

The Reality of Social Responsibility in Private Universities in Riyadh

Dr. Radhi Mohaisen Al-Shammary
Assistant Professor of Educational Administration, Arab East College for
Graduate Studies, University of Hail

Nahlah Suliman Al-Othaim
Researcher

Introduction

Now more than ever, educational institutions especially the large ones are called upon to hold responsibility, take the initiative to include that through their strategic plans. They should not to be limited in this field to only donations, sponsoring and organizing conferences or offering initiatives within the framework of public relations or marketing department, without developing plans and studying the needs in order to get to what is known as "smart donations" which guarantee the initiatives meeting the needs following conducting relevant studies and developing mechanisms to measure the extent of success.

Universities have been and continue to be a platform for civilization in all communities. Therefore it became necessary that universities' administrations to seek to deepen the practices of the sense of social responsibility, and to encourage personnel to convert it from just a thought to a behavior of practicing social responsibility in the minds of personnel and students alike. Who could also contribute with the lion's share towards the public participatory developmental concern, which we hope that its effect and impact will reach various aspects of life. Then the citizen could enjoy firstly, the environment blessing (air, water and food), secondly stability and security blessing and voluntarily economical participation in society's development. Thirdly, keeping pace with progress and development and providing the required benefits. This is possible only through profound understanding, good will, donor ship and granting, participation, commendable initiative, and benefiting from mutuality of interests fully. Al-Harhi (2011).

Therefore, private sector, including non-governmental institutions of higher education like universities, colleges, and institutes should play a significant role in social responsibility, supporting government's entities and sectors to achieve sustainable development, sharing success with the community, and finding many solutions in economic, social and environmental terms. The private sector may also participate by supporting social responsibility's programs whether financially or by offering their support to those that do not require financial support. Meras (2010).

In addition, the performance of higher education institutions and developing it is a global interest for all nations worldwide. The most significant feature distinguishing any community is its ability to command its vital institutions and programs, not only effectively and efficiently, but also fairly and innovatively, whereby the size of services existing in higher education institutions is connected with administrative system, which makes the mission of a university is to act as a link through guiding the principles and ethics adopted by that university, given that the success of any institution is the success of its administration. Consequently, the importance of the commitment higher education institutions and their adherence to proper leadership with a comprehensive philosophy for continuous improvement in order to achieve the ultimate quality in universities, which needs participation of all the elements to ensure universities' continuity. Boon (2008).

The research problem:

There is a considerable confusion regarding the third role of governmental and private universities. The third role of governmental universities is to serve the community, but it is merely a social responsibility in private universities because they are considered profitable institutions. Therefore, governmental higher education institutions need to disseminate the culture of social responsibility and to instill it inside all personnel in that institution. Also, the employee will not be convinced of the importance of practicing social responsibility programs, and of his/ her contribution in these programs except when s/he has a sufficient share of that responsibility and feels its importance in his/her career, then in the society, environment and among the stakeholders at large.

Universities' social responsibility rises even more sharply in the modern economy that is driven with factors like globalization, progress in information technology, scientific and technical innovation, and world competitiveness. Universities need to apply new technologies and information, to be able to face the main global challenges, including climate change, poverty, health, food, and conflicts. Moreover, they need to establish long-term goals for the challenges facing the community, foster world peace, and to instill in students' minds more understanding and appreciating for the various cultures and the desire to offer help for others to make the world a

better place to live in. Whereas the universities' leaderships focus on two roles only which are teaching and scientific research while ignoring the third role which is serving the community in its comprehensive meaning, which can be replaced by a new term "social responsibility in the private sector".

Due to discrepancy regarding understanding the concept of social responsibility by the administrative leaderships in universities and local community institutions, and that concept being confined to presenting educational lectures and in-kind assistance for the local community, and building upon the scarcity of studies related to the role of universities regarding its community responsibilities, this study is conducted in order to survey the reality of social responsibility in private universities in the Kingdom of Saudi Arabia from the viewpoint of the academic staff. Harim et al (2005).

Study question:

First question: What is the reality of social responsibility in private universities in Riyadh from the viewpoint of its academic staff?

Second question: are there any variances of statistical significance in the responses of the sample's individuals attributed to (scientific level, years of service or gender)?

Importance of the study:

The Importance of the study can be defined in twofold:

1- Theoretical Importance:

- The theoretical importance of this study is reflected in enriching the scientific material related to recognizing the reality of social responsibility in private universities, and filling the gap in Arabic literature that have discussed social responsibility in this field, as it is noted that the applied studies in this field are rare.
- In addition, the importance of this study comes out of highlighting social responsibility, so it is hoped that this study would be an addition to the Arabic library concerning the opportunity of making use of social responsibility activation in private higher education sector.

2- Practical Importance:

- This study may contribute to developing the performance in private higher education through the activating of social responsibility.
- Applying social responsibility may participate in the achievement of better levels of performance, which places responsibility on all the educational entities and institutions to embrace social responsibility in order to attain better practices for higher private educational plans, which respond to student's needs on one hand, and to society's requirements on the other hand.
- This study attracts officials' attention to the importance of social responsibility in private higher education through activating social responsibility.
- This study may contribute to opening new horizons for more studies in the field of educational administration, which aims to develop institutional performance through activating social responsibility.
- It is hoped that the findings of this study would serve as a compass that guides universities to shoulder its social responsibilities.
- It is hoped that this study would enrich theoretical literature in the field of private universities responsibility towards their communities.

Objectives of the study:

This study aims at:

- 1- Recognizing the reality of social responsibility of private universities in Riyadh.
- 2- Identifying if there are any variances of statistical significance in the responses of the sample's individuals, which are attributed to scientific level, years of service or gender.

Terms of the study:

- Social responsibility: is defined by International Chamber of Commerce (ICC) as all attempts that contribute in the initiative of the private sector establishments to achieve development due to ethical and social considerations.
- Operational definition: It is defined as the commitment of private universities to providing services for local community in accordance with the following three dimensions: social dimension, environmental dimension, and economic dimension.

Limits of the study:

- **Thematic limits:** This study is confined to the reality of social responsibility of private universities with the following three dimensions: social dimension, environmental dimension, and economic dimension from the viewpoint of the academic staff.
- **Time limits:** during the second term of the academic year 1436H- 1437H.
- **Spatial limits:** private universities in Riyadh.
- **Human limits:** the academic staff in the private universities in Riyadh.

Theoretical frame and previous studies:

A- Theoretical frame:

Social responsibility of universities:

One of the possible definitions of social responsibility of the university is university's responsibility for practicing values and principles in its main tasks related to teaching and involving the society, in addition to managing the institution. These features and attributes are the values and principles that include commitment to justice, equity, sustainable development, and recognition of freedom, appreciation of diversity, fostering human rights, democracy and civil responsibility. However, the important point is that the social responsibility is not a separate activity and it must be at the heart of the university's work and in its method to learn.

Then we have to find out the reason for the importance of social responsibility of universities. Education is increasingly perceived as it is for the public benefit even if there is a reduction in the governmental financial support, nonetheless education is the state's responsibility and it must be considered in that manner. And in the light of liberalization of trade and education, higher education started to be seen as a product and a service which can be traded. Due to funding crisis, many universities are being run as if they are companies, and its main goal is generating income in the meantime at the expense of quality and in some cases at the expense of ethics. There a considerable number of institutions that seek to achieve profits, and they do not exist in the developing countries only, but also and significantly in developed countries and they are increasing continuously.

If we consider the various activities and social responsibility of universities, then we should make sure of equality for all students, as there are marginalized students who need attention. Universities are not for the best and the smartest individuals only. There is a responsibility to ensure that there is equality in providing education for all classes of society. Providing education is not based on market mechanisms and drivers, and this is a public issue. In particular aspects, like literature and human studies. In addition, there is a need for specialties in applied science and social science; also, we should solve the challenges of sustainable development, which we face nowadays with one specialty, which is not adequate. Therefore, various specialties should be adopted to face these challenges, and we need to introduce and raise the concept of ethics and social responsibility, because there is a need for awareness, and for encouraging students to think at the global and local levels alike. Al-Otheimi (2015).

Social responsibility of the university's professor:

The social responsibility of the university's professor is of ethical, social, national, moral and human dimensions and implications. It requires each one of them to carry out his duties to the fullest in teaching, scientific research, serving and developing the local community. When the university professor performs his first job as a researcher, scientific research must play a key role in solving the problems of the society and meeting the needs and aspirations of its members. However, if scientific research remains confined within the university and is used for purely personal purposes such as promotion and obtaining personal or material gains. As it is the case in many third world countries, the university's professor in these situations will turn from a productive researcher of scientific knowledge of interest to the society into a strange employee unable to respond to the challenges facing him and unable to make any reform in reality. (Joseph 2003).

The participation of citizens, especially the effective ones such as members of the civil society's institutions, in determining the priorities of the studies and research that include a number of benefits for the researchers and the community, such as promoting the values of participation, interaction, dialogue, sense of responsibility and sense of belonging. Thus, the involvement of citizens in the process of scientific research will deepen their sense of belonging to the community, and reflects the values of citizenship in the country. Also, Citizens must be informed of the results of studies and research, which will increase awareness of the results of studies, as well as increasing the interest of citizens and their participation in such research and studies, and turn to them with enthusiasm. "Scholtens et al (2008)"

The partnership between the university's professor and the local community provides the researcher with the opportunity to see various visions, ideas and experiences. The researcher who belongs to the community or who has a sense of social responsibility must realize the fact that many of the thinkers, visionaries, and field experimenters are outside the walls of universities, thus, asking for their assistance or giving them the opportunity to participate is an enhancement of the principle of community's conscience or social responsibility.

Social responsibility of the students:

Students should think about what is happening, and about anything they are doing not just look at the community's immediate or urgent needs. They should also understand the different cultures and multiculturalism. This should be encouraged through courses, adding international dimensions to the courses and let students be aware until they became active citizens. One way to do this is to encourage student cultural exchange programs with least developed countries so they can go to there and see things by themselves, and thus be better equipped to serve the community and provide assistance to others. University students can also participate in the development process by volunteering in public and private institutions, providing assistance to farmers, and carrying out professional volunteer work (medicine, pharmacy, technology, education,) all of this falls under the social responsibility of students towards their community. Maras (2010).

Dimensions of corporate social responsibility:

First: the economic dimension:

The economic dimension of social responsibility does not refer to profit as an aspect of business, but refers to the commitment to the ethical practices within institutions such as corporate governance, the prevention of bribery and corruption, the protection of consumer rights, and moral investment. In this context, institutions must adopt and apply the principles of accountability, transparency, ethical conduct, respect for the interests of the parties concerned, respect for the rule of law in decision-making and implementation and the development of a directory of their own corporate governance. Azzawi and Sayeh (2011).

Second: the social dimension:

The organization must contribute to the welfare of the society in which it operates, and to improve and take care of the affairs of its employees, which will have a positive impact on increasing their productivity, developing their technical capabilities and providing occupational security, employment, health care and community care. The open administrative style in which the institution works in is crucial, since its social behavior is considered to have an impact beyond the institution itself, and to identify relevant community issues as priorities for achieving them. Turkistani (1996).

Third: the environmental dimension:

The organization must take into account the environmental impacts of its operations and products, and eliminate toxic emissions and waste, maximize the efficiency and productivity of the available resources and minimize practices that may adversely affect the enjoyment of these resources by the country and future generations. The Corporation shall be aware of all the direct and indirect environmental aspects related to the performance of its activities, the provision of its services and the manufacture of its products. It shall also use certain standards to identify those environmental aspects with a distinctive impact, to effectively improve its environmental performance. Those standards established by the institution itself must be comprehensive, established, documented and applicable. Azmi (1996).

B-Previous studies:

Al-Jabreen (2010), entitled "Trends of the Social Worker towards Social Responsibility:

The study aimed to know the nature of the trends towards social responsibility, and the extent of these differences according to some variables (gender, source of university degree, access to courses in the field of specialization).

The researcher used the descriptive approach. The study group consisted of all social workers of both sexes working in the medical field in Riyadh city. The study's sample reached 141 and the study reached a number of results, the most important of which is that there is a disparity in the approval of the social responsibility among the study's individuals.

Al-Kharashi (2004), entitled "The Role of Student Activities in the Development of Social Responsibility":

This study was conducted at King Saud University. The aim of this study is to identify student activities and its relation to the acquisition and development of social responsibility of the university's students as a fundamental aspect in building their personalities, and to identify the student's desire to participate in the university's student activities and their sense of need and conviction to develop their responsibility.

The study reached a number of results, the most important of which is the great impact on the process of acquiring personal through university's student activities, and there is a great desire, feeling and development of social responsibility for students as a fundamental aspect in building the need and satisfaction of university students to participate in university activities available.

Moreover, the family's lack of interest in developing the sense of social responsibility of the student, as well as not assigning an important role to him in which the student can develop responsibility and self-reliance.

Al-Harhi study (2001), entitled "The Reality of Personal Social Responsibility among the Saudi Youth and Ways of its Development"

This study was conducted at the Naif Arab University for Security Sciences. The study aimed to identify the social responsibility reality among the Saudi youth and to identify ways of developing social responsibility. The researcher used the descriptive approach.

The study's group was formed of all young people between the ages of 17- 58 in the city of Jeddah and Makkah, Taif, and the number of the study's was 600 young males. The study found that there is a high sense of responsibility in the social personality of the sample, and that there is a positive and significance relationship between the degrees of feeling of personal social responsibility in its five components and between the ages of the sample's individuals.

Samir's study (2012) entitled "**The Cornerstones of the Success of Social Responsibility in Business Organizations.**"

The researcher adopted two methods, the descriptive one, which is considered a method of analysis and interpretation in a systematic scientific manner in order to reach specific goals about a problem, and the analytical one that confers the scientific character on the research.

The purpose of this paper is to highlight the pillars on which business organizations are based for the successful implementation of social responsibility to achieve their objectives and serve the society. It also aims to articulate the basic concepts of social responsibility due to the lack of references and overlapping of the concepts associated with it. The study concluded that social responsibility is now a major area of importance at all levels and local areas, and enjoys high level of attention by business organizations as it works to improve the standard of living and improve the welfare of the society.

The similarities between this study and the previous one are in attempting to address the concept of social responsibility and to explain the basic concepts of social responsibility due to the lack of references and the overlap of the concepts associated with it. What distinguishes this study from the previous is that it has taken statistical methods as a way to deal with the subject. Moreover, the study dealt with the issue from an Islamic outlook, besides the situation. It aims to demonstrate the impact of the concept of social responsibility in reducing administrative corruption phenomenon.

Rashi's study (2013) entitled, "**The Role of Social Responsibility Approach in Creating and Strengthening Entrepreneurship and Competitiveness of Business Organizations**".

The aim of this research paper is to establish the benefits gained by the business organizations because of adopting the concept of social responsibility, which will help to support its leadership and competitiveness well and effectively. The importance of this research lies in the fact that it demonstrate theoretically and practically the conceptual linkage of the relationship between social responsibility and the strengthening of the entrepreneurship and competitiveness of business organizations. The study also addresses a subject of great interest in modern management studies stemming from the challenges faced by business organizations in this age. To address this issue, the paper content is about the disclosure of the approach of social responsibility and the introduction of the Islamic vision on this concept. It also highlights its most important elements through the dissection of its principles, dimensions and the area of strategies, and to try to derive the most important benefits and install them by applying the most important studies carried out by researchers and specialized organizations in this field, in addition to extrapolating the most important findings of leading business organizations in implementing this concept. The researcher concluded that the social responsibility of business organizations is a theoretical and field reality, which was confirmed by a long-term perspective whose assets were extrapolated from the reality of transactions and that are being discussed at an accelerated pace through literature that continues to expand into many political, economic, legal, environmental and social fields, and to many of the total levels, particularly the partial ones expressed by business organizations.

Al-Raheb's study (2013) entitled "**The Impact of Applying Personnel Empowerment Strategy on Improving the Performance of Institution**"

The importance of this study lies in the academic need for these subjects to know the reality of applying these subjects in our Algerian economic establishments and to consider how it affects the performance over the long term.

This study aims at clarifying concepts related to the strategy of personnel empowerment, clarifying all concepts concerning the strategy of performance empowerment, attempting to test the environment of corporation's work to adopt the strategy of empowerment and to make it work as it is considered a new approach. In addition to identifying the reality of applying the strategy of empowerment in Algerian economic establishments, and discovering the relationship between applying the strategy of personnel empowerment and the effect of this relationship on corporation ability to improve its performance.

Diafi Nawal's study (2010) entitled "**Institutions' Social Responsibility and Human Resources**"

This study aims at that the institution should commit with its community's responsibilities towards its human resources particularly as these resources are considered one of the most important determinates for success and advancement. The current research represents a modest contribution, which connect between the social performance of the institution, and personnel, that is why this study is important as it is considered a

comprehensive frame to identify the degree of institution's commitment with this responsibility, particularly national institutions of special nature. Moreover, the study roots the main concepts of social responsibility, raises awareness of institutions about the importance of adopting the social responsibility to contribute in developing the community and solving its problems. Also, the study presents a number of social responsibility's dimensions towards personnel and the importance of commitment with this responsibility given that it contributes in creating a coherent internal community, especially identifying the reality of adopting the social responsibility by the Algerian private institutions and the degree of commitment with that responsibility.

Kennemer's study (2002) entitled "Factors Predicting Social Responsibility in College Students"

This study aims at identifying the factors that contribute in developing the social responsibility in college students. The sample of study is 31 male college students and 69 female college students. The tools of study are "GSRI" prepared by Starret (1996), out of it is "SCS" and "RPS".

The study reached a number of conclusions, most importantly, that there are statically indicative differences in favor of the student according to GSRI. In addition, the study reveals that there are no statically indicative differences between male and female students according to "SCS".

Anselmsson and Johansson's Study (2007)

This study aims at enforcement of understanding regarding dominant classification of clients for the various aspects of social responsibility when evaluating them or buying products, and the brand names from food ration shops. Study found that there are three dimensions of social responsibility (responsibility towards product, human responsibility, and responsibility towards environment), besides, the brand names contribute in building the perception. In addition, study reveals that the perception may affect the consumers' intent of buying.

Administration College Study (2004) - Waikato University, New Zealand

This study is conducted on (811) small, medium and large corporations. It aims at identifying to what extent these corporations are committed to social and environmental activities. The study reached some conclusions, the most important conclusion is that most of these corporations offered time and money for the projects of the local society, and more than 2/3 of these corporations contribute to charitable activities. In addition, three quarters of these corporations cared about training personnel, and in the same time about presenting aids for personnel to complete their education. Finally, the study reveals that these corporations depend regarding recruitment decisions on achieving 57% of diversity.

Discussing the previous studies and areas of making use of it:

After examining the previous studies in the area of research, the following notes were recorded:

- Reached conclusions through these previous studies depended in its studies on statistical descriptive aspect, and they discussed the subject of social responsibility and connected it with various variables. These studies had positive effect on this study subject theoretically. From the previous studies, we could find many similarities among them, as most studies focused on the extent of positive effect of social responsibility in many aspects according to the study subject.

Methodology, steps and procedures of the research:

Methodology and procedures of the study are considered the main focus through which the applicable aspect of study can be achieved. This section contains a clarification of the study methodology, identification of the study's group and sample, the tools of collecting study data, then a summery for the procedures of field application and methods of statistical treatment that were used.

Research Methodology:

To achieve the goals of the study and its procedures, the two researchers depend upon surveying descriptive methodology. It is defined by Al-Asaf (2010- P. 179) as "a kind of researches through which all research individuals or a considerable sample of them are questioned, with a view to describe the studied phenomenon in terms of its nature and the degree of its existence"

Study population:

Study sample: consisted of 214 students.

Features of study sample:

- 1- Distribution of study's sample according to academic qualification:

Table (1)

Represents the distribution of study sample according to academic qualification variable

Academic Qualification	Recurrence	Percentage
Male	72	33.6%
Female	142	66.4%
Total	214	100%

2- Distribution of study's sample according to years of experience:

Table (2)

Represents the distribution of study sample according to years of experience variable

Years of service	Recurrence	Percentage
Less than 5 years	90	16.7%
From 5 to 10 years	115	20%
More than 10 years	9	63.3%
Total	214	100%

3- Distribution of study's sample according to specialty variable:

Table (3)

Represents the distribution of study sample according to specialty variable

Specialty	Recurrence	Percentage
Assistant professor	97	45.3%
Associate professor	102	47.7%
Professor	15	7%
Total	214	100%

Tool of the study:

A special questionnaire was designed for the study group, based on the following steps:

- Comprehensive examination and accurate revision for the literatures concerning the subject (theoretical frame and previous studies).
- The two researchers identified the interlocutors that may be contained in the questionnaire, and the items of each interlocutor.
- The two researchers prepared the questionnaire in its first draft.
- The questionnaire was presented to a group of relevant arbitrators.
- The questionnaire, in the process of being finalized, consists of:
 - 1- Primary data of study's variables (sex, years of experience, and educational qualification)
 - 2- The study tool (questionnaire) contains three interlocutors:
 - First interlocutor: contains (5) clauses.
 - Second interlocutor: contains (5) clauses.
 - Third interlocutor: contains (5) clauses.

Tool validity:

Face validity (Arbitrator's validity):

Face validity of study tool was verified by presenting it to a group of relevant arbitrators, necessary modifications have been done in the light of opinions and notes of arbitrators.

Internal consistency:

Internal consistency of study tool has been verified through applying it on an exploratory sample consisting of (20) academic staff outside the study's sample, where correlation coefficient between the degree of individual concerning each paragraph and the total degree on axis, has been calculated. Findings revealed that there is statistically indicative correlation between the degree of each paragraph and the total degree on the axis, as appeared in the tables (4, 5 and 6).

Table (4)

**Correlation coefficients of first axis paragraphs "Social Dimension"
 (Exploratory sample: N= 20)**

Paragraph number	correlation coefficient
1	0.534*
2	0.634**
3	0.578*
4	0.365**
5	0.307**

- * Significance at the level of 0.05
- ** Significance at the level of 0.01

The previous table shows that the correlation coefficients between first axis paragraph "social dimension" and total degree of axis ranged from (0.307- 0.634). In addition, the table indicates that all correlation coefficients are statistically significance at the level less than 0.05 and at the level 0.01, which suggests that there is a statistically indicative correlation of the axis paragraph and the total degree of the axis.

Table (5)
Correlation coefficients of second axis paragraphs "Environmental Dimension"
(Exploratory sample: N= 20)

Paragraph number	correlation coefficient
1	0.436**
2	0.593**
3	0.547*
4	0.341**
5	0.312*

- * Significance at the level of 0.05
- ** Significance at the level of 0.01

The previous table shows that the correlation coefficients between second axis paragraph "environmental dimension" and total degree of axis ranged from (0.312- 0.593). In addition, the table indicates that all correlation coefficients are statistically significance at the level less than 0.05 and at the level 0.01, which suggests that there is a statistically indicative correlation of the axis paragraph and the total degree of the axis.

Table (6)
Correlation coefficients of third axis paragraphs "Economical Dimension"
(Exploratory sample: N= 20)

Paragraph number	correlation coefficient
1	0.511**
2	0.423**
3	0.467**
4	0.387*
5	0.345*

- * Significance at the level of 0.05
- ** Significance at the level of 0.01

The previous table shows that the correlation coefficients between third axis paragraph "economical dimension" and total degree of axis ranged from (0.345- 0.511). In addition, the table indicates that all correlation coefficients are statistically significance at the level less than 0.05 and at the level 0.01, which suggests that there is a statistically indicative correlation of the axis paragraph and the total degree of the axis.

Table (7)
Correlation coefficients between the total degree of the study sample individuals on each axis and their degree on the study tool as a whole
(Exploratory sample: N= 20)

Paragraph number	correlation coefficient
The first: Social Dimension	0.639**
The second: Environmental Dimension	0.631**
The third: Economical Dimension	0.643**

- * Significance at the level of 0.05
- ** Significance at the level of 0.01

The previous table shows that the correlation coefficients between the total degree of the study sample individuals on each axis and their degree on the study tool as a whole ranged from (0.643- 0.631). In addition, the table indicates that all correlation coefficients are statistically significance at the level less than 0.05 and at the level 0.01, which suggests that there is a statistically indicative correlation between each axis of tool and the tool as a whole.

Secondly: Stability of measurement tool:

To verify stability of the measurement tool, Cronbach's Alpha equation was used to calculate consistency coefficient for each axis of study tool axis and to calculate the total consistency coefficient of tool. The table (8) shows the values of consistency coefficients.

Table (8)
Consistency coefficients of Cronbach's Alpha of the three axis of study tool and on the tool as a whole
(Exploratory sample: N= 20)

Axis	Number of items	Consistency coefficients of Cronbach's Alpha
First	5	0.77
Second	5	0.79
Third	5	0.80
Total Consistency coefficients	15	0.81

The previous table shows that the Consistency coefficients of Cronbach's Alpha of the three axis of the study tool ranged between (0.77- 0.80). The third axis has been ranked first as its consistency coefficient value was (0.80), and then came the second axis with its consistency coefficient value of (0.70), whereas the consistency coefficient value of the first axis was (0.81). The total value of consistency coefficient of the study tool was (0.81) which is an acceptable value for the purposes of scientific research.

Statistical treatment:

To answer the first question contained in this study:

First question: What is the reality of social responsibility in civil universities in Kingdom of Saudi Arabia from the viewpoint of the academic staff?

Arithmetic averages and standard deviations of the study's sample's individual's responses have been extracted for each paragraph and for the study tool as a whole.

To answer the second question contained in this study:

Second question: are there any variances of statistical significance in the responses of the sample individuals attributed to (scientific level, years of service or gender)?

Correlation with the validity of zero hypothesis: There are no statistically indicative variances at the significance level of ($\alpha = 0.05$) among the study sample individuals' responses attributed to sex variable (male, female).

Tests were used to two separate samples to compare arithmetic averages of the study sample individuals' responses attributed to sex variable.

To answer the third question of this study:

Third question: are there any variances of statistical significance in the responses of the sample individuals attributed to years of service variable (less than 5 years, from 5 to 10 years, or more than 10 years)?

Correlation with the validity of zero hypothesis: There are no statistically indicative variances at the significance level of ($\alpha = 0.05$) among the study sample individuals' responses attributed to years of service variable.

(One- Way- Anova) was used to compare arithmetic averages of the study sample individuals' responses attributed to years of service variable.

Fourth question: are there any variances of statistical significance in the responses of the sample individuals attributed to educational qualification variable (Assistant professor, Associate professor, Professor)?

Correlation with the validity of zero hypothesis: There are no statistically indicative variances at the significance level of ($\alpha = 0.05$) among the study sample individuals responses attributed to educational qualification variable.

One- Way- Anova is used to compare arithmetic averages of the study sample individuals' responses attributed to educational qualification variable.

Adjustment of tool:

Average	Level
(2.33- 3)	Large
(1.66- less than 2.33)	Medium
(0.99- less than 1.66)	Neural

Presenting the results:

Results related to the first question:

- 1- What is the reality of social responsibility in private universities in Kingdom of Saudi Arabia from the viewpoint of the academic staff?

Arithmetic averages and standard deviations of the study sample individuals' responses was extracted for each paragraph and for the study tool as a whole as shown in table (9).

Table (9)
Arithmetic averages and standard deviations of the study sample individuals' responses for each paragraph and for the study tool as a whole

Sr	Paragraph Private Universities do the Following:	Arithmetic averages (N= 214) Maximum= 3	Standard deviations (N= 214)	Order
1	Offer voluntary activities for the local community	1.6495	0.63065	10
2	Organize courses for the local community	1.9766	0.64598	7
3	Contribute to educating the local community (lectures, conferences, and seminars)	2.1682	0.53927	2
4	Offer services to those with special needs	1.8037	0.51163	9
5	Offer services to needy families	1.4252	0.56628	15
6	Offer activities in the field of environmental conservation	1.4579	0.54438	14
7	Contribute to environmental sanitary education	2.0561	0.63293	5
8	Offer health services to the local community	2.2430	0.53675	1
9	Contribute to activating the tourism field	1.8271	0.53340	8
10	Educate the society to preserve the public properties	1.4813	0.61829	12
11	Support charities for the local community	1.5187	0.62583	11
12	Participate in consumer protection's activities	2.0654	0.60933	4
13	Support projects serving the needy families	1.9813	0.71182	6
14	Assessing the needs of the local community and works on meeting them	2.1589	0.71404	3
15	Offer scholarships for the needy outstanding students	1.4673	0.50010	13
16	Total average	1.8187	0.23600	

Table (9) shows the following:

Paragraph no. (8) "Offer health services to the local community" has the highest arithmetic average with a value of (2.2430) and a standard deviation with a value of (0.53675). Paragraph no. (3) "Contribute to educating the local community" ranks second with an arithmetic average with a value of (2.1682) and a standard deviation with a value of (0.53927). As for paragraph no (14) "Assessing the needs of the local community and works on meeting them" it ranks third with an arithmetic average with a value of (2.1589) and a standard deviation with a value of (0.71404). Paragraph no (6) "Offer activities in the field of environmental conservation" ranks second to last with an arithmetic average with a value of (1.4579) and a standard deviation with a value of (0.54438). Finally, paragraph no. (5) "Offer services to needy families" with an arithmetic average with a value of (1.4252) and a standard deviation with a value of (0.56628).

In addition, the table (9) shows that the value of arithmetic average of individuals' responses for the tool of the study as a whole is (1.8187), with a standard deviation with a value of (0.23600).

The two researchers attribute these results to: lack of awareness in private universities about the importance of social responsibility and the ignorance relating its role towards the societies that embrace it.

- Arithmetic averages and standard deviations of the study sample individuals' responses have been also calculated for each axis and for the study tool as a whole as shown in table (10)

Table (10)
Arithmetic averages and standard deviations of the study sample individuals' responses for each axis and for the study tool as a whole

Sr	Axis	Arithmetic averages (N= 214)	standard deviations (N= 214)
First	Social dimension	1.80464	0.578762
Second	Environmental dimension	1.81308	0.57315
Third	Economical dimension	1.83832	0.632224
Total	Study tool as a whole	1.81593	0.566671

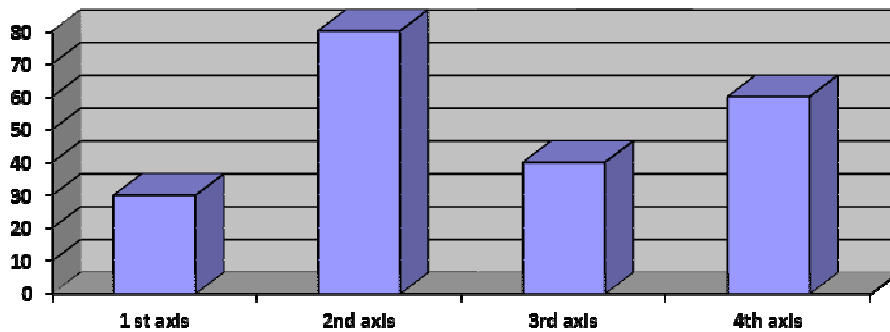
Table (10) shows the following:

The third axis (economical dimension) has the highest arithmetic average with a value of (1.83832) and a standard deviation with a value of (0.632224), while the second axis (environmental dimension) ranks second with an arithmetic average with a value of (1.81308) and a standard deviation with a value of (0.57315). Moreover, first axis (social dimension) ranks third with an arithmetic average with a value of (1.80464) and a standard deviation with a value of (0.578762).

The value of arithmetic average of individuals' responses for the study tool as a whole is (1.81593), with a

standard deviation with a value of (0.566671).

- Figure (1) shows Arithmetic averages and standard deviations of the study sample individuals' responses for each axis and for the study tool as a whole.



The results related to the second question:

Second question: are there any variances of statistical significance in the responses of the sample individuals attributed to sex variable (male, female)?

Correlation with the validity of zero hypothesis: There are no variances of statistical significance at the significance level of ($\alpha = 0.05$) among the study sample individuals' responses attributed to sex variable (male, female)

(T) Test is used to compare the arithmetic averages of the study sample individuals responses' attributed to sex variable, as shown in table (11).

Table (11)

The result of (T) test, to compare the arithmetic averages of the study sample individuals' responses to the tool as a whole according to the sex variable.

Tool as a whole	Sex	N	arithmetic average	standard deviation	(T) Value	Significance*
	Male	72	1.7937	0.21780	0.426	0.638
	female	142	1.7773	0.21863		

Statistically indicative at significance level ($\alpha = 0.05$)

The table (11) shows the following:

- The arithmetic average of the study sample individuals' responses (male) to the tool as a whole is (1.7937) with a standard deviation of (0.21780).
- The arithmetic average of the study sample individuals' responses (female) to the tool as a whole is (1.7773) with a standard deviation of (0.2186).

In addition, it is shown that there are no variances of statistical significance at the significance level of ($\alpha = 0.05$) among the study sample individuals' responses attributed to sex variable. The value of (T) for the variances among the study sample individuals' responses attributed to sex variable is (0.426).

The two researchers attribute these results to: similarity in the dominant culture between the two genders and its role in revitalizing the national economy and strengthening it through the private universities in Kingdom of Saudi Arabia.

The results related to the third question:

Are there any variances of statistical significance in the responses of the sample individuals attributed to years of service variable (less than 5 years, from 5 to 10 years, or more than 10 years)?

Correlation with the validity of zero hypothesis: There are no variances of statistical significance at the significance level of ($\alpha = 0.05$) among the study sample individuals' responses attributed to the years of service variable.

One- Way- Anova is used to compare arithmetic averages of the study sample individuals' responses attributed to the years of service variable, as shown in table (12)

Table (12)
The arithmetic average of the study sample individuals' responses to the tool as a whole according to the years of services variable.

Tool as a whole	Position	N	arithmetic average	standard deviation
	less than 5 years	90	1.7548	0.21101
	from 5 to 10 years	115	1.8574	0.24035
	more than 10 years	9	1.9630	0.27103

The table (12) shows the following:

- The arithmetic average of the study sample individuals' with years of experience (less than 5 years) responses to the tool as a whole is (1.7548) with a standard deviation of (0.21101).
- The arithmetic average of the study sample individuals' with years of experience (from 5 to 10 years) responses to the tool as a whole is (1.8574) with a standard deviation of (0.27103).
- The arithmetic average of the study sample individuals' with years of experience (more than 10 years) responses to the tool as a whole is (1.9630) with a standard deviation of (0.27103).
- One- Way- Anova is used to compare arithmetic averages of the study sample individuals' responses attributed to the years of service variable, as shown in table (13).

Table (13)
The result of (one- way-Anova), to compare between the arithmetic averages of the study sample individuals' responses to the tool as a whole according to the variable of years of experience.

Axis	Source of variation	Total of the squares of deviations	Degrees of freedom	Average of squares of deviations	Value of (F)	Significance*
The First	Between groups	0.727	2	0.363	6.885	0.001
	Inside groups	11.136	211	0.53		
	total	11.863	213			

- *Statistically indicative at the significance level ($\alpha = 0.05$)
- Table (13) shows statistically significant differences at the level of significance ($\alpha = 0.05$) between the arithmetic averages of the responses of the study sample members on the tool as a whole according to the years of experience variable.
- To find out the significance of these variances, the researchers used (scheffee) test for multiple comparisons between the levels of the three variables of years of experience (less than 5 years, 5-10 years, more than 10 years). Table (14) shows (scheffee) test for multiple comparisons.

Table (14)
(Scheffee) test for multiple comparisons between levels of study years variable to the study tool.

Years of experience	Years of experience	Level of significance	Indicant/ non indicant Statistically
Less than 5 years	From 5 to 10 years	0.007	Indicant Statistically
Less than 5 years	More than 10 years	0.037	Indicant Statistically
From 5 to 10 years	More than 10 years	0.416	Non indicant Statistically

- * Indicant Statistically at the significance level ($\alpha = 0.05$)
- The multiple comparisons table shows statistically significant differences between the responses of the study sample individuals (less than 5 years) and the responses of the study sample individuals (5-10 years). These differences are for the benefit of the respondents who have 5-10 years of experience (larger average), where the arithmetic average of the responses of the study sample individuals (less than 5 years) is (1.7548), while the arithmetic average of the responses of the study sample individuals of (5-10) years of experience is (1.8574).
- As shown in the multiple comparisons table, there are statistically significant differences between the responses of the study sample (less than five years) and the responses of the study sample with more than 10 years of experience. These differences are for the benefit of the respondents who have more than 10 years of experience (larger average). The arithmetic average of the responses of the study sample with (less than 5 years) is (1.7548), while the arithmetic average of the responses of the sample members with (5-10) years of experience is (1.9630)
- Table (14) also shows that there is no statistically significant differences between the responses of the study sample with (5- 10) years and the responses of study sample with more than 10 years.

The researchers attribute these findings to: it is a predictable outcome. The career experience which faculty members who have more than ten years of experience has, is the real test to identify the reality of social responsibility in private universities, as it's a moral obligation by these universities towards their communities as profitable universities.

Results related to the fourth question:

- **To answer the third question of the study questions:**

3. Are there any variances of statistical significance between the arithmetic averages of the study sample individuals' responses to the study tool due to the scientific rank variable of (assistant professor, associate professor, professor)?

That is related to the validity of the zero hypotheses: There are no statistically significant differences at the level of significance ($\alpha = 0.05$) between the arithmetic average of the responses of the study sample on the study tool due to the scientific rank variable.

One-way-Anova was used to compare between arithmetic averages of the responses of the study sample according to the scientific rank variable, as shown in table (15).

Table (15):

Arithmetic averages and standard deviations of the study sample individuals' responses to the study tool according to the scientific rank variable.

Tool as a whole	Significance	N	Arithmetic mean	Standard deviation
	Less than 5 years	97	1.8373	0.23212
	5- 10 years	102	1.7765	0.23409
	More than 10 years	15	1.9822	0.19594

Table (15) shows the following:

- Arithmetic mean of the responses of the study sample with the rank of assistant professor to the study tool = (1.8378), with standard deviation (0.23212).
- Arithmetic mean of the responses of the study sample with the rank of associate professor to the study tool = (1.7765), with standard deviation (0.23409).
- Arithmetic mean of the responses of the study sample with the rank of professor to the study tool = (1.9822), with standard deviation (0.19594).

In addition, One-way-Anova was used to compare between arithmetic averages of the responses of the study sample according to the scientific rank variable, as shown in table (16).

Table (16)

Comparison between arithmetic averages of the responses of One- Way- Anova sample (Studying the tool as a whole according to the scientific rank variable.)

Axis	Source of variation	Total of the squares of deviations	Degrees of freedom	Average of squares of deviations	Value of F	Significance*
The First	Between groups	0.618	2	0.309	5.802	0.004
	Inside groups	11.245	211	0.053		
	total	11.863	213			

- *Indicant Statistically at the significance level ($\alpha = 0.05$)
- Table (16) shows statistically significant differences at the level of significance ($\alpha = 0.05$) between the arithmetic means of the responses of the study sample individuals on the tool as a whole for the scientific rank variable.
- To find out the significance of these differences, the researchers used (scheffee) test for multiple comparisons between the levels of the scientific rank variable (assistant professor, associate professor, professor). Table (14) shows (scheffee) test for multiple comparisons.

Table (14):

(Scheffee) test for multiple comparisons between levels of study years variable to the study tool.

Years of experience	Years of experience	Level of significance	Indicant/ non indicant Statistically
assistant professor	associate professor	0.175	Non indicant Statistically
assistant professor	professor	0.081	Non indicant Statistically
associate professor	professor	0.006	Indicant Statistically

- * Indicant Statistically at the significance level ($\alpha = 0.05$)
- It is clear from the multiple comparison table that there are no statistically significant differences between the responses of the study sample individuals who are assistants professors and the responses of the study sample individuals who area associates Professors.
- In addition, it is clear from multiple comparison tables that there are no statistically significant differences between the responses of the study sample individuals who are assistant professors level and the responses of the study sample individuals who are professors.
- Also, it is clear from multiple comparison tables that there are statistically significant differences

between the responses of the study sample individuals who are associates professors and the responses of the study sample individuals who are professor. These differences are for the benefit of study sample individuals who are professors (larger average), whereas the arithmetic average of the responses to the study sample of the rank professor is (1.9822), while the arithmetic average of the responses of the sample individuals of the rank associate professor is (1.7765).

The researchers attribute these results to the fact that faculty members who are professors have access to diverse research such as promotion research and published research. This will give them a deep understanding of the roles of social responsibility in private universities as universities that rely on profitability in the first field.