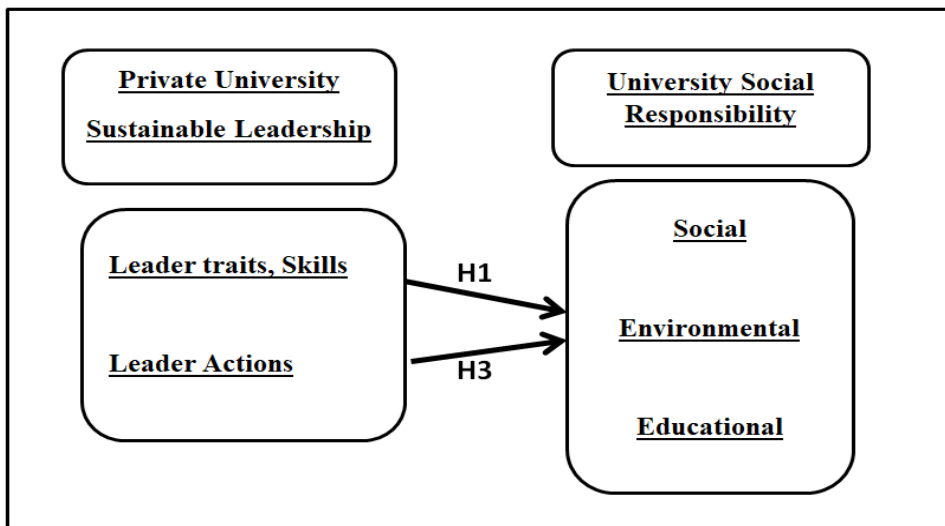| NO.	Hypotheses	Beta Coefficient	P.Value	Result
H1b	leader traits, skills and Knowledge → university social responsibility	0.439	0.001	Supported
H2b	leader Style → university social responsibility	-0.179	0.062	Not Supported
H3b	leader Actions → university social responsibility	0.311	0.004	Supported

Source: Authors' own research results

Figure 11: Lebanese Private University Model
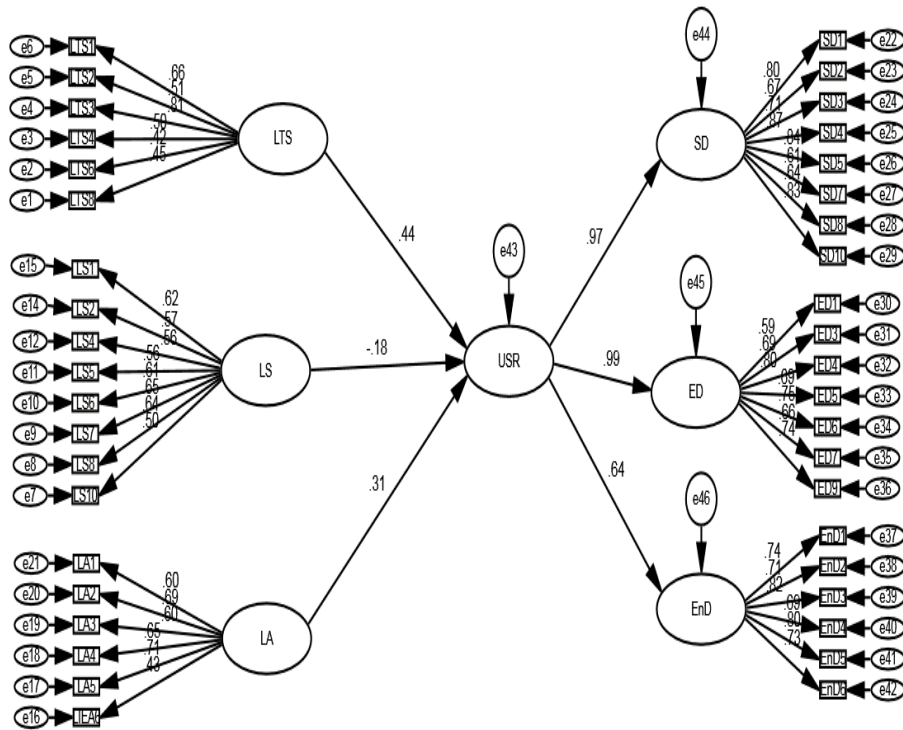**Source:** Authors' own research results

Figure 12: Structural model results for the Private Universities

Source: Authors' own research results

From **Table 7** and **Table 8**, it can be seen that leader trait, skills, and Knowledge had a significant impact on both public and private universities' social responsibility (B=0.439, p<0.001), (B=0.439, p<0.001), respectively. The results show that the leader Style didn't have a significant impact on both public and private universities' social responsibility (β = -0.293, p<0.123), (β = -0.179, p<0.062) respectively. Lastly, the results indicate that leader actions (β = 0.027, p<0.762) did not have a significant impact on public university social responsibility, while it had a significant and positive impact on private university social responsibility (β = 0.311, p<0.004) that leads to the Lebanese's public and private universities have commonalities and differences in the sustainable leadership policies. That supports the last hypothesis (Ho4: The

Lebanese's Public and Private Universities have Commonalities and Differences in the Sustainable Leadership Policies).

Our research is based on **three** hypotheses related to Public and Private Universities Leadership traits and Skills, Styles, Actions, and their impact on University Social Responsibility where the findings of this study have been quite conclusive.

First, as we had mentioned before that we have around 41 Universities in Lebanon Divided into two: Public and Private Universities as seen in the University Appendices List. The Public University includes the largest number of students (about eighty thousand students) out of 190,000 total students it means around 42% of the total Lebanese Universities, and also professors number reached around 5000 Professors (LU in numbers-14th May 2019).

We had distributed around 600 Questionnaires; the respondents were 404 professors, which means around 67% respondent rate; after eliminating the out layers, and uncompleted questionnaires, we reach the number 340 respondents.

After the data analysis process with the help of the AMOS Program and SPSS, we reached many interesting conclusions based on the result of interpreted data. From **Table 1**, that the number of

the respondent in public Universities is larger than the number of the respondent in Private Universities, that refers to the huge number of branches for the Lebanese University that reaches 60 branches**,** and also the number of professors is greater than in public than in private University; also we had concluded that the male respondent is larger than the female respondent in Both sectors the public University and the private one; also the age of professors ranges between 40-50 represent the highest Percentage in the public University around 36%, while the ages of professors in the private Universities ranges between 30-40 represent the highest Percentage in the public University around 46%, that shows that private university polarizes more the Young professors than the Public one. Both Public and Private Universities share the same working experience category ranges between 11-20 years of University professors.

The number of students in the Public Sector is bigger than the number of students in the Private sector.

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 H1 is supported, where the Leader characteristics affect the implementation of CSR in institutions. When the Leader is honest, has integrity, and thinks long-term thinking, he will be committed to social development and sustainability. 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, "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 (Waldman and Siegel, 2008), and since the Leader's identity and values decide the discernment of CSR, the Leader is very critical in introducing, keeping, and development CSR (Quazi 2003). Likewise, Waldman et al. (2006) 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.

The second hypothesis discusses the effect of leadership styles on USR in Public and Private Universities, where it shows that both leadership styles in public and private universities have no effect on University Social Responsibility. We can't ignore the effect of leader style in the way of acting and thinking towards Society as it leads to improving mutual relationships between employees and management; it also increases productivity, encourages teamwork, and stimulates loyalty.

As the inclusive style of Leadership is collaborative and participating, Goleman et al. (2002) 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 in 2019 by Taylan Budur1 & Ahmet Demir2 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 (Taylan Budur1 & Ahmet Demir2,2019). Another study in Pakistan in this Field in 2014 done by Nazir, A., Akram, M. S., & Arshad, M, reveals that transactional Leadership weakens while transformational Leadership strengthens the CSR perception. The paper sheds light on the various roles which both leadership styles play in the progress of CSR activities generating substantial implications for both theory and practice (2014). Thus, some researchers 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.

 The Last Hypothesis, related to the effect of Leader actions on University social responsibility, CEO Johan Karlström believes, "What is green today will be vanilla tomorrow. To be a leader, you have to aim for the deep green" Johan K. (2011). For Skanska, this means taking bold action has a great influence on CSR. My research shows that it has a positive correlation in the private University, while it shows the negative impact in the public University, maybe because the Private University has a clear vision and mission that support USR, for example, "**GHATA Program" launched by AUB University** helping 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 (AUB, Ghata 2014).

Another example of Social responsibility, LAU students launched "**CSR for Lebanon institution"** to learn knowledge about sustainability and social responsibility through practical workshops. **LAU** donates more than 34 million dollars for scholarships and financial aids for students and more than 400 activities for sports. As we can analyze that the USR values and actions are well known and being implemented in the Private

Universities than the Public Universities, where some Lebanese private Universities has CSR departments, and are engaged in environmental programs, and always launch environmental campaigns, while The Public Universities are in the process of implementing CSR, or maybe doesn't have the sufficient Fund to raise such programs, as the annual student tuition reaches more than 30.000 USD in a year, while it doesn't reach 300 USD in a year in the Public Universities. 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.

According to interesting Study done in 2019 for Lebanese students, it talks about the importance of teaching CSR subject in Lebanese Universities. The research reveals that the number of students who studied CSR subject has a positive correlation with environmental awareness, reducing pollution, choosing organic food (The role of Universities in promoting Corporate Social Responsibility in Lebanon. 2019-3397-AJBE 1). This research implies that some Lebanese Universities has entered CSR subject in their curriculum and encourages others to do the same step to influence student's thoughts and behaviors towards the environment.

4. CONCLUSIONS AND RECOMMENDATIONS

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. The matrix of CSR in a company differs from one department to other, with in the supply chain view, it tries to rebuild the trust between the suppliers and retailers and stakeholders, to create a price package of products and services to the top user, who is the customer (Aldanaf Ramona, 2017).

Although Lebanese Universities has launched CSR programs and set up social and environmental targets engaged in their mission and vision, Lebanon ranking regarding transparency worldwide is embarrassing, and maybe the next generation could find the solution, sure with the help of the Universities Social and environmental strategies. They must increase student's awareness of CSR, develop their knowledge, teach them CSR subjects, and engage them in CSR campaigns. The more universities integrate CSR practices in their teaching programs, the more students are aware of its importance and are driven by sustainable thinking.

To do so, they need bold and Philanthropic leaders, leaders who act and behave who go beyond teaching Indoctrination subjects and be committed to old-fashioned university roles; it's about raising social students to the needs of Society. That's the aim of our research studying the correlation binding "CSR and leadership," although many factors affect the CSR progress in Universities, our results show that the leadership traits, knowledge, behaviour, actions influence the Social Responsibility of the University.

Considerably, the Lebanese Public Universities were in lower stages in the implementation of CSR in comparison to the Private ones that launch CSR programs and teach CSR subjects. Unfortunately, the Public University teaches subjects as "Leaders Ethical Traits" and "Business Ethics," CSR as a subject hasn't been added to their curriculum till now. Moreover, it does not have sufficient financial resources to develop its Social and Environmental programs; furthermore, it needs a suitable managerial system and Information one. Moreover, Public Universities needs to improve its management system, where leaders in the public universities need to act in a sustainable way, and merge sustainability in their overall targets, and board of ethics, in comparison to the strategies held in the private universities.

In contrast, the Private Universities launches their CSR programs many years ago, as AUB, LAU, USJ, and most of them teach this Subject, and are capable of merging in social and environmental campaigns. However, they have professors with huge years

of experience in the field. Indeed, their big tuition fees it gives them ample margin to act and organize conferences workshop that precedes to charitable sources.

In addition, to effective educational strategies that should be taken in both universities for good corporate governance practices, starting from improving quality of learning, and quality of the learning process and curriculum, moreover improving the human resources quality and supporting facilities. Building a good relationship between the government, the public, and the private educational institutions in Lebanon, through active participation, respecting the law, transparency, equity, and accountability, where the good governance will be achieved through society welfare, thus, Lebanese public and private universities should also improve their good governance policies.

Furthermore, TQM (Total Quality Management) ought to be enhanced not just in slogan but in real implementation, through developing the universities mission, goals, vision, and strengthen the methodologies of teaching and learning in Lebanese universities, leading to successful output, where the success of students is the success of the educational institution. On the other hand, Transparency must be upgraded at Lebanese universities in terms of providing high-quality data generated which can be accessed by all stakeholders both students, faculty, alumni.

 The implications of CSR differ from one organization to another and also from one country to another, according to cultural, geographical, political, intellectual reasons. Even though each University is an important organ in the social body life, and it can't put its target nor its vision and letter, and in order to start implementing USR, it must starts improving its educational system and Curricula and social Programs, cause USR can't be implemented far away from the progress in the educational institution where any problem in the sector will stand like stone in the journey of USR emergence.

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 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 cleaner, More Productive, more equal, and collaborative.

In the other hand, the interviews done with 50 Lebanese Professors has resulted around **500** interesting suggestions in the field of CSR and Sustainable leadership, which revealed the several problems faced in the Lebanese public and private universities. One of the major problems is the need for job allocation, and the need for research funding. Moreover, the Lebanese universities must cooperate with international universities outside in order to develop its skills and competences. On the economic side, professors talk about encouraging the Lebanese lira that nourishes the Lebanese economy, and save its currency. They had mentioned the importance of establishing data information departments and Moodle forums to develop the web connection between the university and the students and the parents too. Environmentally, the professors talk about the importance of using eco-friendly products, and hold on Environmental campaigns and make "Planting a tree" a student graduation project. Socially, a new suggestion came into this field establishing a council or joint for the old graduates to improve the communication process with the university.

At the end, I see the modern corporation as a key figure in this development, through establishing a new wave of entrepreneurial spirit. I am convinced that the world will not change for better without the corporation. I also think that the corporation still has enough power to make the necessary, but sometimes painstaking steps forward. It can learn a lot from his own ancestor, the small company whose merits are not debated but which seems to have degraded to a second-class hero in the modern economy (GerGely, T. 2009).

5.   NEW SCIENTIFIC RESULTS

In Lebanon, this research is an initial approach in analyzing the correlation between sustainable leaders and Social resbonsibility in lebanese Universities, the results could be generalized, and used as a model in future researches with a more wider participated respondents, differentiating the management philosophy between public and private universities. The concrete new results are the following:

1.   The empirical results for this research show that the leadership traits and actions have a positive impact on the social responsibility in the Lebanese private universities, which identifies the efficiency of the Lebanese private universities done in the field.

2.   The leader's styles show a negative impact on the social responsibility in both the Lebanese Private and Public Universities.

3.   In public universities, the result shows leader's actions, and styles represent a negative impact on social responsibility, but the leader's traits show a positive effect on social responsibility.

4.   There are different practices in sustainable leadership and USR implemented in Lebanese Public and Private Universities, where the results show that the Lebanese private universities have a more efficient USR system applied in its management.

5.   My research model represented in Figure (1) combines the correlation between Sustainable leadership dimensions (Sustainable leadership traits, Sustainable leadership styles, and Sustainable leadership actions) and USR dimensions (Social, Educational, and Environmental). After summarizing the results, the sustainable leadership traits and actions affect the implementation of social responsibility in the Lebanese universities, thus, this model could be used as a new model in the educational field, and it could be applied in further sectors.

6.   The research has shown the lower stages of CSR in public Universities in comparison with the private one, which launches CSR programs and teaches CSR subjects.

7. Due to the online interviews done with 50 Lebanese professors in Public and Private Universities, the interviews resulted in 500 suggestions in the field of CSR and Sustainable leadership, based upon the professor's experience in the teaching field and managing one.

6. VALUE OF THE RESEARCH

This research has a social and moral value, where it helps in the assessment of the level of Social, Environmental, and Educational levels of CSR in Universities. It presented some results to build a model of University Social Responsibility and to test if leadership characteristics, styles, actions affect the University social responsibility. Additionally, it reveals the effective leadership policies held in Lebanese Universities. The Lebanese universities are being awarded the effect of Social Responsibility, with more efforts to follow and optimize sustainability, with a new vision that represents challenges in their educational path. The research shed light on the importance of sustainability and raised the awareness of University Leaders where some of them start to think seriously about teaching CSR in their curriculum, therefore my research has stimulated the idea, with the collaboration of NGOs, governments, that help in building the whole sustainable system. We had analysed the timid role of government in this matter, where no budget was allocated to support the universities' incentives.

Sustainability combines at least three factors: social, economic, and environmental; institutions focus on one pillar at a time in order to solve problems. Lebanese Universities support sustainability and form a coalition to convince the Higher Education Ministry to adopt sustainability in its strategic plans, creating a counter-culture of sustainability for today's students and tomorrow's leaders.

My thesis is an initial introduction to the world of Sustainable Leadership in the educational Field, first, we recited the history of Sustainable Leadership, and then we discussed its traits, actions, and styles, second we talk about CSR Concept and history,

it's Educational, Social, Environmental characteristics after we mentioned the Necessary behaviour of Sustainable Leader. Third, we discuss the University's role in the Society, and how University leaders apply USR. In the end, we talk about the relation binding CSR and Sustainable Leadership.

After the data analysis process, the results indicate that the leadership style has no impact on the USR, while the leader characteristics and actions have a positive relation with USR. On the other hand, it helps in assessing the level of CSR in Lebanon in general and in Universities in specific. As well as it evaluates the difference in USR level between Public and Private Universities, where public Universities must perform more to reach a better level in USR, and their leaders need to work more and take serious actions, besides setting out strategies correlated to Social Responsibility. As well, Libby Morris states, "Visions in universities are not made: they are gathered. The president's role is to take the lead in cultivating an institutional climate where openness, mutual respect, and the release of creative energies are valued as acts of Leadership in themselves (Libby V. Morris 1-springer)."

Sustainable Leadership contrasts from one country to another, from one nation to another, from one organization to another, and from one Leader to another. Sustainable Leadership depends on the Leader's commitment to promote and support their learning. They must start from the past legacy to set down new visions and targets in their educational institutions and adopt a strategic ecology. University Deans, CEO, Professors must support the overall University Sustainable targets. As Unilever's Chief Executive Paul Polman has said: "Capitalism needs to evolve, and that requires different types of leaders from what we've had before. Not better leaders, because every period has its own challenges, but leaders who are able to cope with today's challenges (Demos et al., 2014). They must focus on personal transformation and sustained learning structures, starting from information to the creation of reservoirs of knowledge and wisdom, further deepening and sustaining Leadership. This system of continuous leadership growth supplies an important step in the Sustainability world.

We must talk about sustainability as a serious and paramount issue in all fields, and everywhere, from the door of Survival and continuity, we have the right to use the awarded, natural resources, and human one too, and create business and companies, but we don't have the right to destroy our planet. Ogg 2010 states: "Will does not get the right to grow, and even worse, will not have the right to be in business if we make a big environmental disaster. The world won't put up with it. There are too much awareness and amplification. You think about the affect a blogger can have when they select to amplify their message".

7. LIMITATION AND FUTURE RESEARCH OPPORTUNITIES

The Lebanese economy is open and highly dependent on impact and trade, but the recent years it faced many economic collapses, which reveals a negative impact on all Lebanese institutions, Companies, Hotels, Restaurants, Hospitals, even in the educational fields, where many ancient Universities start thinking enclosure.

The roots of the problem are situated in management corruption and lack of transparency, especially in the Public sector and Public institutions. In 2019, Lebanon witnessed a critical economic situation, where the total public debt in Lebanon increased by 1.2% per month and by 5.3% annually, to reach $86.2 billion in the first quarter of 2019 (Al-Arabiya-May 2020). It also faces the problem in debt repayment for the loans taken from IMF in foreign Currencies. Ibrahim Khoury, a special adviser to the president of the American University of Beirut (AUB), told Arab News: "All Lebanese universities are facing an unprecedented crisis, and from a few weeks ago the President of AUB Dr. Fadlo Khuri has warned the universities about their educational future in the presence of the Lebanese economic crisis that will affect their research budget and dispenses decreasingly in order to continue" (Najia Houssari, Arabnews2021). This entire dilemma is caused by political Corruption and bad governance. Not to mention the Corona Virus that hit all countries and leads to lockdown policies for all institutions, where GDP has decreased worldwide.

Thus, this research faces many pitfalls, especially in the collecting data process in 2019, where I distributed around 600 Questionnaires for the Lebanese Public and Private Universities, but it takes several months to finish due to the lockdown decision that includes all Universities and that was too much exhausted for time and finance. Moreover, we are facing a Tornado of Cultural Change in Values, and it is effecting many countries where we can see the problems of poverty, starvation, environment, pollution and many other problems, due to Change in our Ladder of Values, where many big governments concerns are GDP, Imports and exports, Stock market …. And this is turning to be an international Problem that needs serious international efforts to be solved, especially in the absence of some NGO'S serious actions in this field. All those Obstacles in the Higher Educational Institution and Curricula effects the process of USR implementation in Schools and Universities, but some Universities has succeeded in this experience through effective USR strategies (Al Danaf, 2018).

From another direction, the data results do not provide a strong basis for generalization, as the Lebanon case study differs in Culture from other countries. Furthermore, conducting this type of research usually requires a significant amount of time, and it generates massive documents. As result of our qualitative research, even if we did not work with a huge representative sample, we could conclude, that common trait of the domestic managers and entrepreneurs are the: willingness to develop, commitment, high leveled emotional intelligence, which are paired with high leveled professional knowledge. Overall, the pilot research has brought valuable additions that help the launch of nationwide research (Csapai et al., 2018).

To overcome these potential pitfalls, I tried to take into consideration the views of various authors, and in order to reduce the risk of bias and I used more than one case to increase the potential of generalizability, with the help of Lebanese Universities who cooperated in a good way to present all the data and numbers that will support my research.

Central - Higher education in Lebanon is facing an unprecedented crisis as a result of the high exchange rate of the American dollar against the Lebanese pound, which leads to the inability of many people to pay the instalments in private universities, in addition to the crisis of expatriate students, who are living in difficult circumstances and are demanding to return to Lebanon, due to The inability of their families to transfer money to them and to secure their expenses. In light of this reality, the Lebanese University is expected to witness the influx of a large number of students, so is it equipped and ready to receive them?

Head of the Executive Committee of the Association of Full-Time Professors at the Lebanese University, Youssef Daher, told Al-Markaziyah: "Preparation has two main parts, a human side and a geographical one, and in both cases, there is a problem," pointing out that "in the first part, the university needs a greater number of professors. At present, the number of full-time professors and angel professors is 2,000 out of 6,000, of whom 800 are in the owners, or 13% of the workforce for all professors, stressing that "increasing the number of students requires adding new branches and the need for more teachers so, we ask the government Take this into consideration because of the Lebanese University is the last resort for students (Youssef Daher, told Al-Markaziyah, 2020)

He added, "And in the event that the Lebanese University is not interested in the Lebanese University, we will be faced with a new dilemma: Some of the students of private universities will transfer to the" Lebanese, "while another part of them will stop learning if conditions are not ripe in the" Lebanese "(Youssef al Daher-Higher education is in crisis. Are the "Lebanese Universities" prepared to receive "the Private Universities students"? (Salman R. 2019).

The problem lies in the Continuity of Private University in Lebanon if things keep up in that direction as the Lebanese currency has dropped by seven times from one year till now, and universities in accordance with the situation, and feeling with its students didn't increase the annual tuition, but shall it confront the storm?

Many professors working partially in private universities express their concern about their professional future, especially as many universities choose to abandon their services. The situation is not much different at the Lebanese University, the only public university in the country. In July 2020, AUB, one of the most famous and ancient Public University in Lebanon, informed 650 of its employees on campus and affiliated hospitals of their dismissal decision after a settlement was made for them at the Ministry of Labour and with the university's employees union. The contracts of another 200 employees were not renewed (Aldhaybi, 2020), the economic crisis strikes the future of university professors in Lebanon). So, the crises cover University Future, Students Future, Professors Future; it's, unfortunately, a 3D Problem.

Eleven pioneering private universities in Lebanon in 2020 (AUB, USJ, BAU, ULS, LAU, HU, USEK, NDU, IUL, UOB, UA) have sounded the alarm that threatens the fate of education and higher education in Lebanon, sending an appeal to the three presidents to respect the universities' mission and role, especially as they undertake the higher education sector to be a partner in the fateful decisions. "Its mission and role, and we are determined to continue our role as a beacon for this country in to protect Lebanon's intellect, knowledge, citizenship, and justice."

The statements stipulated: "While Lebanon reaches its first centenary, we see that it is facing real danger in this delicate stage that may lead to a radical change in its human face if efforts are not concerted to save it in an urgent manner. And the health that Lebanon is going through, in addition to educational problems and demands that have accumulated over many years, and which have not received the attention required to solve them by the concerned official authorities. Lebanon's universities have provided and prepared the elites in all the social, political, financial, administrative, health, and educational sectors who have graduated, as have graduated jurists, engineers, experts in science, and others, who form the basis of every Society and hope for its future. For Private Universities: The Danger of Changing Lebanon's Human Face, 2020 July, Almodon journal).

8.   RECOMMENDATIONS

CSR as a Conceptual thing is a huge regime that needed to be implemented in our hearts, minds, and daily life habit. Many Countries are in an advanced stage, where CSR is merged in their Companies' mission and vision. Moreover, they take theories into practice and, at the end of their day, and evaluate their work and progress. This system must be planted in government policies as well as in private companies' paths. Thus actions should be taken in public and private sectors as well, and it should be in a balanced way and parallel one. Education produces basic properties and services for meeting the vital needs of a nation, and rising academic life quality is possible with the contribution, interaction, and sharing of responsible academicians 'and managers 'to social life.

One of the major problem tackled in the Lebanese Public university is the absence of support from the government, especially in funding the projects, where government should pay more attention to the "mother University in Lebanon" has been renamed by the student, where it took care of their educational journey and teach them, with no more than 300$ a year, so its annual budget is on a lower level, and cannot afford the funding process of the researches, conferences, and seminars.

On the social level, the professors suggest activating permanent committees that coordinate with civil society organizations and social institutions. Moreover, they suggest cultivating the spirit of citizenship in the individual, and then work to cultivate it socially. On the CSR level, the Lebanese University has played a good role especially in the coronavirus pandemic, where it forms committees of students to follow up and help spread awareness of the issue of Coronavirus. The professors propose collective summer camps that bring together professors, students, and administrators.

Educationally, it is better to open more branches for Lebanese universities especially in the rural areas to reach more students, especially poor people. Furthermore, the curriculum must be developed to include sustainable matters and social one, moreover to enhance student's role and build their self-confidence in their abilities is the

perfection of educational social responsibility for the university, and Enhancing the technological skills of teachers and learners and linking educational goals with activities implemented in the classroom. On the Economic side, linking the labor market to the university's specializations by constantly adjusting and conforming to it, and conducting annual studies on the needs of local and regional institutions, so that the list of specializations is designed and amended according to these needs, and based on optional contracts with these institutions. Finally, the Lebanese management must focus on Focusing on patriotism, rejecting sectarianism, and working on developing a sense of patriotism and belonging to a country called Lebanon and an authentic Lebanese identity.

The Lebanese professors also suggest the exchange of experience and culturism that strengthen the social bonds and educational one between it and the Arab world, through sending the Lebanese professors to seminars and workshop there and also handle conferences and invite the Arab professors.

At the end, this research summarizes the essential Leadership characteristics required in each university leader, moreover his way of acting and thinking to build a sustainable management university, and merge the university as an educational institution in the social and environmental field, as it represents an essential social organ in the society, where its output is the future leaders who may alter the path towards moving towards sustainability and social responsibility.

As our research results in the lack of capacity, practices, researches in Public universities more than the Private one, Lebanon's experiences in this field are still in the process of improvement. The Lebanese government should implement CSR in its annual strategies, hold on conferences, and call upon additional experts and professors. The government must **state a law** that obliges CSR execution, especially in large capitalization companies, that can afford 2% of its annual profits for social and environmental targets and encourage those companies by decreasing their taxes. Besides, it must invent more **regulations** that protect our environment as recycling and sorting of garbage, a decrease in plastic usage, using filters. Therefore, it's a tornado

process in practices, thoughts, actions, plans also in the concept of Social responsibility in the entire Society.

The **Ministry of education** plays a fundamental role in this matter; hence the urgent need is to improve our educational curriculum by teaching CSR subjects as a primary step, then establishing a CSR department in the Ministry of education and in all the educational institutions related to the government. Likewise, Universities themselves must help Society in this issue, and it can't afford CSR consultations annually if it cannot afford the charge of the CSR department, it may also hold many conferences and workshops related to social problems as poverty, pollution, unemployment, drug addiction, recycling, child labour, moreover it can find some sponsors to support them financially. Besides, the NGO plays a pivotal role in collecting funds for Society as "Lebanese teachers for CSR" and "CSR for Lebanon."

Students also have a central role in that issue, Besides Government and Universities, where they should specify part of their time for CSR workshops and get engaged with CSR students in other universities. This supports the hypothesis that universities play a vital role in encouraging students to participate in social responsibility issues. If universities are not able to motivate the students, they will lose interest in social responsibility (Furze, 2010). The interaction process between professors and students supports the university's Social and environmental targets, and they play a role model in their student's life.

To conclude, Lebanese universities are consistent in giving the finest education to Lebanese students. The Subject of sustainability has become the core center of many businesses, it may be a modern subject in the educational field, but it must be merged in all universities' curriculum. Implementing Change should represent the bridge between current models and the new models required by the new environment. Gandhi conveyed this wisdom in the following words:

"Earth provides enough to satisfy every man's need, but not every man's greed." "Be the change you wish to see in the world." We must all start working on our daily life

ideas, actions, plans, and one by one, and the positive vibes will be transmitted to whole society members, as government as well.

What we all do from good deeds is for the continuity of our mother "Earth and all its living being".

Ramona

PUBLICATION LIST

A.   <u>Related to the thesis</u>

<u>Abstracts</u>

Al Danaf, R., Berke, Sz. (2020). CSR Leadership. In: Diána, Koponicsné Györke; Róbert, Barna (szerk.) Proceedings of the International Conference on Sustainable Economy and Agriculture. Kaposvár, Magyarország: Kaposvár University, Faculty of Economic Science, 153 p. pp. 87

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<u>Proceedings</u>

Al Danaf, R., Berke, Sz. (2020). CSR Leadership. In: Diána, Koponicsné Györke; Róbert, Barna (szerk.) Proceedings of the International Conference on Sustainable Economy and Agriculture. Kaposvár, Magyarország: Kaposvár University, Faculty of Economic Science, 462 p. pp. 389-398., 10 p.

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B.   Publications outside the topic of the thesis

Abstracts

Al Danaf, R. (2017). Progress of Management in the European Countries; Book of Abstracts the Regions in and beyond the Carpathian basin International Scientific Conference, **Kaposvár University, Faculty of Business and Economics – Hungary. link page number?**

Articles in scientific journals

Zeidan F., **Al Danaf R.**, (2021). Impact of New Leadership Style on Financial Organizations Employers. International Business Management, 15: 138-146.