

DOCTORAL (PhD) DISSERTATION

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AND ORGANIZATIONAL SCIENCE**

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

Written by

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KAPOSVÁR

2021

DECLARATION

I, the undersigned **Ramona AL Danaf** doctoral candidate, declare that I have not submitted my dissertation in another institution in the same discipline and it has not been rejected before. I am not under a procedure aimed at the withdrawal of my doctoral degree, and a doctoral degree awarded previously was not withdrawn from me. At the same time, I declare that the dissertation is my own work, the references in the literature are clear and complete.

Kaposvár, 03/06/2021

Ramona AL Danaf



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 conveying sustainability and leadership. On the other hand, today, problems such as political divisions, negative reactions to globalization, immigration, brexit, discrimination, and the emergence of populism and nationalism create environments that can challenge businesses to either "step up" or be complacent (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 conveying 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. LITERATURE REVIEW

2.1 University Social Responsibility

2.1.1 History of Corporate Social Responsibility

Throughout history, social responsibility started with many terms as corporate responsibility, corporate citizenship, corporate sustainability, and corporate sustainable development to reach the term "CSR."

Affluent businessman and humanitarian Andrew Carnegie challenged well off individuals to back social causes, taken after suit in giving more than half a billion dollars (ACCP: Association of Corporate Citizenship and Professionals).

At the beginning of the 19th century, business starts engaging with the community needs, where in 1914 Frederick Goff, a well-known banker in Cleveland, has established the first Community Foundation that targets to accept gifts from donors to help community needs it's called the "Cleveland Foundation". Corporate Social Responsibility in its modern formulation has been an essential and upgrading topic since the 1950s; it was marked by the publication by Howard R. Brown in his book "Social Responsibilities of the Businessman" (Bowen, H. R. 1953), since that interval, hundreds of definitions of corporate social responsibility have been raised, Dahlsrud stated and analyzed 37 different definitions of CSR, and his study did not capture all of them (Dahlsrud, 2008). Nevertheless, there are many concepts and definitions associated with the term "corporate social responsibility," Some companies use the terms "corporate citizenship," some "the ethical corporation," while others use "good corporate governance" or "corporate responsibility."

CSR truly began to launch in the U.S. in the 1970s, when the concept of the "social contract" between business and Society was declared by the Committee for Economic Development in 1971 (ACCP: Association of Corporate Citizenship and Professionals). Since Stakeholders form the link between the aims and ambitions of

the organization and the expectations of Society (Whetten et al., 2002), CSR intersects with the stakeholder's interests, "CSR could be a stakeholder-oriented concept that amplifies past the organization's boundaries and is driven by a moral understanding of the organization's responsibility for the effect of its business exercises, in this way looking for in return society's acceptance of the authenticity of the organization (Gray et al., 1996).

Maç & Çalış in 2011 stated that the evolution of the concept of CSR, although it is stated that could be traced back to prehistoric times, generally works on its evolution start with the 1950s and 1990s are defined with its popularity and development of similar themes (Maç, S. D., & Çalış, Ş. 2011).

Another definition of CSR from the preview of Stakeholders: "Business Commitment to CSR adopts traits along with organizational processes to minimize their negative impacts, and maximize their positive impacts on stakeholder issues" (Maignan et al., 2005: 958). Stakeholders are "groups and individuals who can affect, or are affected by, the achievement of an organization's mission" (Freeman, 1984: 54).

Many reasons stand for CSR's birth in Society; it starts in the late 19th century in the shape of simple movements. At the beginning of the 20th century, the researchers reach to interesting CSR definition and its Characteristics as (De Bakker et al., 2005; Garriga & Melé, 2004), as well as best CSR practice (Esty & Winston, 2006; Savitz & Weber, 2006). Meanwhile, Business Companies starts writing their CSR annual reports, where they consulted a social expert and NGO'S to implement Successful CSR approaches in their Firms. The Phenomenon of CSR has changed from the concept of "philanthropy" to turn in to a wider notion, "Sustainable Development, "it becomes an effective tool in solving complicated Society and environmental problems. As Kunstler states in 2006, the University's role has changed to satisfy the needs of stakeholders, in addition to ecological and social commitment. In the 20th Century, CSR is developed to collaborate with management concepts and skills, "CSR is much

more than a cost, a constraint, or a charitable deed- it can be a source of opportunity, innovation, and competitive advantage" (Michael Porter and Mark R. Kramer, 2006).

Companies start considering CSR as a necessity for organizations to define their mission in society and adhere to social, ethical, legal, and responsible standards (Lindgreen & Swaen, 2004). Consequently, they try to develop their social policies to improve their performance and behave ethically and morally with their internal and external stakeholders. Its development and implementation could be considered as an organizational advanced process (i.e., moving from a present to a future state (Georges & Jones, 1996) or as a new way of organizing and working (Dawson, 2003). Moreover, it requires understanding, learning, and applying by all organization members. In spite of the fact that there's no best way to bring approximately, upgraded learning about stakeholder desires, and the specifics of the setting offer assistance guarantees that the alter is advantageous and upheld by suitable instruments (Burnes, 2004).

In the World of Sustainability and CSR, Leadership is the key to attaining social and environmental welfare, where leaders play an essential role in setting the organization's goals and strategies to change business practices from maximizing economic gains and enlarging profits towards a sustainable future. On the other hand, CSR becomes an important business performance indicator for organizations that changes the manager's views towards Society and the environment; moreover, it changes their attitudes and priorities.

World Business Council for Sustainable Development believes that CSR is a continuous commitment process for the business to behave ethically and contribute to economic development, moreover improve employer's life as well as the community (WBCSD: Meeting Changing Expectations, 1999. Cramer talks about the importance of combining CSR and Sustainability in business to achieve sustainable economic

Development (Cramer, 2005: 583). While we analyze it as an essential responsible strategic choice for business. (Werre, 2003: 260).

Today social responsibility crosses the borders of philanthropy to reach sustainable development, and environmental challenges (CSR), on the other hand, also reflects the need to defend common values and increase the sense of solidarity and cohesion (Vasilescu et al. / *Procedia Social and Behavioral Sciences* 2 -2010), it became an essential factor for company Sustainability and Continuity, and moreover, it's a source of Competitiveness and companies' good reputation in the market.

In the end, the major challenge of the 21st century will be meeting the needs of consumers and shareholders in business in a way that supports social and environmental requirements.

2.1.2 Corporate Social Responsibility Concept and Development

Many concepts arise talking about CSR, where it differs from a country to another and from culture to another. Thus it is hard to have one definition as Moon believes: CSR varies in terms of its underlying meanings and the issues to which it is addressed across the World (Matten & Moon, 2008)". Moreover, Gobbels in 2002 define it as an "All-embracing definition of CSR and subsequent diversity and overlap in terminology, definitions, and conceptual models hamper academic debate and ongoing research" (Gobbels, 2002). It is, therefore, a difficult concept to pin down (Matten & Moon, 2004, Broomhill, 2007).

According to Calderon (2011), there are copious definitions of CSR both from the academia and the professional field, but a generally accepted one originated by the European Commission that defined CSR as "a concept whereby companies integrate social and environmental concerns in their business operations and in their interaction

with their stakeholders on a voluntary basis. Being socially responsible means not only fulfilling legal expectations but also going beyond compliance".

COM in 2006 has viewed CSR is the process of Companies' integration in social and environmental concerns in their business operations and in their interaction with their stakeholders. Where CSR in many countries across the concept of being voluntaries, and starts being a part of the legal requirement obliged by-laws, Indian Country is a good example concerning this issue.

Another simple meaning for CSR in Business Dictionary (2009): "obligation of an organization's management towards the welfare of the society which provides it, the environment and resources to survive and flourish, and which is affected by the organization's actions and policies." The ISO Strategic Advisory Group on Social Responsibility in 2004 notes that CSR aims to benefit people and the community through organizations' economic, social, and environmental targets. Besides, the organization management must implement sustainable goals in its future targets to be a CSR company, as Vallaeys states: "Social responsibility requires an administration hone that looks to form Society sustainable by dispensing unsustainable negative impacts and advancing sustainable shapes of Development (Vallaeys, 2016).

The World Commission on Behalf of the United Nations published the Brundtland report: "Development that meets the needs of the present without compromising the ability of future generations to meet their own needs." (Brundtland, 1987), not exist where sustainable development focuses on three dimensions: Society, Environment, and Economy, where it intersects with CSR concerns "How organizations should act in order to contribute to a sustainable development" (Larsson and Ljungdahl 2008). For instance, the World Business Council for Sustainable Development (WBCSD) defined SR as the commitment of business to contribute to sustainable economic development, working with employees, and Society at large to develop their quality of life (WBCSD, 2002).

Companies, when engaging with CSR matters, indeed are building a good reputation, accordingly an interesting brand image, through the stakeholder's trust relationship with the company upon applying real social and environmental strategies. When the customer knows that the product he is buying is manufactured in a way that doesn't damage nature and Society, too, he will be encouraged more and more to buy from this company. Meanwhile, this step will help companies in increasing their productivity and quality of business through improving their CSR learning skills and management. When a company tries to improve its employees working conditions, its employer's productivity will increase consequently.

The more a company appears it is committed to CSR by complying with and going with legal legislations, the more tolerant governments, and controllers may be with the company.

Otherwise, the company that is committed to CSR matters, the less it is exposed to business and financial risk. This might be reputational hazard taking after awful press, e.g., the exceedingly publicized, money-related chance or natural chance.

2.1.3 Concept of University Social Responsibility (USR)

CSR has become a top priority in every country, where it infiltrated all Business Companies, Governmental institutions, Hospitals, Hotels, Tourism, Food, Sports, Agriculture, and Technology. It has been known first in small and mid-size companies, then Universities, just like any other enterprise, start setting a social strategy that meets the stakeholders' needs and expectations (present and future students), where it merges the concept of USR" University Social responsibility. Many research as the one held by "Nejati et al., in 2011, revealed that the top ten World-leading universities set Social Responsibility in their daily activities programs. By “system” here we really do mean a triple – economic, social and ecological – structure which might mean towns, countries, regions, continents or even the whole world (Gergely Tóth , 2008).

Moving nations towards a more sustainable future start through many doors. One of them is "Education which represents a powerful tool that links the economy, society, and environment. From this State, Universities adopted a new USR philosophy that implies having a policy of ethical quality governing the Performance of university community. UNESCO believes that education is a key to social, economic, and environmental development and is also a key in the creation of learning societies and achieving a sustainable future (UNESCO, 2007)

Reiser (2008) defines USR as "a policy of moral quality of the performance of the university community (students, faculty and administrative employees) through the responsible management of the educational, cognitive, labor, and environmental impacts created by the university, in an interactive dialogue with society to advance sustainable human development." The Concept of University Social responsibility has had a conceptual development mainly in libero–American countries during the first decade of the 21st century as a social demand for a higher education model that should contribute to society with experts with a sense of responsibility (Marti & MartiVilar, 2013). While the European Universities that are encountering a process of world change, which materializes into a better way of looking at the approach and reason of Education (Nuñez & Alonso, 2009).

The University's mission has developed from Education to reach social and environmental concerns, moreover economic growth. For this purpose, universities play a significant role in the next generations' ability to succeed and deal with globalization and economic growth and build a sustainable future for people all over the World (Setó-Pamiés et al, 2011).

Larrán et al. in 2012 stated that colleges ought to not as it taught and search, but must be more socially responsible institutions that can offer assistance to students find jobs, encourage moral values, contribute to financial and social improvement, etc. (Larrán et al., 2012a).

As Sanderson and Watters (2006), several higher education observers also talked about transformation in the higher education system refers to "Corporatization." Other than Corporatization, Universities have passed through many changes as the growth of student's number, expansion in majors, and sciences and professions, delocalization process, becoming a part of the Business Cycle, globalization, and its effects, all those reasons were a part of moving towards USR schools.

USR underlines an ethical collaboration with the university community and ecology as a significant stakeholder involvement component (Esfijani & Chang, 2012a; Esfijani & chang, 2012b). To meet the expectations of the stakeholders, the external and internal one as the students, employers of graduates, funding agencies, and society and internal stakeholders such as administrators, faculty, and staff to higher education institutions, University need to apply a social responsibility strategy just like any other institution.

Sustainable development fulcrum has emerged through the Educational System, a powerful tool binding economy, society, and environment under the umbrella of global responsibility. The authors Vasilescu et al., in 2010, has written an exciting Definition for (USR) from the sustainability view: It is about the need to strengthen civic commitment and active citizenship; it is about volunteering, about an ethical approach, developing a sense of civil citizenship by encouraging the students, the academic staff to provide social services at their local community or to promote ecological, environmental commitment for local and global sustainable development. (Vasilescu et al., 2010).

According to the European Commission's view (2011), each organization has an effect on society. Therefore, universities have to take responsibility for the impacts and consequences caused by their techniques, structures, policies, and performances, a bit like any other organization (Argandoña, 2012). Universities are not only educational

services providers (Sullivan, 2003) but it deliver great citizens prepared for competency and character (Ehrlich, 2000; Wilhite, Silver, 2005).

In other words, USR is trying to change the way we think about things. It is an operation of making the students more human, more philanthropic, more sociable, more obliging, more conscience, more friendly, from this view " De la Calle et al., (2007) realizes the concept of USR as: "The Implication of developing in the students the ability to commit, to listen to the dialog, to distance oneself when facing problems to know how to see through somebody eye's, to learn to put oneself in somebody else's place, to possess critical thinking capable of identifying parts of a whole and their interdependence, of having empathy (De la Calle et al., 2007).

2.1.4 Emergence of Social Responsibility in Education

If we review the history, we find that CSR has existed and practiced since ancient years. Aristotle talks about social welfare in 350 B.C., "Educating the mind without educating the heart is no education at all"- Aristoteles Social responsibility is an ethical ideology proposing the individual or organization to act for the benefit of society at large (Brodeur, 2013). Moreover, in the 1940s, studies emphasize raising awareness among the students, faculty, universities, and educational institution's administration (Reason, 2013).

Thus, Education is seen as a key to advancing quality of life, not just of individuals but also collectively for mankind (Galang, 2010). That is why colleges ought to approach and understand the consequences of the social changes that are forming a modern society model. Particularly, colleges require an interdisciplinary, open-minded approachable to manage with current needs and not bolted up in conventional academic purposes (in both Education and research) to meet a particular plan (Gaete, 2012). On the other hand, Reiser in 2007 indicates an accurate USR definition as the ethical Performance of the University through the responsible management of various

impacts of the University in interaction with society to improve human development (Resier, 2007).

Saninuj Sawasdikosol (P. Moral), Founder of the University Social Responsibility Alliance in San Francisco in 2009, has accomplished incredible success in establishing collaboration among universities throughout the World. Such collaboration between USR and CSR would well serve the fundamental need to change all peoples' thinking to encourage them to reform their lives by first using the measuring stick of unselfishness and altruism. First, the growing concern of nowadays Universities is to satisfy the needs of different stakeholders and to deal with a profound ecological and social commitment that has imposed greater social responsibility on them (Kunstler, 2006). Second, colleges have a vital role in optimizing the way society is managed and accomplishing the objective of ensuring significant enhancements in people's lives. Third, universities are not only educational services suppliers (Sullivan, 2003) but also create good citizens prepared for both competency and character (Ehrlich, 2000; Wilhite, Silver, 2005). These are why more and more institutions of higher education are attempting to foster and implement USR strategies in all university areas.

Kunstler, B. (2006), "The millennial university, then, and now: from late medieval origins to radical change," Sullivan, W.M. (2003), "The University as Citizen: Institutional personality and Social Responsibility. The current purpose of universities is to supply students with appropriate academic backgrounds and transmit wisdom and information, bearing in mind their stakeholders' desires and requirements. Besides, this identification is the primary step in the process of actualizing the concept of university social responsibility in organizational management (Moneva, 2007) because the socially responsible behavior of an organization should be managed following the interface and needs of each of the stakeholders influenced, or interested in the activities of the institution (Gaete, 2009).

The Manchester University defines USR as: "Social responsibility describes the way we are making a difference to the social and economic well-being of our communities through our teaching, research, and public events and activities." Similarly, colleges and universities have a considerable impact on developing students' personal and social responsibility (Sibbel, 2009). On the other hand, European universities are encountering a process of world change that materializes into a better way of looking at the approach and purpose of Education (Núñez & Alonso, 2009). For this reason, universities play a basic role Education's approach and purpose to succeed and bargain with globalization and economic growth, as well as to construct a sustainable future for individuals all over the World (Setó-Pamiés et al., 2011). In Romanian Universities, an exciting study about Learning organization and social responsibility in higher education institutions reveals the role of universities as learning organizations capable of having a socially responsible course of action in professional formation.

Furthermore, it studies in detail the process of Continuous learning, Inquiry and dialogue, Group learning, Empowerment, System connection, and Strategic Leadership. As revealed by the correlational analysis, all dimensions of learning organization were positively associated with university social responsibility (Claudia et al., 2014). Another USR study was done in the University of León for Spanish students testing their overall perception of USR to achieve a higher quality of service and satisfaction. This research has presented a new model of University Social Responsibility and a test if this model affects service quality and student satisfaction (Vázquez et al., 2014).

UNESCO in 2007 has analyzed the importance of Education as a critical role in achieving a sustainable future, moreover the higher education institutions the (HEIs) that link-local settings to a larger field of knowledge. Nowadays, the concept of "USR" has envisioned the university doors were many advanced universities to promote sustainable human development through Education (Esfijani & change 2012a).

2.1.5 Reasons Behind USR Success and Failure in Universities

The core concept emerges from the thought that "Teaching the mind without teaching the heart is no education at all"- Aristoteles Social responsibility is a moral ideology that proposes that an individual or an organization ought act to act society at large (Brodeur, 2013). Nowadays, social challenges lead universities to play a crucial part in society, being their exercises foremost in its advancement (Delors J, 1998). It is necessary to reconsider the Higher Education Institutions (HEI) role and their targets (Vilalta et al., 2018). Therefore, University Social Responsibility (USR) represents a creamy subject worth studying, and its existence is justified by its public nature and its intrinsic responsibilities to society (Neave, 2000). The Manchester University defines USR as: "Social responsibility describes the way we are making a difference to the social and economic well-being of our communities through our teaching, research, and public events and activities."

Vasilescu et al. (2010) draw an interesting (USR) model in a universal context, pointing out that USR is an ethical approach whereby university students and academic staff are encouraged to embrace the notions of civic commitment and voluntary contribution to social services (Vasilescu et al, 2010). In few countries, Universities are still at the beginning of the CSR implementation road, as Thailand experience is still in its early stages of CSR development (Prayukvong & Olsen, 2009). Even though the Thai Society has practiced many social responsible practices, but it took a form of religious Buddhism (Thai CSR, 2010), the western development of the term and concept of CSR has just evolved in Thailand after the World Trade Organization Ministerial Meeting in 1999 (Prayukvong & Olsen, 2009). Another exciting study in Japanese higher education financing mechanism done by Futao Huang (2016), and the main changes in these mechanisms and their influences on higher education development. Japan has done severe steps in progressing its higher educational institutions and improving the quality of teaching and researches, which is a step towards building an effective USR system, where it starts with reducing public

funding to all higher education institutions, and especially to national and local public sectors, increasing the share of competitive funding at a national level, thus encouraging individual institutions to diversify their channels of generating revenue, and stimulating the collaboration and partnership of government, industry, and University (Futao Huang, 2016). On the other hand, the human resources form the most precious capital in universities, Andy Hargreaves states that: "right now, fashionable instructive change and reform strategies similarly treat our instructor and human assets as expendable waste, just as multinational businesses and politicians have undermined the sustainability of our natural resources" (Andy Hargreaves, 2007). Many other reasons stand for successive USR implementation related to University Vision and Values, where USR must emerge in the University board of Ethics and Values. Thus, the University has a massive role in building USR students. The awareness about the significance of educating and transmitting social and personal responsibility to the students is the core of USR, but a crevice still lies between how it should be instructed and practiced at campuses (Dey & Associates, 2010).

The higher education system and ministries are the core center for emerging a socially responsible system in universities, where they must build an extensive system of values, standards, rules, procedures, steps, and present it to All Public and Private Schools and Universities Starting with:

Raising USR awareness inside the Schools, explaining USR Concept (Values, Standards, Laws), establishing a suitable USR system, auditing the USR applied system, and the final step is to award the ideal USR universities to encourage them to work more. Since higher education has become a highly competitive market and both a "mature and diversified sector," universities have to reshape themselves to confront new challenges and opportunities (Burcea & Marinescu, 2011) to move forward service quality and student fulfillment. Higher Education, therefore, can alter the World by training and growing a student's mind, investigating answers to challenges, appearing its understanding and commitment through a responsible campus administration (Tilbury, 2011). Sanderson and Watters (2006) argue that a recent

change in the higher education system refers to the "Corporatization" of higher education. In the absence of governmental Strategies towards USR, and in the presence of Private universities which care the most to maximize profits rather than Social problems and environmental concerns, Corporatization in some places obstructs the USR operation.

It seems that there is much to do in informing universities as organizations on how to learn, to evolve to a higher form of learning capability that enables them to learn better and faster from their success and failures (Marquardt, 2002), and how to exert the effort of maintaining the new higher level of learning power (Marquardt, 2011). For this reason, colleges have a significant part to play by consolidating social obligation within the plan of their educational program and investigates, as well as into their mission, vision, and corporate procedure (Muijen, 2004), and always taking into account that educators ought to help their students to understand the powerful effects that business decisions and actions can have on society and the potential collateral damage (Setó-Pamiés et al., 2011).

2.2 Sustainable Leadership

2.2.1 Leadership History and Concept

Many philosophers in ancient history define leadership with simple principles; it differs from one decade to another in concept and traits; the Aristocratic think that leadership depends on a person's new blood and genes. However, the Monarchy related it to divine sanction. On the other hand, Plato and Plutarch, in their books Republic and Lives, talked about "What Qualities distinguish an individual as a leader? They shed light on the importance of leadership. Sanskrit literature differentiates ten types of leaders mentioning their methodology, history with examples. From the Confucianism point of view of leadership to traditions, the ideal of male Scholar thinking and his benevolent rule. From Different Religious thinking,

Christian thinking on leadership has the opposite sense of servant leadership, providing resources human and material.

At the beginning of the 19th century, the leadership concept merged with the management system in companies, trying to indicate the leadership styles, traits, and characteristics that best fit each. Stogdill and Mann, in the 19th, studied the leadership situations and how they may differ from one person to another, they thought that it is not important for a person to be a leader in all situations (Bass and Stogdill, 1990).

In 1984 Rauch and Behling investigate company characteristics and leadership; it tries to predict company fate and its future as well as drawing a pathway to follow this desired track (Rauch and Behling, 1984). Waterman & Peters in 1982 defines leadership as: "Discovering the passion, persistence, and imagination to get results to be able to find the Wow factor and to be able to think the weird thoughts necessary to learn and thrive in a disruptive age" (Waterman & Peters, 1982). After a while, Peter suggests a new definition of leadership relating it to Sustainability: "A leader is someone who can craft a vision and inspire people to act collectively to make it happen, responding to whatever changes and challenges arise along the way."

The roots of leadership school theories start in 1990 with the ideas of Weber (Bass 1990), where the leadership style has changed from transactional to transformational. Later another leadership theory has emerged; this School is referred to as the emotional intelligence school of leadership theory that has an impact on their success and their team's performance than their intellectual capability. Throughout history, many scholars called for fundamental changes in leadership and management thinking to enable enterprises to withstand many kinds of external shocks and achieve Sustainability (Avery & Bergsteiner, 2010; Avery & Bergsteiner, 2011; Albert, M., 1992; Kantabutra & Suriyankietkaew, 2013).

Ket de Vries (2001) relates Leadership to Anglo-Saxon roots, where he defines leadership as the one who walks ahead forward, and he studies the impact of

effectiveness strategy (Kets de Vries, M.2001). However, Jaworski in 2011 analyzed the leadership concept as an interpersonal skill the focus in affecting a particular situation and organized by the arrangement of communication prepare towards the key organizational targets (Jaworski j, 2011). Furthermore, the mission of The Leadership Quarterly (LQ) has been to sustain and catalyze the development of innovative, multi-disciplinary research that advances the leadership field. Nearly 25 years later, this goal, along with many of the journal's other primary objectives, has been reached; as Gardner and colleagues noted in their 20-year review of LQ in 2014, leadership research has grown exponentially in the last decade, attracting the interest of talented scholars and practitioners from around the globe who have revolutionized the way we understand leadership phenomena (Dinh et al., 2014).

Sustainable leadership matters spread and lasts. It is a shared responsibility that does not unduly deplete human or financial resources and that cares for and avoids exerting negative damage on the surrounding educational and community environment (Andy Hargreaves and Dean Fink 2003). Sustainable leadership has an activist engagement with the forces that affect it and builds an educational environment of organizational diversity that promotes cross-fertilization of good ideas and successful practices in communities of shared learning and development.

A sustainable leader can be characterized as somebody who is committed to ensuring and maintaining the societal assets we all depend on. He is gifted in decision-making that serves both the quick and long-term needs of the community or organization (Georgie, 2017). The roots of leadership school theories start in 1990 with the ideas of Weber (Bass and Stogdill, 1990), where the leadership style has changed from transactional to transformational.

2.2.2 Sustainable Leadership Emergence

Sustainable leadership matters spread and lasts. It is a shared responsibility that does not unduly deplete human or financial resources and that cares for and avoids exerting negative damage on the surrounding educational and community environment. Our vision is a world in which there are many opportunities to learn about sustainable development. A world where a skilled population makes informed decisions in their home, community, working lives, and in their leisure activities. Sustainable leadership has an activist engagement with the forces that affect it and builds an educational environment of organizational diversity that promotes cross-fertilization of good ideas and successful practices in communities of shared learning and Development (Andy Hargreaves and Dean Fink 2003). A world where people understand and take responsibility for the impact they have on the quality of life of other people, locally and globally (Tilbury and Fien, 2002). According To Fullan, he defines Sustainability: Is the capacity of a system to engage in the complexities of continuous improvement consistent with deep values of human purpose.

The Concept of Sustainability has become a top priority and necessity nowadays in all government departments and divisions for achieving long-term targets and development. In 1980 Lester, the Founder of the World Watch Institute, have talked about the importance of Sustainability. Afterward, Brundtland, in 1987, wrote a report about "The World Commission on Environment and Development," defining the Term "Sustainable development" (World Commission on Environment and Development, 1987). Later, Practical goals for Sustainable Development were developed in 2002 by the United Nations Johannesburg Summit. By 2005, it begins the period of the UN Decade of Education for Sustainable Development (Buckler, C., & Creech, H. 2014).

After many theories defining leadership, the new attempts to relate Leadership to Sustainability, Where Sustainable leadership has an independent door in concept, theory, traits. According to a survey of 766 United Nations Global Compact (UNGC)

member CEOs (Lacy et al., 2010), 93% of CEOs see sustainability as important to their company's future success (Visser & Courtice 2011). "Where the Sustainability Leadership Institutes in 2011 has presented a new definition for Sustainable leadership: Persons who look to form contrast depending on their mindfulness through embracing on unused abilities, procedures, and advancement to reach sustainability" (CISL 2011).

The functional linkage between higher education, industry, and Society is a prerequisite to sustainable development. Universities, with their triple role as providers of the highest level of education, advanced research, and path-breaking innovation, have the potential to be crucial drivers of Europe's ambition to be the World's leading knowledge-based economy and Society (COM, 2009). Moreover, Universities should take greater responsibility for their own long-term financial sustainability, particularly for research: this implies pro-active diversification of their research funding portfolios through collaboration with enterprises (including in the form of cross-border consortia), foundations, and other private sources (COM, 2006).

2.2.3 Sustainable Leadership: A Theoretical Framework

Many philosophers investigated the linkage of Leadership and Sustainability, where Leadership helps create organizational resilience, longevity, and Sustainability in organizations (Dobson, 1996). Thus, the transformation process towards sustainable organizations requires suitable leadership traits, actions, styles (Avery & Bergsteiner, 2010; Avery & Bergsteiner, 2011; Albert, M., 1992; Kantabutra & Suriyankietkaew, 2013). The fundamental reason towards such organization is to find a balanced formula between people, planet, profit, longevity based on S.L. edges, that was built first by Avery are CEO and top-team leadership, consensual and devolved decision-making, ethics, financial independence, vital systemic innovation, knowledge-sharing, long-term perspective, promotion-from-within, strong organizational Culture, strongly priority, high quality, high staff retention, highly-skilled workforce, strong social

responsibility, strong environmental responsibility, broad stakeholder focus, self-governing teams, considered uncertainty and change as a process, plus cooperative union-management relations, derived from a study of 28 global organizations. After a while, Avery and Bergsteiner has added four additional practices (trust, innovation, staff engagement, and self-management) to reach a set of 23 named "Honeybee" or sustainable practices (Avery & Bergsteiner, 2010; Avery & Bergsteiner, 2011)

Many Scholars have adopted Avery SL Honeybee Practices and adopted it (Albert, M, 1992; Bennis & Nanus, 2003; Drucker, P.F., 1999). Recently, much literature has concluded the implementation of the S.L. practices in the SMEs (Zhang et al., 2014).

Nowadays, companies start engaging with sustainable goals of their innovation capability, which is the critical driver toward sustained competitive advantages (Cooper, J.R, 1998). In fact, the Sustainability of overall innovation capability has become a reality for companies through a continuous, evolving, and mastered the management of the innovation process (Rejeb et al., 2008). Sustainable leader succession depends on several reasons. An essential one is a teamwork and collaboration. It is a kind of distributed Leadership, or a puzzle game, where many factors enter to complete the whole image. It does not raid the best resources of outstanding students and teachers from neighboring institutions. It does not prosper at other schools' expense. It does no hurt to and effectively finds ways to share knowledge and resources with neighboring schools and the neighborhood community (Hargreaves, A., & Fink, D., 2012).

It does not strike the leading assets of students and teachers from neighboring institutions and effectively finds ways to share information and assets with neighboring schools and the neighborhood community; it is socially just; moreover, it advances cohesive diversity. S.L. cultivates and learns from diversity in instructing and learning and moves things forward by making cohesion and networking among its luxuriously changing components. Sustainable Leadership recognizes and rewards the

organization's leadership ability in prior rather than later career. It takes care of its leaders by empowering them to take care of themselves. It renews people's energy. It does not deplete its leaders dry through innovation overload or unrealistic timelines for change. Sustainable Leadership is prudent and resourceful Leadership that wastes neither its money nor its people.

S.L. targets to create a better future. It revisits and revives organizational memories and honors the wisdom of their bearers as a way to learn from. Sustainable schooling, by contrast, values slow and in-depth learning rather than a hurried curriculum, it asks for patience and endurance in the implementation of change, it calls for prudence and resourcefulness rather than energetic and profligate investment, and it promotes the virtues of conserving the past in a world awash with innovation and change (Hargreaves, A., & Fink, D. 2003).

2.2.4 Sustainable Leadership Skills, and Programs

As we had talked in the first part of this chapter about social responsibility and its emergence in the educational field, in the other part, we will discuss the Sustainable Leadership Program in Education, moreover to show how it was implemented in Schools and Universities.

Kemmis and Mutton in 2012 illustrated "The Effective Educational Skills," trying to correlate the people's needs and their sustainable resources and try to engage them with sustainable activities and future. It focuses on environmental, social, economic, and human skills that are needed in the educational field in order to grow and Succeed, and from that concept, moreover on the importance of Sustainable Skills in Education that need to be characterized in Every Leader in the Educational Sector, as having envisioned, critical thinking and reflection, systemic thinking and acknowledging complexities, building partnership, and participation in decision making (Kemmis, S., & Mutton, R. 2012).

On the other hand, many essential leadership characteristics needed to be acting by each leader in the environment and society; some of those traits are correlated with sustainable matters as "Russell Reynolds Association" stated in 2015, for example in the environmental side, the sustainable leader must care for the natural environment and climate change. Moreover, he must participate in the community and is committed to transparent activities through voluntary disclosure (Russel Reynolds Associates, 2015). Sustainable Leaders must meet basic requirements for Leadership and carry out good management practices such as creating, leading team, making decisions; therefore, Russel Reynolds Associates in 2015 sets of the "Key Competencies for Sustainable Leaders" that has a strong sense of purpose and mission within the organization such as Sustainable mindset- move from me to we(Enlightened Self Interest - Long term Orientation - Presenting - Courage - Integrity - Open Mildness – Transparency), System Thinking Zooming in and out (Seeing the bigger picture - Appreciating the Details-Maintaining balanced decision making-Keeping it simple), and Relationship building- Connecting the collaborating(Understanding Across Cultures- Appreciating and embracing diversity- Networking- Facilitating meaningful dialogue- Empowering Measuring Improvements).

Hargeaves and Fink, summarized from their Long study Seven Principles of Sustainability in 2004 they search for new Concept of educational Leadership, they found deeper and exception one, their study shows a long-term change which is Leadership Sustainability, based on 30 years of educational Leadership in eight U.S. and Canadian high schools, as well as engagement with the literature on environmental and corporate Sustainability characterized below (Andy Hargeaves and Dean Fink in 2004):

1. Depth - Sustainable leadership matters. It preserves, protects, and promotes in Education what is itself sustaining as an enrichment of life.
2. Endurance- Sustainable Leadership lasts. It preserves and advances the most valuable aspects of life over time, year upon year, from one leader to the next

3. Breadth- Sustainable Leadership spreads. It sustains as well as depends on the Leadership of others
4. Justice- Sustainable Leadership does no harm to and actively improves the surrounding environment. It does not raid the best resources of outstanding students and teachers from neighboring institutions
5. Diversity-Sustainable Leadership promotes cohesive diversity and avoids aligned standardization of policy, curriculum, assessment, and staff development and training in teaching and learning
6. Resourcefulness-Sustainable Leadership creates and does not exhaust material, and human resources' Sustainable Leadership recognizes and rewards the organization's leadership ability in prior instead of afterward career.
7. Conservation Sustainable leadership honors and learns from the best of the past to create even better future standing purposes.

In the end, and after mentioning the necessary Sustainable Leadership skills and behavior, moreover the Principles of Sustainability in Educational, that must be emerged in Schools and Universities management, and also be briefed for their staff and teachers. Educational Institutions have to build an Effective Educational Structure based on Sustainable Values and also figure out their suitable Leadership Style. Mathew Lynch has mentioned four important Sustainable Leadership styles in Education, the servant, the transactional, the emotional, the transformational, where each type has specific characteristics and dimensions: Servant leadership style(leader support just his followers, focus on Organization goals regardless of outside World, take service leadership to the next level, and create a momentum to achieve it), Transactional leadership style(employers need work to be done, employees do it and get the salary, and leader let employers do work as they like to do), Emotional leadership style (Leaders are Emotionally Intelligence, try to motivate their employees through their Intelligence, leader try to find the path to guide his followers by the

Emotional ways), Transformational leader style (Leaders share their qualities and sense of purposes together to motivate subordinates (Lynch, M. 2012).

2.2.5 Sustainable Leadership in Education

At the educational level, Managers and Deans start searching for different long-term Strategies involving Society and the environment. Andy Hargreaves and Dean Fink in 2006 defined "Sustainable educational leadership and improvement preserves and develops deep learning for all that spreads and lasts, in ways that do no harm to, and indeed create positive benefit for others around us, now and in the future."

Many Conferences were held to explain the Concept of Sustainability in Education as the "United Nations World Commission on Environment and Development 1987" and the "United Nations Conference on Environment and Development (Weiss, 1992)". For UNESCO, education for sustainable development involves: Integrating key sustainable development issues into teaching and learning. For example, instruction about Climate Change, Disaster risk reduction, Poverty Reduction, and Sustainable Development. On the Educational level, changing teaching, and learning methods into participatory one that motivates learners to change their behavior into more Sustainable development one.

The importance of higher Education has concerning economic, social, and cultural development is stressed by OECD (Higher Education and Regions., 2007). Higher Education started integrating into the globalizing knowledge economy, where knowledge, skills, and technology are considered essential drivers for obtaining competitiveness. Additionally, the influence of the state administration and institutions has a significant role in the policy of Higher education and in the implementation of the Education and economic reforms (Sahlberg, 2009), as the experience of Finland, Korea, Taiwan indicates the essential role played by Education in the development of the capacity for technological innovation.

Many Conferences were held to explain the Concept of Sustainability in Education as the "United Nations World Commission on Environment and Development 1987" (Brundtland, G. H. 1987) and the "United Nations Conference on Environment and Development 1992" (Weiss, E. B. 1992). For UNESCO, education for sustainable development involves: Integrating key sustainable development issues into teaching and learning. For example, instruction about Climate Change, Disaster risk reduction, Poverty Reduction, and Sustainable Development. On the Educational level changing teaching, and learning methods into participatory one that motivates learners to change their behavior into more Sustainable development one.

Thereby, UNESCO has launched many International Programs related to Education, and Sustainability, as the "DSED: United Nations Decade of Education For Sustainable Development," "GAP on SED: Global Action Program on Education For Sustainable Development," "Awards for education programs aimed at promoting sustainability programs such as EFS," "UNESCO Prize: Education for Sustainable Development." When UNESCO has marked for the importance of Sustainable Development, Many Countries merged the Sustainability in Education in their Curriculum, as Germany launched the Program "Education for Sustainable Development in Germany," and also Canada started with Sustainable Development Programs. Otherwise, there are also Professional Educational Institutions that played a role in the Sustainable World as the North American Association for Environmental Education that set up detailed "Guidelines for Excellence" in educational programming, moreover the Association for the Advancement of Sustainability in Higher Education.

"Educational Leadership and Change" for the Author Andy Hargreaves in 2007 - "Teaching in the Knowledge Society," where this book emphasizes the importance of participating Young in transforming their countries into imaginative Knowledge economies and to have opportunities to be utilized at the highest levels of these economies. The knowledge society state how information and ideas are created, used,

circulated, and adapted to produce and circulate new knowledge. Andy suggests the idea of "Group Teaching Teachers" needs to work and inquire into the Teaching profession that needs to develop dispositions of taking risks and welcoming change rather than staying with proven procedures and comfortable routines.

In the public sector, for example, where brings a significant likeness to the other sector such as social, Parry and Proctor-Thomson found the influence of leadership styles on the organizational performance and effectiveness in the public sector. On the other hand, Thach and Thompson studied different skills of leadership according to the interviews they made with many leaders in both profit and non-profit industry (Mkheime, 2018).

2.3 Lebanese University Experience Between Sustainable Leadership and Social Responsibility

2.3.1 A theoretical background about Lebanese Higher Educational System

The Republic of Lebanon is a parliamentary democracy divided into six governorates; Beirut, Mount Lebanon, North, Beqaa, South, and Nabatieh that are subdivided into 25 districts. The first University in Lebanon is the American University of Beirut (AUB), founded in 1866 by a Presbyterian mission. The American School for Girls (ASG), established in Beirut in 1835 by the American Presbyterian missionaries, and later in 1994 become the Lebanese American University (LAU), Saint Joseph University (USJ) founded in 1875 by "La Compagnie de Jesus," and the Lebanese University (L.U.), founded in 1951 as the only public-sector University in Lebanon (Center for Educational Research and Development). Today Lebanon has around fifty universities and institutes. The "Higher Education" (HE) is governed by the Ministry of Educational and Higher Education (MEHE) and protected under the constitution; also,

it is divided into: "faculties, necessarily attached to a university; and institutes which may be independent or attached to a university or a faculty" (HRSA II. 1996).

The Ministry of Education and Higher Education (MEHE) is in charge of public Education from the pre-school level to the secondary level, school teachers, and students. Moreover, it is taken care for technical Education and technical schools. The MEHE has supervision over the Lebanese University, which has more than fifty branches, accommodating 72,813 students, 7000 professors and trainers, and 1700 staff members. The Ministry gratifies the private sector of Education and private technical institutes, and private higher Education, which includes 40 institutes and universities that have 42 branches and 110,000 students (The Ministry of Education and Higher Education Report, 2011).

Moreover, the HE rehabilitated many schools and universities during the years and equipped them with science and its laboratories in a joint project with the World Health Organization (WHO) and the American University of Beirut in 2011. On the educational side, the higher education system starts supporting "Citizenship Education" through social practices based on analyzing problems, conflict resolution, and community service. It encourages information and communication technology skills to build a national school network (Chelala, 2020). They are developing a curriculum on traffic safety within the subject of civic Education through preparing programs and training sessions on conflict resolution, and building a culture of peace, in cooperation with the Lebanese ministry of Education and German Agency for Technical Cooperation, that helps training in public schools to enhance teachers skills to train students to solve conflicts (The Ministry of Education and Higher Education Report, 2011). The Lebanese higher education system has done many interesting policies through time, where some universities have social programs and have a sense of responsibility; others are still building their relationship with the community and environment to involve their students in social activities and programs, to improve the CSR concept and social awareness especially in private Universities.

In the technological revolution, many countries have opened the door for online courses and certificates. However, the Lebanon government still not approving any forms of online degrees as proportionate to conventional degrees (Lebanese Ministry of Education and Higher Education, 2014). However, there are some attempts at introducing online Education as AUB and LAU. The American University of Beirut utilized moodle, an official learning management system, to teach Web-enhanced, blended, or online courses (AUB, 2014). Lebanese Universities, especially the public, need to follow the private universities and start their online trial courses; before that, it requires changing its Culture, increasing awareness of online Education, and implementing technical controls to ensure student honesty. On the other hand, it ought to work with students too through developing students' self-discipline skills, increment the Internet speed in Lebanon, increment the reliability of electricity, enlist adequate numbers of experts in I.T. to support the faculty, and prepare faculty to be competent in the specialized delivery of online.

On the other hand, the Lebanese educational system is rich with various cultures that fit its districts, religions, and political system. Hence it leads to several educational problems. Culture symbolizes the specialized lifestyle of a group of people (Devito, 2004) and can be thought of as a blueprint that guides how individuals within a group' (Biehler & Snowman 2003, p. 145) perceive, believe, evaluate, value, share, and work (Richard et al., 2001). It is correlated with the university's social responsibility, a significant study done by Linda Akl in 2007, where she analyzes the effect of multiculturalism in the Lebanese educational system, trying to solve the possible educational problems created by multicultural Lebanese society. Simultaneously, the conspiracy between political and religious leaders over the freedoms ensured by the constitution demonstrates the level of chance that political sectarianism speaks to the country and citizens similarly. Lebanon is a country with a mosaic of cultures and societies, a phonetic kaleidoscope, and a vivacious population. Lebanon is challenging to classify concurring to the usual typologies, it is a democracy, but it is also an oligarchy (Hudson, 1985). Multicultural societies often 'contain a single dominant

high-status group whose language is the lingua franca of the nation and several other ethnic groups whose languages are subordinate (Hogg & Vaughan, 2002, p. 427). Students must differentiate the various cultures because cultural problems united the Lebanese people from one hand by a common fate and are separated by religious doctrines and political ideologies on the other hand (Akl, L., 2007).

Otherwise, the impact of Culture and technology, an innovation study shows that nine out of 1000 students from public schools get the baccalaureate without having to relash one or more years; while as many as 255 out of 1000 from private schools reach this level (PNUD report, Lebanon toward a citizen-state, 2009, p 132.) The need of confidence in the public education system can be watched through the civil servants, whom up to 90% send their children to private schools, whose Education are moreover financed by the government (PNUD report, Lebanon toward a citizen-state, 2009, p 132). From the research above, we notice the difference in educational techniques between public and private universities and the significant difference in learning quality. Many families believe that private universities offer a high quality of education rather than public ones.

2.3.2 Difference in leadership between Public and Private Universities in Lebanon through history

Many exciting studies have shown the difference in management and leadership practices between Lebanese public and private universities. Thus, we must shed the lights on some of them (Akl, L.,2007). These researches to understand more the culture and environment of those universities. Hence it is essential to analyze that information in this research correlated with the purpose of social responsibility. Likewise, a critical study done by students of Beirut Arab University tends to point out the strengths and weakness of the usability of the usage of the web portals of 205 students from 6 Lebanese Private Universities: American University of Beirut (AUB), Lebanese American University (LAU), Lebanese International University (LIU),

Hariri Canadian University (HCU), Haigazian University (H.U.), and Beirut Arab University (BAU) were selected through random sampling. The online registration results revealed that AUB and HCU always register their courses online; moreover, AUB has the highest usability for the Online Registration service and lowest usability for the Exam Schedule Service. This study indicates the vital leadership system available at AUB University and the developed I.T. department in their management. Likewise, Computer self-efficacy is an essential factor in technological development, and it plays a vital role in information technology. It is an important personal trait that influences an individual's decision to use computers (Compeau and Higgins 1995). In 2008, considerable research about Computer Self efficacy done in the Lebanese public universities, the study showed that although L.U. is the most significant only public University, creating most of the nation's graduates and career professionals (LAES 2000).

In this study, CSE has been identified as an essential component in achieving that goal at L.U., but it still needs many profound practices to be implemented and developed (Hanadi Kassem Saleh Saleh, H. K, 2008).

From a social aspect, another exciting research was done by Moghnie, L., & Kazarian, S. S. in 2012, about the Subjective happiness of Lebanese college youth in Lebanon through different scales, where shows that socioeconomic status may be an indicator of happiness among Lebanese university students in public and private University (Moghnie, L., & Kazarian, S. S. 2012). The study reveals the difference between happiness status between public and private universities, where the private University is classified to families from middle to higher socioeconomic groups, whereas those attending the public University are classified to the lower socioeconomic groups. The study recognized that the private university students have a higher reporting of life satisfaction among Lebanese college students belonging to the upper-middle and upper socioeconomic groups (Ayyash-Abdo and Alamuddin 2007). Hence, the private

university students are more satisfied and happy; consequently, they could produce more and be active socially and environmentally.

Likewise, analyzing the subjective happiness in the social sector, assessment of health risk behaviors among public and private university students research was done in Lebanon. Survey collected Data for 3384 participants, 1630 (48.2%) from the Lebanese public University and 1754 (51.8%) from private universities. It contains questions related to socio-demographic characteristics, toxic substances consumption, nutrition, and sedentary behaviors. We found critical contrast between private and public university students, where Participants belonging to the private University have exhibited behaviors that could affect health more frequently than those of the public University: they smoked more frequently, drank alcohol, and consumed illicit drugs, eat the food of low nutritional value, have fewer activity levels and more engagement in sedentary behaviors compared with public university students. Thus, the study reveals that a substantial proportion of university students in Lebanon adopt risky health behaviors, particularly in private universities; hence private universities should have a Health-promotion program to decrease health problems in the future (Salameh et al., 2014).

Colleges should plan academic programs to coordinate and meet the challenge of the work's changing structure. In such a circumstance, it is conceivable to state that the "nexus between collegiate involvement and fruitful business is ready for total investigation" (Bohl-Fabian et al., 1999, p. 2). Thus, universities role should transcend Education into escorting students after graduation to find their ideal jobs. Graduates from public universities obtained their jobs through friends instead of a formal application, more so graduates from private universities. This could be related to the reality that graduates from private universities are closer to the Western job-seeking behavior and that using a formal application is part of their view on career management. Moreover, they belong to higher socioeconomic groups, and their families help provide them with a framework for job procurement. According to an

introductory study in this field done in 2006, based on a questionnaire distributed for the graduates of private and public universities in Lebanon (N = 652), distinctive differences in the job procurement process are found between graduates from private versus public universities, where private have better chances in job procurement (Nasser, R. N., & Abou chedid, K., 2006). All those researches above reveals the difference in management and culture between public and private Lebanese universities, thus it supports our research results.

2.3.3 The Experience of Lebanese Universities and Social Responsibility

The most known Lebanese University with High attention to CSR matters is AUB "American University of Beirut." AUB is a private Lebanese university chartered in New York, Stated in 1863, where it bases its educational philosophy standards and practices on the American liberal arts model of higher education. AUB logo is "Excellency in Education," students are involved with many social programs, such as "GHATA Program," helping hundreds of Syrian refugees have a shelter in the Beqaa Lebanese country freezing winter. It has a unique purpose and broader vision, where most of its projects linked with sustainable targets, correlated with Society Progress and Environment Preservation. AUB Students collect enough funds to install shelters for the refugees and a place for Education serving over 4000 students (AUB, Ghata 2014).

On the other hand, AUB also has the CLIMAT project that refers to the Environment and Sustainable Development Unit (ESDU) at the Faculty of Agricultural and Food Sciences (FAFS) at AUB launched the Climate-Smart Livelihoods Initiatives and Market Access Tailoring (CLIMAT) project to improve the skills, capacities, and livelihood opportunities of vulnerable Lebanese and Syrian refugees in Northeast Baalbeck and West Beqaa. This program aims to improve women, youth, and farmers' capacities by teaching them sustainable agricultural practices and climate-smart food processing. Its target is three value chains small ruminant production (wool and carpet

production, dairy processing, and herd/pasture management), alternative and climate-smart agricultural crop production, and agro-food processing. On the Educational and Cultural side, AUB students have created the First Electronic and portal, "Arabic Language Historical Dictionary," launched in Doha. This project results from 300 Arab scholars, lexicographers, linguists, and computer experts establishing a methodology and creating an exhaustive database. The dictionary aims to offer a modern Arabic language platform and open new horizons for researchers and scholars in Arabic language studies. AUB has many Centers for Researches and Departments, one of them is the CSR departments that put a set of sustainable targets regarding Society and the Environment. For example, it has the EHMU department (Evidence-based Healthcare Management Unit), that role is to generate knowledge for the healthcare industry; moreover, the ESDU (Environment and Sustainable Development Unit) promotes collaboration on sustainable development initiatives departments at AUB. (AUB, Home)

Other than AUB University, LAU (Lebanese American University) was founded as a college for women in 1924). It has 90 years of service for more than 8000 students, tracing its origins back to the first school for girls in the Ottoman empire begun by Presbyterian missionaries in the 1830s. The institution has developed and changed tremendously through the decades, but the ambitious and dynamic spirit of those who started it endures (LAU home). "LAU" University offers quality graduate and undergraduate programs to develop economic and social development in Lebanon. The school vision is to achieve excellence in education and teaching. It has academic integrity and ethical and professional conduct. Lau encourages its students to behave with integrity and respect with each other and their society, where it launched "CSR for Lebanon institution" to learn 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 sports and club activities. It has more than 78 nationalities of students worldwide. LAU has an Exoskeleton Team composed of engineering students, who worked on a project to design and build an affordable

lightweight, augmented balance exoskeleton; The Exoskeleton Team learned Michael's walking technique in order to design an exoskeleton which others with similar paralysis or diseases, such as cerebral palsy, could use to become mobile. The team tested an advanced knee lock that improves stability and offers a more natural motion when unlocked and bent. The LIRA program has launched by LAU that funded Michael Haddad's exoskeleton; moreover, it helps Lau student fund their research and experiments. On the other hand, this University cares about environmental matters, where it established "Lau Environmental Club" that Increases awareness on environmental issues among LAU students; it encourages students to be involved in environmental activities & trip, organizes activities on occasions related to the environment, Creates a network of environmental awareness with other universities (Lau Home).

Another Lebanese University is the Sagesse University that was established according to decree 1947 in 1999. However, the University's Higher College of Law goes back to 1875. The Faculty of Business Administration and Finance (FBAF) is committed to giving academic brilliance to its students while planning them to become business and policy leaders, ethical entrepreneurs, creative scholars, and dynamic citizens of the World. Sagesse University Offers well-developed programs, starting with complete mastery of the academic ingredients necessary for a successful future, and it tries to improve the quality of Education by bringing to the students the best in education and development. Moreover, it tries to recruit and retain prime scholars and professionals to accompany students during their studies and prepare for their career take-off. In the end it tries to Prepare students to assume leadership roles in their future professions and citizenship model in the society (USJ Home).

Another Lebanese USR model is Haigazian Private University, which is inspired by the American Liberal Arts, where its target is to promote excellence in Education. It organizes workshops for secondary school students about the importance of human rights, moreover campaigns for driving safety awareness with the collaboration of the KUNHADI association. On a cultural day, it arranges the Tabbuli Competition with

students and professors' collaboration that is a famous traditional Lebanese food, It Founded in 2007 in the "Political Science Students society," where it planes three days' workshop on Lebanese Electoral Law "in collaboration with the "Permanent Peace Movement "and "Conflict Resolution Training Workshop." (USJ Home).

BAU "Beirut Arab University" has established the BAU scouts that take care of the environment, where it organizes nature cleaning campaigns on beaches and engages students in the Championship of Rafting. BAU Club, in collaboration with The Lebanese Red Cross Youth Department, organized 2017 smoking awareness campaigns. The campaign targeted about 50 students whose awareness was raised by demonstrating the dangers of smoking and its disadvantages (BAU home).

USJ University of Saint Joseph where it promotes dialogue through biculturalism and plurilingualism. Its mission is provided in its charter serving all community members regardless of social and ethnic distinctions. In 2008 USJ offers Scholarships through its Department of Social Services, providing financial aid to more than 34% of the student body to students facing economic difficulties. On the environmental side, USJ manages an online Environmental Science Certificate. With the expanded regional and global attention on environmental issues, the Environmental Science Graduate Certificate is well suited for both current and future students interested in careers in the environmental field or for those students who are educators. (USJ-Academies) On the other hand, some Universities are in the primary stages of engaging with CSR activities. The Office of Student Affairs at the University of Balamand signed a memorandum of understanding with CSR-Al Ahli group to strengthen professional relations between both organizations, focusing on activities that foster social responsibility, social entrepreneurship, and youth community engagement (Balamand home)

As we have noticed, private Universities are more involved in social and environmental matters than the public one, regardless this fact the Lebanese University that was established in 1951, nowadays it has 16 faculties spread away all over Lebanon in Beirut and the governorates of Mount Lebanon, North Lebanon, South

Lebanon, and Bekaa try to serve the differing social bunches that make up Lebanese society and to supply a high-level institution in which students can obtain university degrees, its role is to protect the cultural and scientific heritage of Lebanese country through its vision and mission. It attracts students from all governorates, all religions, where its registration fees do not exceed 300\$ per year and its certificates are accredited worldwide.

The Lebanese University has a useful role in society by offering Education for all rich and poor students. It works to serve the nation and the citizen by ensuring higher Education for all equally, establishing human values among university youth, encouraging them to innovate, and developing their academic and professional capabilities to facilitate their labor market involvement. Its student number in 2014 was around 70000 students, and they form around 40% of the total of students (localiban 2014). The Lebanese University has set the objective to modernize its curricula in line with the current requirements to create a thinker, systematic, future-planning, and advanced human being who will contribute to society and the nation. Therefore, the Lebanese University is promoting scientific research and currently funding 730 research projects on which about half of the Teaching Staff and hundreds of assisting students are working in research centers at the university and abroad. However, L.U. is at a renovation and development level, and it starts setting social programs and environmental ones to complete the Private Universities and attract more students, resources, and cadres.

Lebanese University Students form half of the total Lebanese Students and they are participating in several social and environmental activities. In 2009 three Lebanese students received a reward from Facebook to discover a new application that protects people's privacy. Facebook plans to place three students from the Lebanese University on the honor list after rewarding them financially for discovering vulnerability in one of its applications. On the Environmental side, the Lebanese University Kawthar Haydar graduate specialized in "Atmospheric environment physical and chemical properties of the atmosphere." She highlighted the role of organic materials in

agriculture and their impact on air pollution and human health, causing many respiratory severe diseases. These substances also produce many volatile organic compounds that interact with ozone to produce aerosols granules. On the Lebanese Army day, Students in the engineering sector visited Amchit with their Professor in august 2019, in collaboration with the Committee "Lebanon Youth towards Patriotism." During the visit, the students greeted officers and members of the regiment and laid a wreath at the martyrs' monument, and presented a tribute to the regiment commander as a token of love and appreciation department raising the sense of citizenship. In the centenary of the International Astronomical Union, the Lebanese University – Faculty of Science in Bint Jbeil Division, in cooperation with the Astronomy team at the National Council for Scientific Research, held an astronomical evening on July 11, 2019, in the courtyard of Moussa Abbas compound in the city of Bint Jbeil, in the presence of a crowd A large number of Lebanese university professors, students, and residents.

In a critical study for the current and graduated students of Lebanese Universities and CSR did by Pierre Al-Khoury (Lebanese German University Katrin Bolkart) in 2015, USR practices are implemented in a specific university Lebanon. The outcome of Student satisfaction of cooperation between University and companies shows 19.7% total agreement. As shown from the study results, the students are still not involved with social and environmental activities, maybe because they are more occupied with their studies or their work, or maybe the concept of CSR is still Unfamiliar in the Lebanese Public Universities compared with the private ones. Furthermore, "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 its advisory committees" (Martin, B. 2015).

2.3.4 Lebanese University Sustainable Leadership

Since Education is considered as an essential mediator for nurturing a nation's global competitiveness, numerous countries have started to move resources and consideration into the extension of operative educational Leadership (Bertrand & Rodela, 2018; Bellibas et al., 2018; Moorosi & Bush, 2011).

Waller and Waller (2014) alluded to educational Leadership as the exercise of directing the energies and capacities of instructors, students, and parents to accomplish shared educational objectives. Moreover, it is about building connections among diverse individuals such as schools, students, instructors, and community in common (Bertrand & Rodela, 2018; Ishimaru, 2017; Marsh et al., 2015). Moreover, Universities overcome their traditional role to correlates their mission with sustainable goals. Thus we must illuminate the effect of implementing Sustainability in the university mission. In Lebanon, an empirical study was done in 2016 searching for "The Seeds of Sustainability in Lebanese Universities," interviewing Nine Lebanese Universities that have been working for more than 50 years or more. The study classified those universities into four groups:

A: The University has a comprehensive strategy to adopt sustainable practices; high profile issue with strong Leadership – Balamand University

B: The University has taken many significant measures to adopt sustainable practices but still lacks a comprehensive strategy- AUB- LAU- USEK – All going to A class.

C: The University has taken only limited measures to adopt sustainable practices

Lebanese University (L.U.) (the strong measures present are not applied in all faculties) Sagesse University (C going to B as the new Leadership of the University becomes more established).

D: The University has taken no significant measures to adopt sustainable practices- BAU (D going to B in the next few months). The outcome indicates that seeds of Sustainability in Lebanese universities vary from one University to another, and some universities are not aware that Sustainability will increase their profits and offer them

competitive advantages (El Hajj et al., 2017). Thus it's important to combine university vision with a set of sustainable goals that benefit their society and environment. Accordingly, "Because of their potential to combine resources, skills, and knowledge from a wide range of stakeholders to address the challenges of creating a sustainable planet (Gray, B., & Stites, J. P. 2013).

Another interesting study about Lebanese Leadership Style at Universities done in 2009, data was collected from 158 employees working in 2 regions, Christian and Muslim, where it shows that Lebanese Leadership tends to be more transformational than transactional, where results show a positive relationship between transformational Leadership and organizational commitment between religious communities. Christian employees tend to see their leaders as more transformational. This contrast is mainly due to the fact that the Muslim society is separated into distinctive communities; moreover, political pressure was running very high between these communities during the time of data collection (Yahchouchi, G. 2009).

Further important research is done about the Gender leadership styles and linguistic practices in the Lebanese International University coordinators through an interview. The researchers selected five males and five females, where it shows the dominance of two leadership styles, the transformational and transactional.

Definitely, the Man and Woman differ in characteristics and way of thinking, where the research shows that, men are more intense, confident, powerful, persistent, strict, and judgmental, in contrast to women traits that have more empathy and leaner. With regard to the leadership style, the outcomes show that women are more participative and tend to embrace people-oriented objectives (Eagly, 2013; Balasubramanian, P., & Krishnan, V. R. 2012) while men are more mandated and tend to embrace task-oriented objectives. (Joudi, N. S., 2019).

To emphasize the effect of the University leadership traits and action, a cross-sectional study was done in Lebanon in 2019, where 296 participants of General medicine

students were selected from 7 faculties of medicine to study their emotional Intelligence (emotional alertness, emotional control, social-emotional awareness, and relationship management), the Conscientiousness (hard work, self-discipline, organization, strive for achievement, and goal orientation), moreover Decision-making style (dependent, avoidant, spontaneous, rational and intuitive). This study analyzed the relationship between personality traits and decision-making styles and the mediation role of emotional Intelligence. The study reveals the positive rational decision-making style and Conscientiousness, which means that the decision-making process affects hard work. Moreover, the goal orientation, thus University Leadership Styles and Actions, affects its students Conscientiousness and their emotional Intelligence (El Othman et al., 2020).

The effect of Sustainable Leadership on the Social Responsibilities

After analyzing the CSR concepts and values and their implementation in Universities, on the other hand, we discussed the essential sustainable leadership skills, styles, actions. Thus, CSR and Leadership intersect in our research, but analyzing the intersection of this correlation is difficult because both CSR and Leadership are broad, very complex, and hard to define concepts (Strand, 2011). Bass, in 1990 stated that "there are about as many different definitions of leadership as there are persons who have attempted to define the concept." On the other hand, Matten & Moon noticed the CSR phenomenon "defining CSR is not easy" (2008).

Houston's (2001) opinion, the real World is composed of heterogeneous systems that comprise different mechanisms. Instead of arguing that the interaction between these different mechanisms produces a predictable outcome, it is more useful to try to understand and explain the tendencies produced by them (Houston, 2001). CSR, Leadership, Sustainability intersect and differ in concept and implementation, and it is very hard to explain those systems how do they work and communicate, maybe because the World is changing, or either people, also Houston states that "People

transform and are being transformed by their social world rather than just being "at the mercy" of certain mechanisms. Different researches played a role in trying to understand those systems and the changing process. Saunders et al in 2012 talks about the social world changes, and this is very much in line with the purpose of business and management research, which is to understand why certain phenomena occur in order to recommend change. In today's society, there is a growing interest for corporate leaders who demonstrate both Leadership that goes beyond preventing their corporations from front page scandals (Strand, 2011) and also a commitment to CSR through "actions that appear to further some social good, beyond the interests of the firm and that which is required by law" (McWilliams & Siegel, 2001, in Strand, 2011). Moreover, in many systems, Leadership is being an essential key factor for CSR inside companies where it guards the commitment of management and develops a system of incentives to reward leaders and courage them, who develop and push for the adoption of sustainability practices at all levels (Székely & Knirsch, 2005).

Some managers deal with CSR as a strategic decision "Decisions regarding CSR activities are made by managers and stem from their mental models regarding their sense of who they are in the world" (Basu & Palazzo, 2008) and from "their own perceptions of what they think is important or their own moral values" (Waldman & Siegel, 2008). If we want to simplify the meaning of CSR Leadership in two words, it is the "Good Leadership "as Strand stated in 2011, "CSR leadership is not a separate school of Leadership, but rather a particular blend of individual leadership characteristics applied within a definitive context.

CSR in the social fragment tries to solve many serious issues like poverty and human rights, but it requires too the cooperation of the community itself and the citizens. Without their help, it will be a hard problem to solve. Cooperation represents a better approach to solving wicked problems related to CSR (Strand, 2013). In the same view, companies are encouraged to engage in partnerships with non-governmental and governmental organizations to address social and environmental problems that require

specific competencies, which companies do not possess (Strand, 2013). Moreover, Heenan & Bennis in 1999 has mentioned the importance of collaboration between leader and society and also with the help of community and government and non-governmental organizations "The shrewd leaders of the future are those who recognize the significance of creating alliances with others whose fates are correlated with their own (Heenan & Bennis, 1999)". With the help of people themselves, when people are actively involved in problem-solving and action planning, they show a more significant commitment to implementing the proposed solutions (Kellerman & Webster, 2001).

Furthermore, the Leadership types affect the CSR practice and oblige leaders to be committed and act effectively towards society as Guthey & Jachon observed in 2011: "Charismatic leadership, servant leadership, quiet leadership, all of these approaches include in some way or another the idea of taking the initiative, inspiring commitment, mobilizing action, promoting legitimacy, or exerting influence." In spite of the fact that numerous imperatives preclude administration execution as laws and controls and frameworks (Guthey, E.; Jackson, B.2011)

CSR Leader must be "Authentic," talk about CSR at all company levels, commit to CSR activities, be a CSR volunteer, led by example, led by acknowledging publicly, be a real CSR leader. Many social problems handle our society as hunger and poverty, but as CSR leaders and with limited company funds, we must focus on one problem and try to find a solution for it instead of focusing on many folders at the same time without a solution for the long term. Furthermore, he must build a responsible culture, not a charity one, build a socially responsible culture from the first year in your company rather than waiting year after year to start or gain many profits. This helps in building a CSR culture inside the company and set up a five-year sustainable plan. Rewire & Reinvent. He must have creative ideas regarding CSR with the help of information and technology and invite the kids and schools for company CSR programs to encourage them. CSR Leadership is everyone's job, where all family

members in the company understand CSR commitment and targets. Moreover, they have a sense of social and environmental responsibility. Thus, this commitment attracts more and more customers from outside. Finally, the CSR Leader must run it like a business function and don't look at CSR as a philanthropy issue, but do it as a business function. For CSR to be sustainable, we should communicate how it is good for the business and the community.

CSR requires Leadership, where the Leaders who integrate and promote ethics in their organizations and who are aware of their possible impact on influencing followers' behavior in this sense are very likely to ensure an ethical organizational culture (Lager, 2010), where leaders are the most influencer a good CSR company Culture, that is translated in their vision and mission. Leaders introduce values and a culture that supports innovation, service, quality, and caring for all stakeholders (Waterman & Peters, 1982). Furthermore, Leadership relates to direction setting, novelty, change, movement, and persuasion (Grint, 2005). You require a leader who can actually propagate this vision across the organization so that every employee thinks like that.

Related to direct actions and fast ones, companies have to make their own CSR programs and launch them; it will be more effective than being forced by outside organizations and obliged by them. When some people saw CSR as an intruder from outside the company, and something people are obliged to do and act as if it is imposed on them, it will most probably generate a negative attitude towards it, and corporate actors might try to find ways of disguising their CSR expenditure in a way to best suit their business interests.

CSR needed good Leadership and a specific type of Leadership in order to be implemented in companies, "Leadership would mean that you have first the freedom to be creative, to find solutions and to share this creativity, these ideas with others and create a momentum that many foundations for instance or many NGOs would take on this destination trip together and is the ability to set the example as well and share

good practices for them to lead. But I am not sure the term of Leadership is the correct one in a tax context".

Leaders must launch their own CSR projects that fit more their capabilities and social needs and their funds, where it will be more successful and creative, and flexible. Money and charity is not the only instrument for doing corporate social responsibility. So to mandate, to mandate a 2% CSR on the basis of the money that is being set aside is the wrong way of approaching this whole concept of CSR. (Mehta & Singh, 2013).

3. 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".

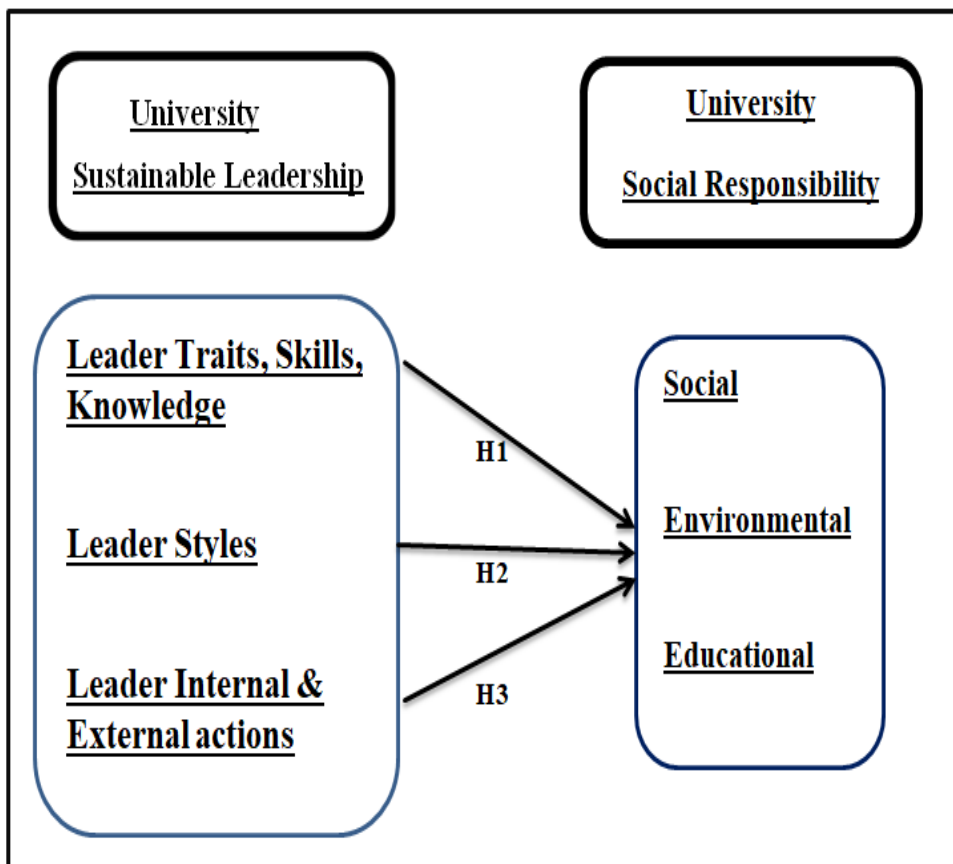


Figure 1 : A proposed framework as an integrated research model
Source: Authors' own research results

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 own, 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 full 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 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 CSR 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 (Vallaey's 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 employees 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 employees 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 aids. 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 aids 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 Tetreova 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 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 start 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 ðical, 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.

4. 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.

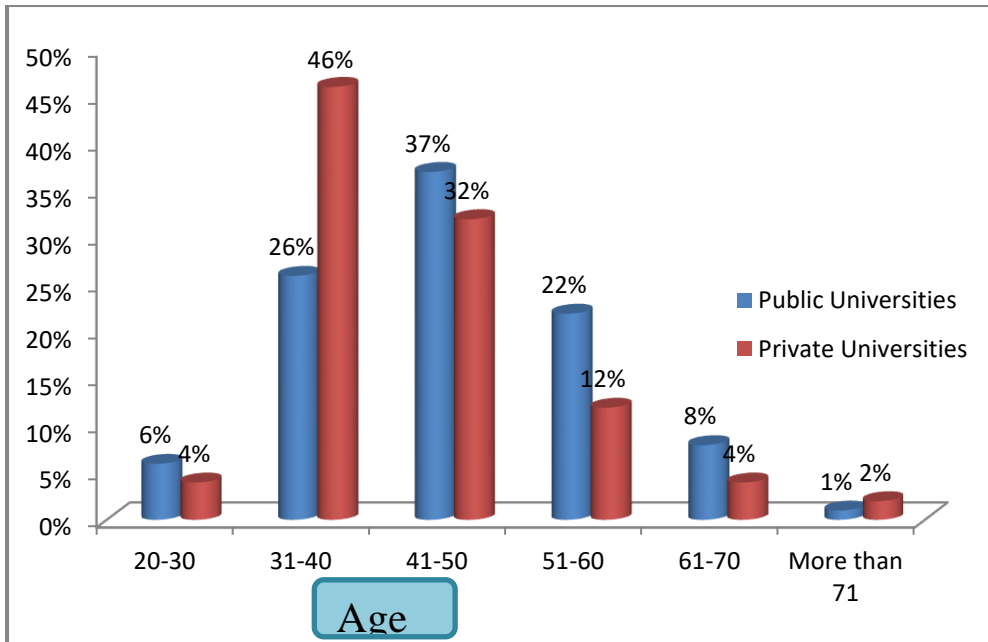


Figure 2: Age Category in Lebanese Public and Private Universities

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).

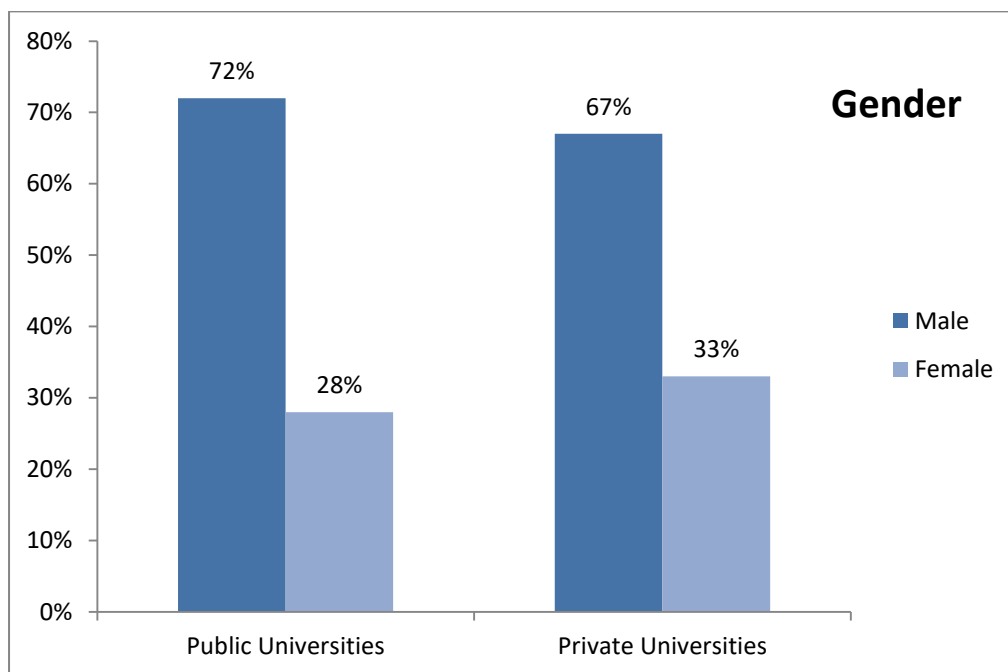


Figure 3: Gender Category in Lebanese Public and Private Universities

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).

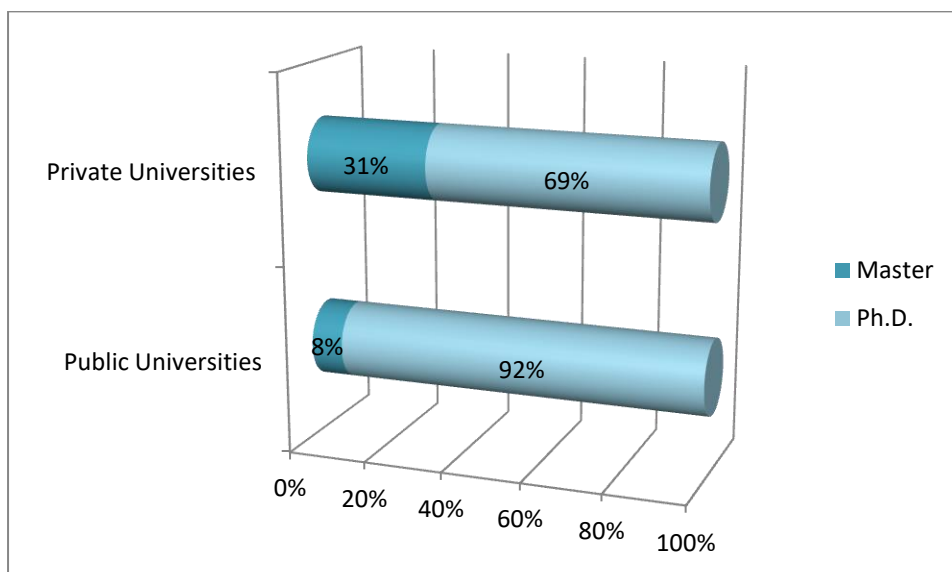


Figure 4: Highest Qualifications in Lebanese Public and Private Universities

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**.

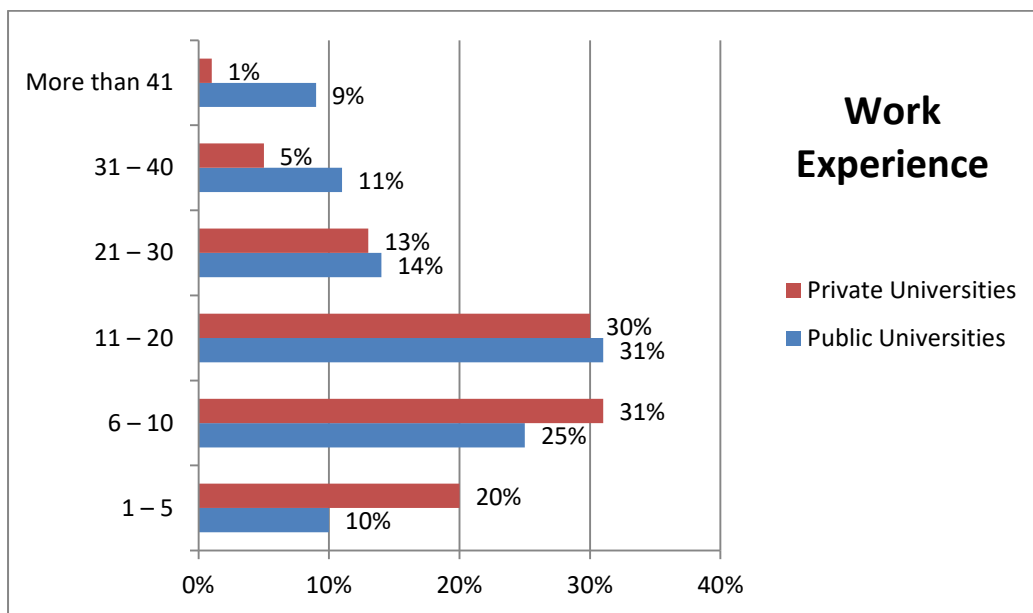


Figure 5: Work Experience per Years in Lebanese Public and Private Universities

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.

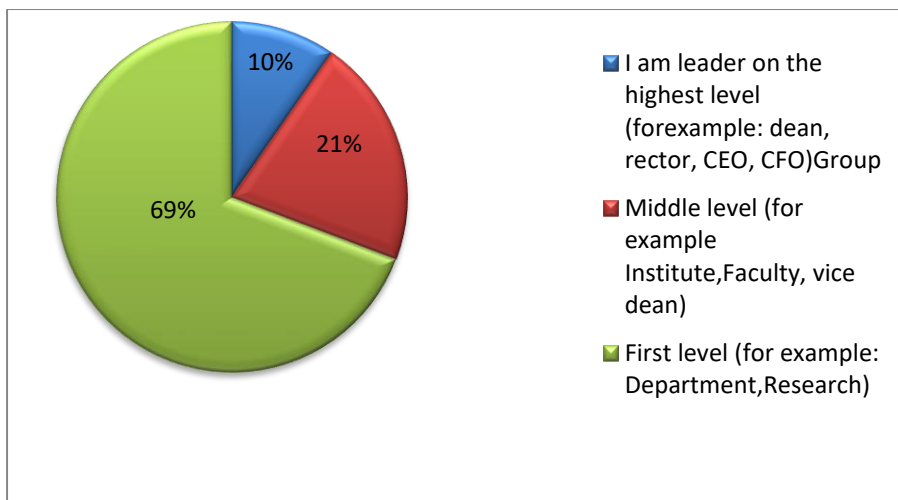


Figure 6 : Leaders Level at Lebanese Universities in 2019

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

Variables	Public Universities n=199		Private Universities n=140	
	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	LA1	0.657			
	LA2	0.714			

Actions	LA3	0.718	0.793	0.805	0.609
	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	0.841	0.838	0.656
	ED2	Deleted			
	ED3	0.736			
	ED4	0.703			
	ED5	0.658			
	ED6	0.620			
	ED7	0.536			
	ED8	Deleted			
	ED9	0.671			
Environmental dimension	EnD1	0.533	0.823	0.831	0.626
	EnD2	0.697			
	EnD3	0.829			
	EnD4	0.681			
	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

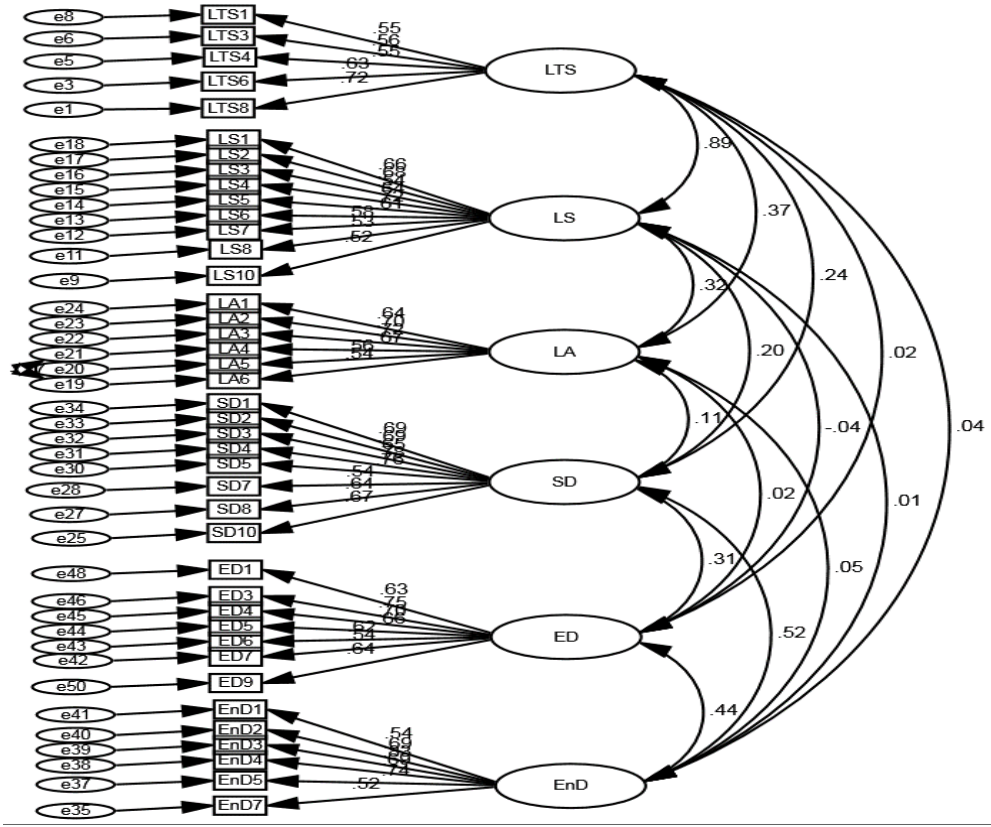


Figure 7: Model Measurement for Public Universities

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			
	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

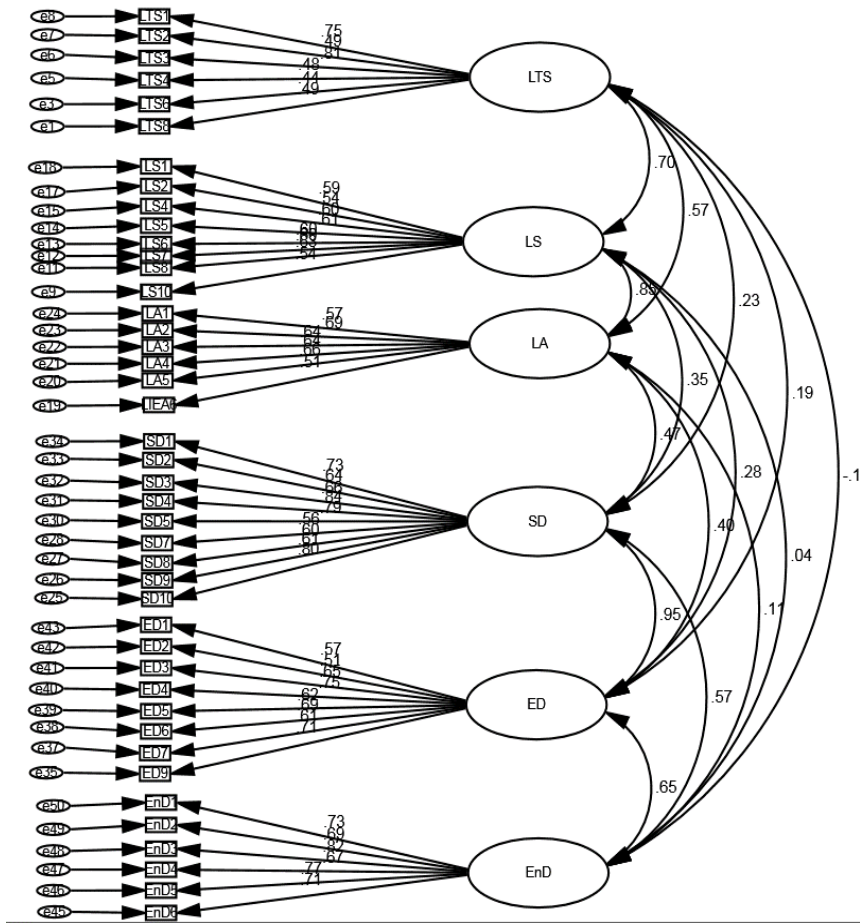


Figure 8: Model Measurement for Private Universities

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 ($\beta = -0.293$, p<0.123), followed by leader actions ($\beta = 0.027$, p<0.762), did not have a significant impact on university social responsibility, so 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

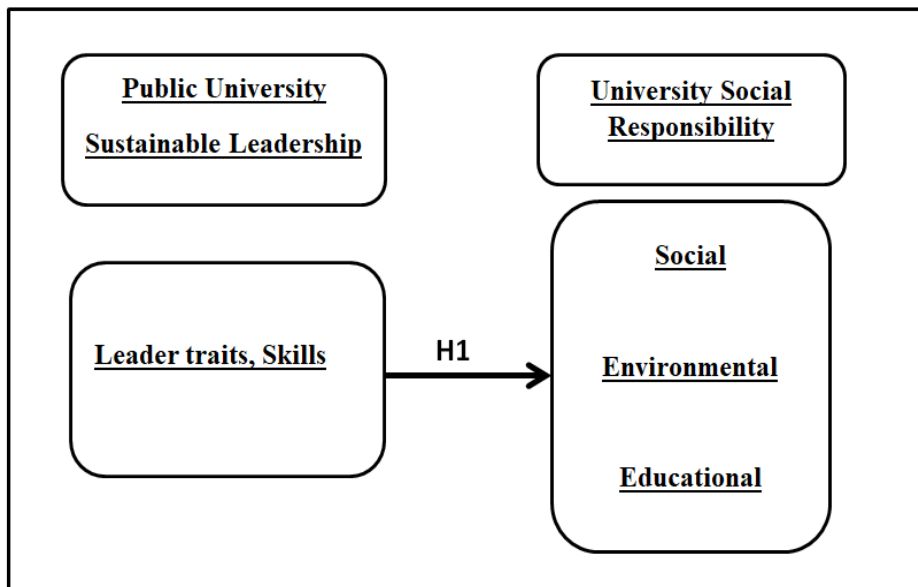


Figure 9: Lebanese Public University Model

Source: Authors' own research results

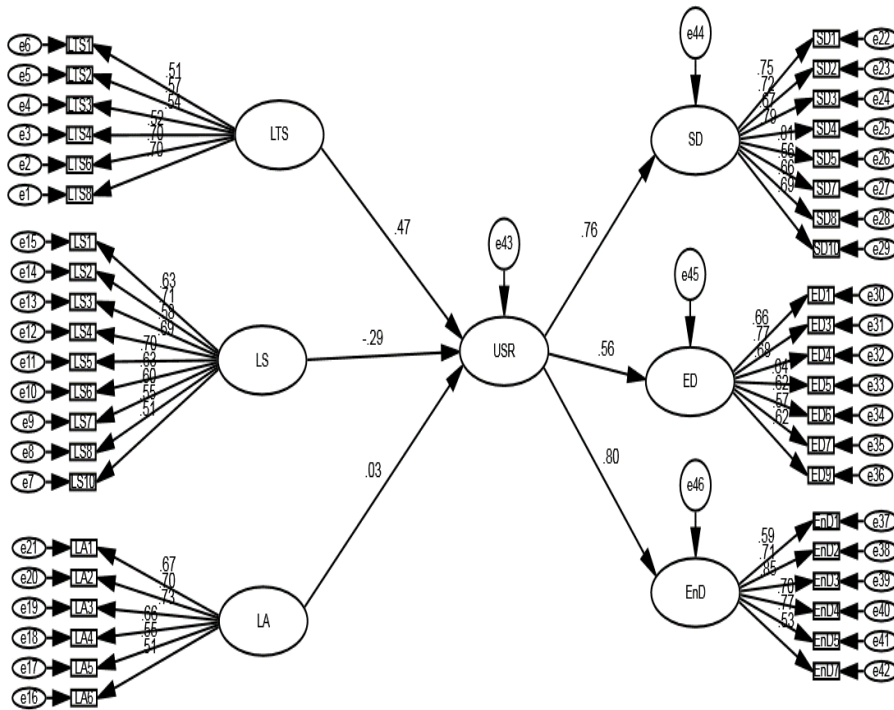


Figure 10: Structural model results for the public universities

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 ($\beta = -0.179$, $p < 0.062$) had no significant impact on university social responsibility; therefore, H2b was not supported. Lastly, the results indicate that leader actions ($\beta = 0.311$, $p < 0.004$) 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.Valu e	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

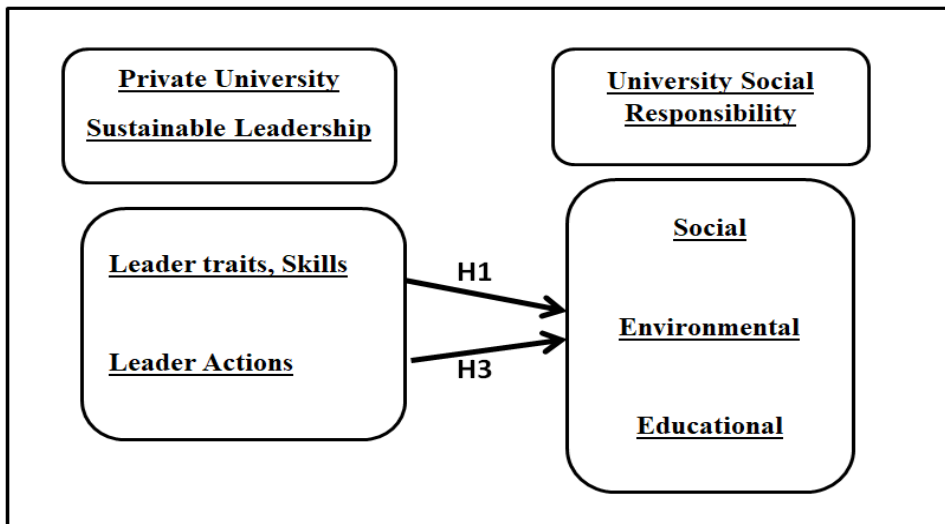


Figure 11: Lebanese Private University Model

Source: Authors' own research results

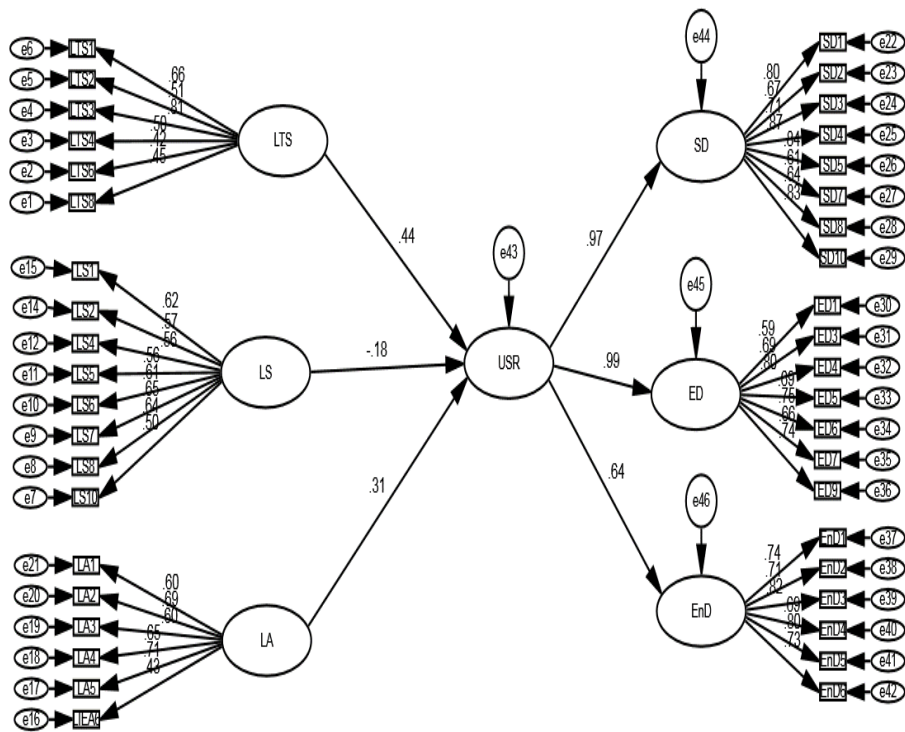


Figure 12: Structural model results for the Private Universities

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 ($\beta = -0.293$, $p<0.123$), ($\beta = -0.179$, $p<0.062$) respectively. Lastly, the results indicate that leader actions ($\beta = 0.027$, $p<0.762$) did not have a significant impact on public university social responsibility, while it had a significant and positive impact on private university social responsibility ($\beta = 0.311$, $p<0.004$) that leads to the Lebanese's public and private universities have commonalities and differences in the sustainable leadership policies. 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 CSR, 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 CSR 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.

5. 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 start 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).

6. NEW SCIENTIFIC RESULTS

In Lebanon, this research is an initial approach in analyzing the correlation between sustainable leaders and Social responsibility 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.

7. 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".

8. 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).

9. 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

Dedications

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PUBLICATION LIST

A. Related to the thesis

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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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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.

CURRICULUM VITAE

Ramona Al Danaf is a Lebanese, From Balashmay, born on 17/09/1987. She has received her primary and secondary studies at Maroun Abboud Official Secondary School - Aley, followed him to high school and got a high school diploma - meeting and economy in 2005. She has a **Master's Degree in Finance and Banking** from the Lebanese University 2005-2009, besides she has a **Bachelor of Science in Management and Human Resources** from the Lebanese University 2014-2016. She has also a **Law Degree** from IUL University in Lebanon 2016-2020. Moreover, she holds a Master's degree in Business Administration Sciences from AUL (Arts Science & Technology University) in Lebanon/Beirut in 2011. Currently, she is a Ph.D. Student at Kaposvár University “**Doctoral School in Management and Organizational Sciences**” with a research title “The Sustainable Leadership Policies of the Lebanese Private and Public Universities, and their impact on the University Social Responsibility”. Presently, she is working in the Council for Development and Reconstruction (CDR) as Financial Expert since 01/01/2017. Through her education period she teaches many courses at “Hungarian University of Agriculture and Life Sciences- Kaposvár Campus” in the management field (Body Language in Business, Financial Intelligence, Maslow Pyramid of Needs, and the Wheel of Life).

She has attended many conferences, starting with “The Regions in and beyond the Carpathian basin International Scientific Conference” held in kaposvar in 2017 with a paper title : "Progress of Management in the European Countries", moreover she attended the “2nd International Conference on University Based Entrepreneurship and Regional Development” in The University of Pécs (Faculty of Business and Economics – Hungary) with a Certificate of Participation For the paper entitled: "Business Ethics and CSR, Between Yesterday and Tomorrow”.

Likewise, she has attended the “ICSS XVI -16TH International Conference on Social Sciences “held in Paris in 2018 with a paper title: “The University Social Responsibility and the Higher Education Institution”. In 2019, she has participated in the “2nd Sustainable Solutions for Growth (SSG) “in Poland with a presentation: "Lebanese Universities and Social Responsibilities (USR)”, in addition to “The International Conference on Sustainable Economy and Agriculture” in Hungary University of Kaposvár with a paper entitled: "CSR Leadership".

Incidentally, she has published many articles in international journals as “The International Journal of Business and Management,” IJBM “, FEB 2019, Volume 7, issue 2, article entitled: Sustainable Leadership in Education between Concept and Implementation” (<http://www.internationaljournalcorner.com/index.php/theijbm/article/view/142694>), moreover in “The Proceedings of the International Conference on Sustainable Economy and Agriculture” in Hungary- Kaposvár, article entitled: “CSRLeadership”

(http://conferences.ke.hu/icsea/proceedings/Proceedings_ICSEA_2019.pdf).

Furthermore, lately in 2020 she published in “The International Business Management, the Effect of Sustainable Leadership on the Lebanese Public Universities Social Responsibility”. In 2021, she wrote two articles under publication process “Social Responsibility and Sustainable Leadership: A case Study based in the Lebanese Private Universities”, and “The impact of Sustainable Leadership in Social Responsibility in Private and Public Universities: Evidence from Lebanon” both in the International Business Management.

In the training field, Ramona has done many workshops, especially in the banking Sector, as the training in the “Credit Libanais Bhamdoun” in 2007, and in the “Lebanese Central Bank” in 2013. Moreover, she has attended the workshop about “Class Room Management, Strategies & Impact” in 2019, and she has a Certificate in Body Language using NLP techniques,

In 2020, she has attended several workshops held by the “Arab Planning Institute (API) – Kuwait for the benefit of the Arab Federation in cooperation with the Development Entrepreneurship Association - State of Kuwait, with the Good Word Society – Kingdom of Bahrain, and The Arab Voluntary Union , in the Following Subjects : - “Crisis Management” , “The Role of the Knowledge Economy and Digital Transformation in Empowering Youth” , “Wealth, income and investment management skills for entrepreneurs and owners of small and medium enterprises” , “Investment maps and smart investment opportunities in the local, regional and international markets”, “Mechanisms to enhance the role of innovation and creativity for entrepreneurs in building the national economy”, “Managing systemic risks and resources in small and medium enterprises in times of crisis”

At last, Ramona is a **Certified Golden Trainer** (ID GT107-042019), she has a Certificate in TOT Training of Trainers From the “ Global Golden Group – Lebanon, and she is a “**Specialist in Humanitarian Diplomacy**” (Membership No-86)” with Participation in the Training Program entitled held by Regional Network for Social Responsibility, International center for humanitarian Diplomacy, Makhzoumi

Foundation and International Academy for Corporate Social Responsibility (CSR) in 2020, as her research related to CSR she is insisting to do further research in the field and workshops for the benefit and welfare of society.

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APPENDIX

Appendix 1. List of Universities in Lebanon

Institute name	Acronym	Date founded	Website	Official registration notes
Phoenicia University	PU	2015	pu.edu.lb	Yes
Matn University College of Technology	MUC	2014	muc.edu.lb	Yes
Lebanese University	UL	1951	ul.edu.lb	Yes
American University of Beirut	AUB	1866	aub.edu.lb	Yes
Université La Sagesse	ULS	1875	uls.edu.lb	Yes
Université Saint-Joseph	USJ	1875	usj.edu.lb	Yes
Lebanese American University	LAU	1924	lau.edu.lb	Yes
Académie Libanaise des Beaux-Arts ¹	ALBA ¹	1937	alba.edu	Yes ¹
Middle East University	MEU	1939	meu.edu.lb	Yes
Université Saint-Esprit de Kaslik	USEK	1950	usek.edu.lb	Yes
Haigazian University	HU	1955	haigazian.edu.lb	Yes

Institute name	Acronym	Date founded	Website	Official registration notes
Beirut Arab University	BAU	1960	bau.edu.lb	Yes
Conservatoire National des arts et métiers	Cnam	1971 (1794 in Paris)	cnam-liban.fr	Yes
Beirut Islamic University	BIU	1982	biu.edu.lb	Yes
Makassed University of Beirut	MU	1986	[1]	Yes
University Of Tripoli	UT	1986	ut.edu.lb	Yes
Notre Dame University - Louaize	NDU	1987	ndu.edu.lb	Yes
Jinan University (Lebanon)	JU	1988	jinan.edu.lb	Yes
University of Balamand	UoB	1988	balamand.edu.lb	Yes
Manar University of Tripoli	MUT	1990	mut.edu.lb	Yes
Global University	GU	1992	gu.edu.lb	Yes
American University of Science and Technology	AUST	1994	aust.edu.lb	Yes
Lebanese National Higher Conservatory of Music	LNHCM	1995	conservatory.gov.lb/	
Antonine University	UA	1996	ua.edu.lb	Yes

Institute name	Acronym	Date founded	Website	Official registration notes
Islamic University of Lebanon	IUL	1996	iul.edu.lb	Yes
American University of Technology	AUT	1998	aut.edu	Yes
Arts, Sciences and Technology University in Lebanon	AUL	1998	aul.edu.lb	Yes
Al-Kafaàt University	AKU	1999	aku.edu.lb	Yes
Rafik Hariri University	RHU	1999	rhu.edu.lb	Yes ^[permanent dead link]
American University of Culture & Education	AUCE	2000	auce.edu.lb	Yes
Lebanese French University of Technology and Applied Sciences	ULF	2000	ulf.edu.lb	Yes
Modern University for Business and Science	MUBS	2000	mubs.edu.lb	Yes ^[permanent dead link]
Université Sainte Famille	USF	2000 ^[2]	usf.edu.lb	Yes
Lebanese International University	LIU	2001	liu.edu.lb	Yes
Arab Open University	AOU	2002	aou.edu.lb	Yes

Institute name	Acronym	Date founded	Website	Official registration notes
Lebanese Canadian University	LCU	2003	lcu.edu.lb	Yes ^[permanent dead link]
Lebanese German University	LGU	2008	lgu.edu.lb	Yes ^[permanent dead link]
University of Sciences & Arts in Lebanon	USAL	2012	usal.edu.lb	Yes ^[3]
Al Maaref University	MU	2015	mu.edu.lb	Yes ^[permanent dead link]
Azm University	AU	2015	azmuniversity.edu.lb	Yes

Appendix 2. Sample of the Distributed Questionnaire

Dear University Leaders and Professors'

I am Ramona Aldanaf Ph.D. student at Kaposvar University in Hungary, in the Faculty of Business Management & Organizational Science, and I am working to finish my Ph.D. Research, that talks about “The Sustainable Leadership Policies of the Lebanese Private and Public Universities, and their impact on the Students Social Responsibility”,

As “Sustainability” becomes a top priority matter and starts merging in all Business in General and Education as well, where Sustainable Leadership in Education is an essential element for Schools and Universities Success and role, and with the nowadays shift in University role and Concepts, to graduate a social responsible students. Thus, our research will test the correlation binding between Social responsibility as a value and Sustainable leadership as a University Management System in the Lebanese Public and Private Universities.

In order to measure this correlation, I am distributing the questionnaire below for University leaders and Professors in order to complete my research and got some results, and I will be so thankful for your help through answering it and as soon as possible.

The questionnaire will help you better understand the Sustainable Leadership policies implemented in various Lebanese Universities, and also it will support you with daily examples of CSR (Corporate Social Responsibility) practiced in Universities. It needs few minutes to finish it, and your name and personal information will be confidential.

If you have any questions or need help, please don't hesitate to contact me through Gmail: Aldanaf.ramona@gmail.com, and through telephone (0096176700271).

Thanks a lot for your valuable time and efforts Best Regards

Ramona Al Danaf

Write your response by putting a tick (✓) in the appropriate box.

1. sex	2. Marital Status	3. Age	4. Highest Qualification	5. Contract Status
<input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Divorced <input type="checkbox"/> Separated <input type="checkbox"/> Widow	<input type="checkbox"/> 30-40 <input type="checkbox"/> 40-50 <input type="checkbox"/> 60-70	<input type="checkbox"/> Master's Degree <input type="checkbox"/> Ph.D.	<input type="checkbox"/> Full Time <input type="checkbox"/> Part Time <input type="checkbox"/> Hourly

6. How many years have you been teaching ?	7. How many years have you been working in this University?	8. University Students Average		9. Specify Your University Location	
.....	<input type="checkbox"/> 100- 300 <input type="checkbox"/> 600-1000 <input type="checkbox"/> 1500-2000 <input type="checkbox"/> 4000-6000	<input type="checkbox"/> 300-600 <input type="checkbox"/> 1000-1500 <input type="checkbox"/> 2000-4000 <input type="checkbox"/> Above 6000	<input type="checkbox"/> Beirut <input type="checkbox"/> Mount Lebanon <input type="checkbox"/> North <input type="checkbox"/> Bekaa <input type="checkbox"/> South <input type="checkbox"/> Nabtiye	

10. Do you have any other responsibilities in This University?	12. What Subjects do you teach?	13. Which Classes?
<input type="checkbox"/> Yes <input type="checkbox"/> No 11. If yes please specify ↓	<input type="checkbox"/> B.A <input type="checkbox"/> Masters <input type="checkbox"/> Ph.D.

Sustainability Leadership and University Social Responsibility

Choose the response to each statement and write in the box to the right of the statement.

Sustainable Leadership					
1= Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly agree	1	2	3	4	5
1. I try to Understand others, and I care for others.					
2. I Show tolerance, tactful and sympathy					
3. I Communicate effectively with others					
4. I Take a firm stand and act with certainty					
5. When circumstances change, I can struggle to know what to do.					
6. When working with a team, I encourage everyone to work toward the same overall objectives.					
7. I think that teams perform best when individuals keep doing the same tasks and perfecting them, instead of learning new skills.					
8. I enjoy planning for the future.					
1. I am open-minded, I had a great passion for learning, and desire for exposure to different Ideas					
2. I had a passion to know and understand cultures					
3. I seek to implement policies, processes, and structures to prevent organizational biases from stifling diversity and inclusion					
4. I am a creative person that takes the initiative with the appropriate action					
5. I plan ahead to make the best business moves for my organization future					
6. I have an effective body language, with facial expressions, and I'm interested in asking others questions					
7. I have the ability to understand and feel what another person is experiencing					
8. I facilitate the success of others, take care of the well-being of others, and ensure that common objectives are reached					
9. I prove my competency by completing tasks well and become expert at a certain skill.					

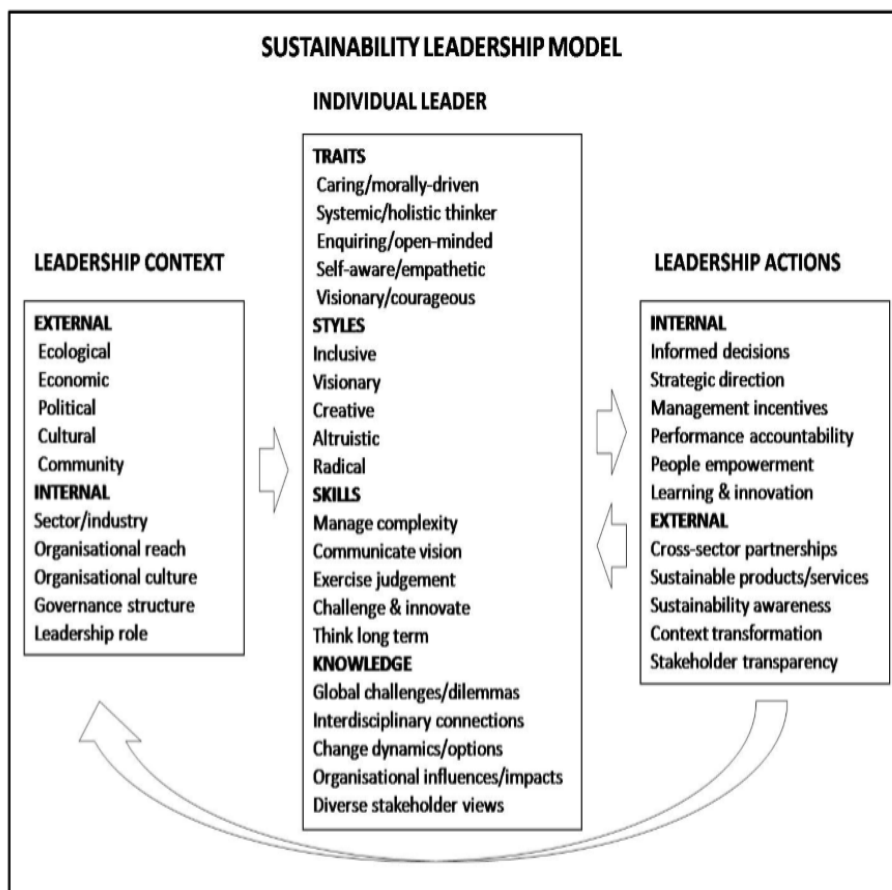
10. I have a vision sets a clear direction so that others have something to follow					
1. I am able to set a list of risks and opportunities, and farm the right and get the right people to do it					
2. I am able to set priorities, measure outcomes and rewards them					
3. I am able to influence others positively through commitment, passion, trust, and teamwork.					
4. I try to keep successful leaders in schools longer when they are making great strides in promoting learning.					
5. I try to share staff, students, and parents, dialogues and decision-making process.					
6. I care for other Universities and Students around Us and try to benefit them and the community.					

CSR (Corporate Social Responsibility)					
1= Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly agree	1	2	3	4	5
1. My University encourages its employer to educate more, develop their skills, and participate in training programs.					
2. My University has suitable arrangements for health, safety and welfare that provide sufficient protection for the employers and students as well.					
3. Promoting action to combat poverty and unemployment.					
4. My University encourage its staff and student to apply ethics and values stated in its vision and mission					
5. My University Promotes solidarity and university cooperation and has the ability to interact and collaborate with a team.					
6. My University has many branches that facilitate the education process in rural areas					
7. My University has an increasing salary policies and reward system to encourage Efficient Employers every 3 years.					
8. My university treats its employers in an equal way regarding their sex, color, physical abilities in working and recruitment process					
9. My University has a sports team, Gym, and organize quarter competitions, and have classes for fitness and training.					
10. My University Promotes actions to reduce and prevent corruption inside and outside the university boosting the participation of society					
1. My University Look for public funds for research, and Infrastructure for the development of research					
2. My University Teaches CSR (Corporate Social Responsibility) as a subject in its Curriculum					
3. My University cares for pollution, poverty, and unemployment rate problems and organizes workshops and conferences in this field.					
4. Find, evaluate and use information and knowledge responsibly in order to solve Community Problems.					
5. My University helps poor students to learn and continue their education by Scholarship programs and Financial ads every year					
6. My University Fosters relationships with national and international universities and Promotes networks with technology-based companies and services.					
7. My University Evaluates the teaching performance and administrative once yearly.					
8. I try to invent new techniques in learning in order to leverage students' low grades and improve their literacy information.					

9. My University Promotes social development, volunteering program, and entrepreneurial projects.					
1. My University had green offices furnished with green and ecofriendly products (papers, desks, plastic, furniture, led lights, Filters)					
2. My University try to help the environment by recycling and sorting the garbage					
3. My University does yearly planting Campaign's and Cleaning the Beach and lands					

1= Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly agree	1	2	3	4	5
4. My University has its own Busses and it encourages students to ride bicycles, and participate in walking campaigns.					
5. My University Saves electrical energy, gas, and water, moreover, it supports the Usage of reusable eating utensils at work and printing double-sided papers,					
6. We write articles for local and statewide newspapers, appeared on radio and television programs, and organize conferences related to the environment.					
7. I encourage Students to use Public transportation, ride bicycles, and walk campaigns.					




Appendix 3. Model of Cambridge Institute for Sustainable Leadership (CISL)



Appendix 4. CSR INDICATORS

<u>1. Ethical and Social</u>
1. Innovation and progress
2. Medical insurance
3. Poverty Campaigns
4. Ethics Board
5. Cooperation
6. University Branches Number
7. Salary of employers
8. Equality & respect
9. Sport activities
10. Corruption
<u>2. Educational</u>
11. Responsible Research
12. Teaching CSR Subject
13. CSR workshops
14. Information system
15. Scholarships for Students
16. Communication
17. Evaluation Process
18. Creates and preserves sustaining learning
19. Volunteering Programs
<u>3. Environmental</u>
20. Green Offices
21. Recycling Techniques in University
22. Planting Campaigns Yearly
23. Having University Busses
24. Energy usage
25. Undertakes activist engagement with the environment.
26. Care for Environment

Appendix 5. Lebanese Public University Information

 الجامعة اللبنانية UNIVERSITE LIBANAISE	
informations	
Khalil Jug	founder
April 17, 1951	Incorporation
Official university	Type
institutes of doctorate 3	Institutes
16	Faculties
62	The people
Geographical location	
33.878942734381 ° N  35.514592060325 ° E	Coordinates
Badaro, the museum, Beirut - Lebanon	The street
Beirut	City
Pour. 6573/14	Postal code
Lebanon 	Country
830 612 1 961+	Telephone number
Administration	
Fouad Ayoub	President
Statistics	
5,000	Professors
(2018) 79,000	The number of students

Appendix 6. Summary of 50 Interviews Done with University Leaders and Professors in Lebanese Public and Private Universities

1. CNAM UNIVERSITY:

1. Do you have any suggestions to improve your University's Sustainable leadership?

1. To develop the subjects offered at the university in a line with social and life development,
2. Make plans far away from religions and country scopes,
3. Universities need more support from the government by setting budgets for research and creating a contribution fund from which students who are unable to pay the registration fees and due installments can benefit.
4. Appointment of deans and managers with administrative competence and leadership qualities in a position of responsibility.
5. Introducing new materials related to sustainable leadership into educational programs and funding studies to interest the topic.
6. More communication with professors and workshops in order to listen to their opinions and benefit from their experiences,
7. Establishing a joint council that includes representatives of the administrative staff, professors, and the administrative and scientific body at the university, and this council holds a periodic meeting to present problems, developments, decisions, and develop appropriate plans,
8. Organize workshops and seminars to all categories of staff
9. Holding courses and workshops on this topic

2.1 Do you Have any suggestions to improve CSR at your University on Social level?

10. Students must engage more in the fieldwork,
11. Providing the appropriate social needs for the university professor to branch out to LU university,
12. Our university carries out several activities, which contribute to the improvement of CSR, in cooperation with other universities in Lebanon and abroad,
13. Educate the community surrounding of the student,
14. A network or association must be created for the old graduates, especially those who have become leaders in companies, in order to implement CSR in their management vision.
15. The social aspect of companies and their value must be taught by creating job opportunities for young people and people of the same country.
16. Contribution to social activities at the national level,
17. Contribution of universities to developing the idea of entrepreneurship among students.
18. Organizing seminars,
19. Encouraging students to prepare projects and creating the principle of monitoring between teachers and students,
20. Providing grants to encourage students to join the university, establish branches in remote areas,
21. Enhance existing ones, and promote social contract theory.

2.2 Do you Have any suggestions to improve CSR at your University on Economic Level?

22. Encouragement to deal in the national currency (Lebanese lira),
23. Include special budget items to support, develop and improve CSR,
24. Democracy and ethics in commercial dealings and relationships with others,
25. Financial support for student programs,
26. Adherence to laws and their full implementation, equality, and transparency in dealing with all employees and students
27. Support governmental policies

2.3 Do you Have any suggestions to improve CSR at your University on Educational level?

28. Encouragement of applied work as well as theories,
29. Putting the right person in the right place, and each according to his specialization
30. Create forums or Moodle for use by parents, students, teachers and administration
31. Continuous development of educational programs.
32. Organizing joint awareness campaigns between students and professors.
33. Exchange of experiences with local and foreign universities.
34. Establishing laboratories that help with studies and discoveries,
35. Focusing on holding scientific lectures and seminars.

2.4 Do you have any suggestions to improve CSR at your University on Environmental level?

36. An awareness campaign of the importance of waste sorting and recycling,
37. Restoring the plantation workshops and recycling waste,
38. Organize usual Visits to sanctuaries, and form seminars and lectures.
39. It must take into account that we care about the human environment with our daily dealings, his environment and his diaries.
40. Creating students' environmental awareness, Afforestation, cleaning and recycling campaigns,
41. Awareness campaigns for recycling in homes, sorting waste and using equipment made from recycled materials.
42. Establishing gardens, planting trees and flowers
43. Maintaining public cleanliness and sorting waste,
44. Introducing educational materials on the importance of the environment
45. Educating the children for the importance of Environment Starting from schools

2. AUST UNIVERSITY:

1. Do you have any suggestions to improve your University Sustainable Leadership?

46. Offer more courses in Sustainable leadership, or leadership psychology
47. participation in more entrepreneurial international projects
48. I believe that improving sustainable leadership requires financial support in the first place. Perhaps the most important thing that revives and develops universities is interest in research that expresses the extent of progress or decline in countries. It is no secret that improving sustainable leadership in any university requires attention to environmental, economic and social aspects, and assisting students in providing a successful learning environment
49. Improving employee relations
50. Participating with students and professors in solving problems and developing education and curricula

51. Impartiality during recruitment

2.1 Do you Have any suggestions to improve CSR at your University on Social level?

- 52. more clubs for students
- 53. Communicate with parents and benefit from the social media tools
- 54. Practice the good moral values
- 55. Make Communication workshop between students to know each other, and moreover trips to nature.
- 56. Establish clubs for students after graduation
- 57. Increase the social campaigns
- 58. More collaboration with municipalities and ministries
- 59. Cooperation with NGO's with social activities and workshops

2.2 Do you have any suggestions to improve CSR at your University on Economic Level?

- 60. Encouraging teamwork to do research that in turn enables us to access inventions, leading to the possibility of investing them economically.
- 61. Yes, through the productivity of the research of professors and students and the attempt to apply it in the field

2.3 Do you Have any suggestions to improve CSR at your University on Educational level?

- 62. More psychology related courses,
- 63. Encourage applying and creating new educational,
- 64. Business is becoming a major part of every specialty; students should receive basic knowledge in this field before encountering their work field. Therefore, business education should become a must for each and every student,
- 65. Using more technology in learning

2.4 Do you have any suggestions to improve CSR at your University on Environmental level?

- 66. A course on environmental degradation,
- 67. Environmental clubs and implementation of eco-friendly activities are a must,
- 68. More separated bins for collecting garbage
- 69. Participation with the environmental committees in the municipalities
- 70. Encouraging afforestation, using everything environmentally friendly, and recycling
- 71. In my university, professors smoke in small rooms and despite complaints we have not gotten any improvement ... They make fun of the person who turns off the lights after leaving the place ... For my part, I do not smoke and turn off the lights, but the lack of social sense forces me not to impose my opinion or my suggestions to someone because I will inevitably be hurt ...
- 72. Yes, a subject must be added to every grade or level that looks at the environmental issue, and this is in order for all segments of society to engage to work on improving the environment because it has an impact on society and on the human being in this society.

3. AUL University:

1. Do you have any suggestions to improve your University Sustainable Leadership?

- 73. should have a chain performance and innovative incentives
- 74. Apply learning management system, quizzzer online, conference and training for students

2.1 Do you Have any suggestions to improve CSR at your University on Social level?

- 75. Corporate with NGO s and local institutions
- 76. Encourage the students to work as a team set thesis goals and their common objectives

77. More involvement of employees of part timer in decision making of social coverage

2.2 Do you have any suggestions to improve CSR at your University on Economic Level?

78. Evolve programs to perform the Marco knowledge
79. Encourage students to ride a bicycle as many other countries and work on printing double size paper
80. Create a unit for students to do jobs for the enterprise for free
81. eliminate all paper and hard document
82. encounter scholarships for the students

2.3 Do you Have any suggestions to improve CSR at your University on Educational level?

83. Provide continuous evaluation and periodically perform academic program
84. Encourage students to read newspapers and write articles for local and abroad and publish them
85. Request students and teachers to use the e-learning platform
86. Partnerships with foreign university exchange students program – iso system

2.4 Do you have any suggestions to improve CSR at your University on Environmental level?

87. Encourage with the NGO activists
88. Organize conferences and workshops for students related to a good and health environment
89. Eliminate all paper and hard documents
90. Environmental initiatives must be implemented (paperless- recycling).

4. BALAMAND UNIVERSITY

1. Do you have any suggestions to improve your University Sustainable Leadership?

91. Awareness of the dangers of not adopting sustainable leadership principles
92. Boards creation
93. Improving sustainable leadership comes from developing and implementing all systems
94. Offer incentives
95. To use sustainable leadership, we as educational institutions must begin to rely on a knowledge economy

2.1 Do you Have any suggestions to improve CSR at your University on Social level?

96. To participate more in development and growth by stimulating competencies
97. Awareness and seminars
98. Communicate with the society

2.2 Do you have any suggestions to improve CSR at your University on Economic Level?

99. Transforming education and the university into a producer instead of just educational institutions
100. Create a voluntary donation fund
101. Freedom from financial profit priorities and the introduction of encouraging the poor with differential mental strength
102. Awareness-raising funds

2.3 Do you Have any suggestions to improve CSR at your University on Educational level?

- 103. Software development
- 104. Implications of students
- 105. Training courses

2.4 Do you have any suggestions to improve CSR at your University on Environmental level?

- 106. Contract with recycling companies
- 107. Conducting theoretical research and environmental actions suitable for youth
- 108. Make "planting a tree" a graduation requirement
- 109. Adding courses related to the environment
- 110. Activating the role of community service

5. MUBS UNIVERSITY

1. Do you have any suggestions to improve your University Sustainable Leadership?

- 111. Permanent renewal and keeping pace with development
- 112. Decentralization of decision
- 113. Benefiting from the experiences of others by analyzing the data

2.1 Do you Have any suggestions to improve CSR at your University on Social level?

- 114. Involving students in decisions that have to do with social responsibility, such as sorting waste, cleaning beaches, and using electricity and water better.
- 115. Always pay attention to all social issues and link them to the curriculum
- 116. Exempting those unable to pay the installment of it permanently and allowing them to continue their journey until the end

2.2 Do you have any suggestions to improve CSR at your University on Economic Level?

- 117. Securing job opportunities for graduates by expanding the network of relationships with institutions and companies and striving to employ outstanding students or those who have the privilege of having them, or it may be by inviting the largest number of them to attend graduation projects for students according to specializations and this helps company managers discover the talents creative abilities of students
- 118. Carrying out activities and ideas that collaborates the current economic situation
- 119. Finding funds from countries and organizations outside Lebanon
- 120. Follow-up of graduates in their work

2.3 Do you Have any suggestions to improve CSR at your University on Educational level?

- 121. Free courses for public school teachers
- 122. Collaborating with UNESCO and other worldwide highly influential educational institutions
- 123. Staying up to date on all developments at the educational level
- 124. I do not have suggestions, but students are the builders of the country's future. The greater the interest in them and the educational curricula, the greater the return at the country level.
- 125. Social communication and understanding the difficult reality of learners

2.4 Do you have any suggestions to improve CSR at your University on Environmental level?

- 126. All of Lebanon needs such a responsibility. We cannot give it back here

- 127.Environmental awareness
- 128.It is not enough to give lectures in this field, but rather to participate actively in private and public environmental activities. Student participation can have a weight in grades such as attendance and participation in the class, even if only a small percentage, this procedure can motivate the student to participate in these activities.
- 129.Increase environmental activities
- 130.Recycling university waste

6. BAU UNIVERSITY

1. Do you have any suggestions to improve your University Sustainable Leadership?

- 131.Increasing communication
- 132.The spirit of creativity, innovation and initiative must be saved
- 133.This matter should be within the university's policies by following up and monitoring the performance of professors and employees
- 134.Developing learners' leadership skills
- 135.In need of people who are open and support cooperation and participation and do not focus on colleges without others
- 136.A clear and continuous methodology
- 137.Job allocation

2.1 Do you Have any suggestions to improve CSR at your University on Social level ?

- 138.Understand the students 'social and material conditions by giving students the opportunity to have special cases, social or material, to communicate and explain this case to those involved in following up on those cases.
- 139.Delve deeper into social matters
- 140.Collaboration with students
- 141.Providing job opportunities for qualified students
- 142.Studies related to how to manage the waste file

2.2 Do you have any suggestions to improve CSR at your University on Economic Level?

- 143.Research studies related to the financial situation
- 144.Reliance on partnerships between the private sector and the educational sector, especially in the field of entrepreneurship and innovation
- 145.More assimilation in the labor market
- 146.Effective use of available resources

2.3 Do you Have any suggestions to improve CSR at your University on Educational level?

- 147.We need to hold seminars, develop educational tools, and develop teachers 'thinking in the sense that not everything in life is medicine and engineering.
- 148.Curriculum development to deepen the sense of social responsibility
- 149.Through programs that take into account the remarkable development at all levels
- 150.Adhere to time, prepare courses, train teachers on methods of education, and hold general cultural seminars in addition to education.
- 151.Introducing applied learning to curricula

2.4 Do you have any suggestions to improve CSR at your University on Environmental level?

- 152.Annual afforestation campaigns
- 153.Establishing active environmental clubs
- 154.Establishing clubs concerned with the environment

155. There are not many initiatives due to the lack of an academic team and students to organize this aspect. However, the university participates in many public campaigns and has various internal individual initiatives.

156. Preserving the environment

7. AOU UNIVERSITY

1. Do you have any suggestions to improve your University Sustainable Leadership?

157. Belief in competencies, securing social stability, placing the right person in the right place, separating education from sectarianism and politics

158. Yes, through the correct exclusion of people in the leadership position, and not for other sectarian or sectarian considerations

159. We suffer from sectarian discrimination and from giving priority to sects and parties over competencies ...

160. Organizing more conferences and supporting entrepreneurship projects

161. Cooperation with international universities

2.1 Do you Have any suggestions to improve CSR at your University on Social level?

162. No suggestions. The university plays this role constantly

163. Work to expand it

164. Taking into account the situation of students in terms of materials because there is a lot of poverty

165. Work to stand by the weak and help him

166. Attention to social issues

167. Cooperating with civil authorities

2.2 Do you have any suggestions to improve CSR at your University on Economic Level?

168. Establishing a support fund for needy students

169. Helping students in need

170. Highlight the social and economic reality

171. Stimulating paid intellectual and practical production

172. Seek grants with NGOs

2.3 Do you Have any suggestions to improve CSR at your University on Educational level?

173. Motivate the first student in a job or studies grant

174. Protecting the Lebanese National University from the cartel of private universities

175. Communicating with other universities and exchanging ideas and experiences

176. Constant perseverance in keeping pace with development and educational methods

177. Modification of curricula to suit the labor market

178. Implementing the quality of education

2.4 Do you have any suggestions to improve CSR at your University on Environmental level?

179. Afforestation and maintenance of playgrounds, relying on solar energy, and installing bins for waste sorting

180. Pay more attention to environmental matters

181. Communication by the university with environmental associations and thus urging students to pay attention to the environmental situation

182. Effective participation in protecting the environment through joint projects with ministries, official and educational institutions, scouting and civil societies and municipalities.

Part 2: Public University

8. Lebanese Public University

1. Do you have any suggestions to improve your University Sustainable Leadership?

1. Awareness of the dangers of not adopting sustainable leadership principles
2. Strengthening the reward and punishment law and activating the role of oversight and accounting bodies
3. Restore the powers to the presidency of the university
4. Helping with scientific research
5. Work more on these topics and involve them in education programs
6. Establishing consistent scientific standards for employment and promotion automatically, without regard to gender, region and sect, and freeing the university from political and sectarian interference.
7. Organizing workshops and activating the role of students for sustainable development and creating projects that promote environmental protection and create job opportunities for youth
8. Contractor fairness
9. The necessity of evaluating the performance of professors every year
10. It is difficult to implement any proposal in the absence of state support and its lack of interest in the university and its people.
11. Providing training personnel from the Ministry of Education
12. Attention to distinguished individuals and prepare them for the future.
13. Provide the necessary money to carry out these projects
14. Enhancing governance and transparency in its administrations and promoting the principle of parity and justice for all
15. Put the right person in the right place
16. Yes, it is an increase in the experience and skills of the educational personnel through the group workshop
17. Promote dialogue
18. Rehabilitation of the administrative human cadre
19. The solution is to set clear standards for leadership
20. Enhancing the competence and developing the skills of teachers and students and building an ideal university building
21. Educate students
22. Broader networking at all levels and reduces bureaucracy
23. Supporting the Lebanese University from the state and allocating a budget for scientific research, because unfortunately, even if most of it is found, it is favoritism
24. Annual evaluation is the basis for progress in all universities.
25. Riding bicycles and securing parking for them, being humble with the teaching staff,
26. Establishing a team of graduate students in the administration and environment departments concerned with that
27. Following up on new research and proposals in international universities to develop methods in teaching
28. Cooperating with civil society to solve some of the existing problems
29. There are no objective criteria for appointing officials in the management of university branches at the Lebanese University; this is subject to criteria other than leadership considerations and personal qualifications.
30. More support from the government for the Lebanese University
31. Replacing the university building with another building
32. Putting the right person in the right place

33. Change those in charge
34. I suggest that only the competency criterion should be the reason for joining the faculty as well as the criterion of need
35. Protect it from political and sectarian interference
36. Good choice of professors
37. More cooperation and the removal of sectarian distribution in the college administration and its departments.
38. The state should pay more attention to the Lebanese University
39. Work to approve a circular requiring all professors to publish scientific research annually.
40. The principle of electing the university president
41. Work to complete a unified university building in the Bekaa
42. Enhancing the role of the Lebanese University in the process of contributing to knowledge production in the service of development through networking between municipalities, NGOs and university branch administrations
43. Leadership training courses
44. The independence of the Lebanese University
45. Community participation
46. To stop political interference in the affairs of the university
47. Promote participation and constructive dialogue
48. Rehabilitation of the administrative human cadre
49. Enhancing communication between lecturer and students
50. Good choice of decision-makers and not leaving that to politicians
51. My approach expresses a governmental university, which gives a lot and lacks the constant support
52. Enhancing the spirit of cooperation
53. The university needs to create administrative departments that are concerned with the social and psychological aspect of students, employees and others, and keep pace with the development in the social sciences. to ensure adequate psychological health for students, employees and faculty alike.
54. Believing that this issue directly affects the performance Everyone in the completion of the tasks assigned to them
55. Adopting competence, integrity and academic rank in selecting those who will assume leadership in the university (directors, department heads, committee chairs ...)
56. Enhancing transparency
57. Structural reform above all
58. Filling the vacancies for professors by calling all applicants to teach and submitting them to a scientific committee and not adopting moods in choosing them.
59. The Lebanese University needs the basics first before tackling most substantial issues.
60. That there is a rotation of leadership based on scientific professional competence
61. Enhancing the participation of civil society with the university in achieving the goals of sustainable development
62. Looking at the university and its professors with a view that makes them feel safe at work, at which point everyone's performance improves
63. Activating the role of learners and involving them in the leadership process and developing the skills of its workers
64. Make more conferences and meetings
65. In order for an improvement in the sense of leadership to be available, its head must be appointed outside the system adopted by us in Lebanon
66. I have no suggestions in this area.
67. Putting the right person in the right place, taking into account the competence

68. Relying on the principle of efficiency in employment, non-political interference, and avoiding anything that is sectarian and sectarian in the academic process, in addition to improving the economic and living conditions of the university professor.

2.1 Do you Have any suggestions to improve CSR at your University on Social level?

69. Reconsidering the mechanism for appointing administrative officials and focusing on serious verbal interviews that focus on the responsibility of those responsible for helping the organization succeed and live interaction with people.
70. Change the approach taken.
71. What my university does is sufficient in terms of responsibility to the community
72. Conferences
73. Students engage more and more in community issues. We began to develop a spirit of responsibility by forming committees of students to follow up and help spread awareness of the issue of Coronavirus
74. Appointing some of its creators to binding consultative positions to ministers and heads of parliamentary committees, based on clear-cut mechanisms and results, and evaluating them on the basis of their achievements in these public areas.
75. The need to pay attention to team work and encourage professors to create an integrated system that ensures the creation of a suitable environment for students in order to enhance their role in society in order to be active and productive even if they are still in school.
76. Conferences should be held to raise awareness of social responsibility
77. The need to support the Lebanese University in carrying out this duty. It has intentions and plans, but it lacks support.
78. Activating the relationship between parents, students and the university
79. Holding seminars and meetings with parents and specialists, consulting and suggesting methods that enhance social solidarity
80. Create more opportunities for cooperation and participation between individuals.
81. Working in teams to help the poor and needy,
82. Organizing seminars and lectures on ways and means of helping them
83. Hosting samples of those who use drugs to eliminate the scourge of abuse
84. The university's openness to its surroundings and environment with exhibitions, conferences and seminars and to the whole world through cultural exchange and experiences. There is no objection to hosting students and professors from Arab and foreign universities, and likewise sending students and professors from Lebanese to Arab and foreign universities to exchange experiences and acculturation
85. I think it is doing its job properly
86. Yes, the elimination of ignorance: it is the main cause of all illness in society
87. Establish an office to listen to students and enhance communication with them
88. The university should present to society practical and applied ideas
89. Dimensions of politics from the university
90. Improving the university professor's status because it has become zero for the North, despite all the existing competencies among professors and students
91. The participation of students in programs and projects
92. The Lebanese University needs the basics first before tackling most substantial issues.
93. My university has a social responsibility, but it needs money, and this is not available
94. Yes, for more communication with students, and the establishment of a social support office to help unfortunate students
95. Establish a grant program

96. Abolish all sectarian and denominational privileges upon which a university professor is chosen
97. Yes ... activating permanent committees that coordinate with civil society organizations and social institutions
98. Meaningful collective summer camps that bring together professors, students, and administrators
99. Increase government support
100. That there be a subject counted for the professor to do social work with his students
101. Opening more specializations in rural areas
102. Responsibility to the degree rests with the state, because it neglects the official university and its professors
103. Securing financial support and engaging students in community service
104. Partnerships with the productive and service sectors
105. Stop politics from interfering with the university.
106. I suggest excluding the university from sectarian line ups
107. Give priority to university students by listening to their demands
108. This requires the existence of a rehabilitation office within the university to enhance participation in social responsibility
109. Promote community service activities and integrate more into its issues
110. An independent accountability committee under the supervision of the Ministry of Education
111. Removal of bureaucratic obstacles
112. Pay attention to the contracting professor
113. Integration through communication between the administration, teachers and students
114. Supporting the job stability of contracted professors, by the hour and the full-time
115. Restoring the historical role of the university
116. Workshops on the ground
117. Encouraging participatory teams
118. Propose the university's interaction with social institutions, in order for students to communicate with them and implement joint projects
119. Development of existing mechanisms
120. Choosing suitable leaders to realize this responsibility
121. The necessity of holding annual conferences or issuing files and studies on the subject.
122. Communicating with the poor classes
123. Non-political interference and the participation of students in clubs and activities of a national and cultural character that unify the outlook towards the future of a homeland that is fit for all its children without exception and encourage research and the establishment of workshops according to the student's specialization.
124. Enhancing students' role and building confidence in their abilities is the perfection of educational social responsibility for the university
125. The university must employ contractual professors by the hour
126. I teach in 3 universities; In Lebanese University we collect money as doctors to help the students. However, the university can't help without help of the government
127. Involving civil society in university activities
128. First, we need to cultivate the spirit of citizenship in the individual, and then work to cultivate it socially
129. Yes, to define a mechanism for accepting students in areas where there is no depression, and to convert students to jobs that society needs, which are many.
130. Change the approach taken. Reconsidering the mechanism for appointing administrative officials and focusing on serious verbal interviews that focus on the

responsibility of the duty bearers to help the institution succeed and live interaction with people.

131. What my university does is sufficient in terms of responsibility to the community
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133. Students engage more and more in community issues. We began to develop a spirit of responsibility by forming committees of students to follow up and help spread awareness of the issue of Coronavirus
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164. Choosing suitable leaders to realize this responsibility
165. The necessity of holding annual conferences or issuing files and studies on the subject.
166. Communicating with the poor classes

- 167.**Involving civil society in university activities
- 168.**First, we need to cultivate the spirit of citizenship in the individual, and then work to cultivate it socially
- 169.**Yes, to define a mechanism for accepting students in areas where there is no depression, and to convert students to jobs that society needs, which are many ..
- 170.**Change of approach
- 171.**The continuous evaluation of administrators and dispensing with their duties when they fail and when they are mismanaged
- 172.**Of course, my university has always been the first in the social sphere
- 173.**Exchange of experience
- 174.**The focus of the media and social development centers on the research efforts and proposals presented by the university, and the extent of their contribution to the development of social life, as well as the university and its cadres constantly facing challenges, so that they are always relied upon in dealing with all developments and confronting emergency changes.
- 175.**The necessity to organize meetings and conferences that allow effective communication between educational staff and students
- 176.**Carrying out some activities and donations to achieve social welfare
- 177.**Working on forming teams to be concerned with the current issues on the Lebanese arena
- 178.**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.
- 179.**Work outside the classroom by helping the needy and the poor
- 180.**Helping students in afforestation operations and cleaning Lebanese beaches through student camps and scouting works
- 181.**Involving students in eliminating the scourges of addiction, drugs and theft through seminars and conferences, and reducing accidents due to speed.
- 182.**Involving students in the healthy democratic life and practicing it as active citizens, not as passive exciter
- 183.**Yes, to encourage teamwork
- 184.**Lectures and seminars
- 185.**To stop the political interference of many professors in the affairs of the university and to stop the religious rituals in the university
- 186.**Improving the material situation for teachers
- 187.**University openness outside the university walls and its participation in drafting field studies
- 188.**Begin to break free from narrow sectarian and political affiliations
- 189.**Workshops prepare for this issue first
- 190.**Work to spread values in society, through seminars, and through the social participation of teachers and students
- 191.**Working on studying the students 'social conditions and helping them overcome the difficulties they are going through
- 192.**Attention to people's issues and to promote solutions from research solutions
- 193.**Leadership training courses, according to each site, to introduce social responsibility and how to practice it.
- 194.**Employ people on the basis of their qualifications
- 195.**When university people are at the university because of their competencies, their interest in the country, its society and its relations will be based on a scientific and rational basis.
- 196.**Consolidate its branches to achieve social integration
- 197.**Launching field research to find out the real social reality

198. Responsibility rests with the state ...
199. Opening more branches in remote areas
200. I think that introducing a subject to the curriculum is sufficient
201. Scholarships for outstanding students
202. Taking care of activating the role of student councils
203. It was suggested that cooperation agreements be concluded first between the university and institutions that increase the sense of social responsibility to be reflected in the behavior of students
204. Allocating lectures or conferences to enhance the sense of responsibility of students on the one hand, and professors and employees on the other hand
205. Awareness programs
206. Select professors based on the relevant CV
207. Work with municipalities and dispensaries
208. Opening new branches and specializations in remote areas from major cities
209. Collaboration between all
210. Communicating with social institutions
211. Remove bureaucratic obstacles
212. Extending an effective communication network in the community
213. Yes, by creating a department specialized in developing plans and research that is concerned with what the university and its staff can offer to society
214. Choosing the human professor, not the party professor and fanatical professor who is governed by the parties that have ruined the country
215. Encouraging university branches in the countryside
216. Communicate with students and their representative councils to find out their needs and development requirements
217. The Lebanese University needs the basics first before tackling most substantial issues.
218. Enjoy setting a secondary budget and establishing a unit that deals with social awareness and the environment, especially in the public university
219. Educating students, workers and cadres on the importance of the community and natural environment and how to preserve it
220. Create an atmosphere of constructive interaction between the university, professors and students to understand as much as possible of the social problems that we are going through, hoping to solve them or at least understand them.
221. Enhance the sense of belonging. This can only be achieved by the two parties, the state, with the institutions it represents on the one hand, through carrying out its duties, and the student and the citizen on the other side, in short, the principle of rights and duties.

2.2 Do you have any suggestions to improve CSR at your University on Economic Level?

222. Conferences and seminars
223. Transforming it into a productive university has a percentage of investing minds when they get involved in work
224. It is necessary to play a leading role here
225. Preparations for the establishment of small private factories
226. Fund for assistance
227. 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.
228. Creating job opportunities for students commensurate with their specializations

- 229.The Lebanese National University must be supported by the state
- 230.Improving the living conditions of the workforce and their families
- 231.For the advancement of the university, all efforts must be combined and knowledge of how to employ the components and qualifications of every employee, student, and professor, using a rational and constructive methodology, then the university can achieve its goals and overcome all its problems, even economic. First: Putting the right person in the right place based on his efficiency, not his mediocrity. Second: Transforming the Lebanese subject from an objective and emotional subject to a conscious, aware and productive subject. Third: The art of managing funds in a productive way and on projects that lead to the university's progress and development to keep pace with modernity and contemporary. Fourth: To benefit from some projects that generates profits for the university to employ and benefit from.
- 232.Increase the university budget
- 233.Introducing industries and improvement of agriculture
- 234.Supporting the Lebanese University from the state and allocating a budget for scientific research because, unfortunately, even if most of it is found, it is favoritism
- 235.Inviting economists to conduct seminars for students about economic conditions and discussing with them proposals for solutions
- 236.The Lebanese University needs the basics first before tackling most substantial issues.
- 237.Communicating with students and their representative councils to find out their needs and development requirements
- 238.Promote scientific research
- 239.Attention to the student and professor alike by providing assistance to students and giving the university professor his right and sufficiency
- 240.An analytical study of the reality of students and employees
- 241.Cooperation in employment
- 242.Increase the college budget by the university
- 243.Full cooperation and understanding between all
- 244.Increase the budget allocated to the National University in order to be able to continue in its pioneering role and in support of research ...
- 245.Contributing to harvesting seasons of apples and olives, for example
- 246.Free education completely
- 247.He suggested teaching courses and holding specialized workshops to develop this sense of responsibility economically
- 248.Optimum utilization of scientific energies
- 249.Increase the university budget
- 250.Responsibility rests with the state ...
- 251.Scientific economic research to reveal the reality first
- 252.Establishing an office to help find the right job
- 253.It is the responsibility of the university professor to light the paths to a successful economy by raising awareness and a sense of responsibility
- 254.Raising the university budget, introducing doctors to the owners, and canceling the heresy of contracting, which provides doctors with job security and this is positively reflected in their giving and increasing their productivity.
- 255.Securing everything necessary to do its work ... and directing it to contribute to production at all levels.
- 256.Contributing to providing economic research that deals with the crises the nation is currently going through
- 257.Work to diversify the specializations in line with the needs of society and the market
- 258.Begin to break free from narrow sectarian and political affiliations

- 259. For the university to have its role in economic life by being a consultative body capable of presenting projects and studies to the government through the people of the university as doctors, students and researchers, and to participate in the drafting of a recovery plan based on scientific principles that will relieve many of the burdens on the shoulders of the state and you are A partner in the resurrection of the homeland.
- 260. Establish a permanent fund to support student cases who are unable to financially be able to study full time
- 261. How to improve the sense of responsibility that does not exist in the first place? The greatest responsibility lies in the emptying of teachers.
- 262. Maybe increase the budget
- 263. Directing students to specializations and linking them to the labor market and its needs
- 264. Attitude towards the poorest groups
- 265. Yes, some credits must be deducted, for example the son of a professor at the official university whose son is studying outside the country on the university's account ... etc.

2.3 Do you Have any suggestions to improve CSR at your University on Educational level?

- 266. Field monitoring of its graduates and evaluation of their educational practical performance to review university programs
- 267. This is part of its national role
- 268. Curriculum amendment
- 269. Exchange of experiences
- 270. Inviting professors to conduct structured and intensive semi-annual research in order to increase the cumulative and qualitative increase in their effectiveness, to develop the scientific mentality, and to stimulate their creativity incentive, in addition to binding them to the students in research groups in the manner of studies and research centers, to be the standard of evaluation and achievement related to official state departments.
- 271. Work to hold awareness-raising seminars in order to eliminate differences between individuals, enhance the sense of responsibility, reject extremism and discord, and activate citizenship.
- 272. Commitment to giving lectures on time to motivate students to do good educational work and to work to facilitate the attendance of students in the halls.
- 273. Encouraging social educational projects and making use of master's and doctoral students' projects in this field.
- 274. Enhancing educational courses and keeping abreast of all new developments on the scientific and knowledge level
- 275. Providing an applied field for the creation and testing of new educational products and services.
- 276. Benefiting from professors with distinguished specializations who possess creative outlooks, not leaving them aside or pushing them aside, because they pose a danger to those who are superior to them.
- 277. Adopting competence instead of agency in heading departments and teams. Motivating creative professors and highlighting their books and research to innovate more to make room for creative students to highlight Their creativity does not suffocate them when passing the doctoral exams, which deny many students their right to obtain a doctorate after restricting it to a number not exceeding ten students of the specialization

278. Involving professors in international conferences in order to provide them with all new and continuous training on the latest technologies of the era.
279. Yes, making efforts to improve curricula and make better use of technological techniques
280. Training Courses Increase the experience and skills of the educational personnel through the group workshop
281. Encouraging scientific research and conferences
282. Software development
283. The funeral of the following slogan: An efficient hygiene culture
284. Education is the basis of society. We lack social education because of the war ideology of some student
285. State support for the Lebanese University and the allocation of a budget for scientific research, because unfortunately, even if most of it is found, favoritism
286. Improving the use of educational aids, periodic review of curricula and streamlining of content
287. Invest more in the applied fields
288. Curriculum development
289. Begin to break free from narrow sectarian and political affiliations
290. Continuous follow-up of international curricula and its contemporaneity
291. Work the permanent evaluation of the university's educational team of professors and administrators
292. Reconsidering the programs offered to students and working to amend them in a way that suits modern life and in line with urgent needs
293. Promoting research, creativity and initiative
294. Training on how to communicate with those seeking knowledge and help them develop their talents and develop them.
295. Keeping up with the advanced curricula, which is reflected in the development of students
296. The university needs teachers who have diplomas in education.
297. In addition to the College of Education, I suggest that each college should have a project or an unlawful one that addresses the tense relationship between the student and his community morally, scientifically and educationally, so that the university will be the cultural and intellectual security that the homeland and the people of politics and administration refer to Holding continuous training courses for trainers
298. Educational research to identify gaps and weaknesses.
299. Reconsidering educational curricula
300. Planning and leadership of the idea
301. Assigning students to some educational tasks of a popular social dimension
302. Provide information resources free of charge
303. training in the fields of specialization
304. Work to develop curricula in conjunction with developments and social changes and their requirements Work to develop curricula in conjunction with developments and social changes and their requirements
305. Renewal of educational programs
306. The College of Education likes to be a leader in this field
307. Increasing cooperation with the competent international institutions
308. Establishing specialized centers to meet the needs of students and provide them with educational and professional guidance
309. Yes, by conducting workshops and practical activities to educate students
310. Adopting professors who are able to change programs to accommodate students' needs in their professional careers
311. Attention to educational activities aimed at strengthening the role of youth in society

312. Communicating with students and their representative councils to find out their needs and development requirements
313. Reform of educational programs
314. The Lebanese University needs the basics first before tackling most substantial issues.
315. Yes, to establishing national educational hours in all universities and integrating students under one banner, as in the compulsory military service with limited time.
316. Yes, through developing job performance and making the individual a part of a whole in an interconnected circle in all respects
317. Enhancing the technological skills of teachers and learners and linking educational goals with activities implemented in the classroom
318. Be closer to the students and make more cultural activities and research
319. Emphasize the credibility of education with its inputs (with the professor) and its outputs (for students)
320. The university has many energies in the field of education, and it should be part of the committees specialized in developing and supervising curricula.

2.4 Do you have any suggestions to improve CSR at your University on Environmental level?

321. Plant, do not cut, stop random construction and regulate urbanization
322. Cooperation with municipalities
323. Afforestation and alternative energy projects
324. Establishing and supporting environmental trips to the Lebanese Zones Agency, afforestation and cleanliness
325. All universities must play a role on the environmental level
326. Waste sorting and recycling
327. Adding materials that have directives in environmental culture so that the relationship with the environment influences the students' sense by creating gardens and creating competition between students to take care of them and writing their names on a register or on memorial lists that chronicle the classes and their environmental role
328. Holding meaningful conferences, followed by practical procedures based on the decisions of these conferences, and following up the implementation of that in practice, so that individuals can be evaluated on the basis of their environmental behavior, even by holding honorary celebrations and festivals, in which some of them are crowned friends of the environment, guardians of nature, and lovers of birds, roses and streams Al-Basateen .
329. To date, we have carried out several projects that promote a sense of responsibility in the homeland.
330. Call for setting up environmental activities, such as cleaning streets and beaches
331. Conducting conferences to raise awareness and instill a sense of responsibility at the environmental level
332. It is possible to increase awareness and launch environmental projects, and to benefit from the preparation of volunteer students
333. Use of environmentally friendly tools and a commitment to spreading environmental awareness
334. Involving students in projects
335. It is like visiting the Litany River and the polluted rivers and pushing them to help clean the estuaries of rivers and to know the extent of pollution, especially cancer and other diseases.
336. Involving them in afforestation of reserves and lands to turn Lebanon into green oases.

337. Holding seminars and conferences on the disadvantages of smoking and drugs, speeding driving, shooting and car theft, and other issues taking place on the Lebanese arena.
338. Supporting environmental campaigns to be annual, not random, to be systematic.
339. Yes, to raise awareness and education through seminars, conferences and lectures
340. Introducing educational materials indicating the importance of sorting and recycling, and establishing garbage sorting stations at the university and its affiliated branches
341. Seminars and awareness campaigns on the epidemic
342. The Lebanese University needs the basics first before tackling most substantial issues.
By banishing politics
343. To dedicate a joint article on the environment
344. Communicating with students and their representative councils to find out their needs and development requirements
345. Supporting environmental activities in the university and recycling
346. Choosing an appropriate environment for university buildings and dormitories close to them for students and professors in order to facilitate the study and research process for them
347. Make the issue of waste sorting a basic priority on the environmental level and work to implement it in all branches of the university
348. Environmental Awareness (we have 80,000 students) if they realized the importance of preserving the environment and its transfer to their society: Lebanon would wake up.
349. In the science department, there is a beginning to form the Environment Club
350. Promote development and recycling programs
351. Launching and implementing a public workshop in the country, including universities, to sort waste from the source and find solutions for existing landfills and dumps and environmental pollution in general.
352. Monitoring the performance of teachers, employees and students in this field
353. Promoting the concept of protecting the environment first, then carrying out environmental activities and giving decisions in this regard and linking them to signs that the student needs to make the matter serious for him
354. Entrepreneurship through applicable programs and materials
355. Create a public park
356. Environmental material for each professor
357. Carrying out continuous afforestation campaigns
358. Undergraduate field studies are the starting point
359. Tenders include environmental conditions
360. The duty requires raising the sense of belonging to the homeland instead of the priority of sectarian affiliation, and this will not be achieved unless the university is aware of its real responsibilities. Any answer will be ridiculous as long as the university is a center of livelihood.
361. Cooperation between the university and the government
362. Making work and concern for the environment one of the basic and priority goals of the university.
363. Participation in preserving the environment through training and work to improve it by identifying how to dispose of waste in the best possible way.
364. Carrying out an annual environmental activity to promote environmental culture
365. Household food waste, we prepare and present it to livestock, which makes it useful, and we provide import of fodder from abroad
366. Encouraging students to organize environmental days such as beach cleaning
367. A work team establishes a permanent workshop in which students and whoever desires work, to take care of this matter and benefit from it.

368. The university should be the ideal in reflecting a good image of the environment, and it must develop programs for the safety and preservation of the environment through various disciplines, whether at the level of urban planning or clean energy, in addition to other projects concerned with the rationalization of energy and water.
369. The introduction of hours devoted to studying environmental affairs in curricula and in various disciplines with the possibility of their application
370. Environmental protection and environmental wealth
371. Taking care of the environment by setting up training workshops for the administrative and educational staff and for students to take care of the environment and urge them to establish a foster relationship between them and their environment.
372. Spreading the recycling culture in the environment surrounding the university
373. To establish voluntary groups bearing the flag of the official university and symbolically support them to play the role of environmental awareness