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The social responsibility of the graduate student and its role in the stability of society an applied study at Nile Valley University–Sudan

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Abstract

Many factors contribute to the success of universities in performing their societal role, such as a partnership with the private and governmental sectors and the university's activities towards society. In the current study, we aim to study the social responsibility of the graduate student and its role in the stability of society. Therefore, we explore the significance of the university and its role in society in terms of vision, mission, and goals; the university's social responsibility is an important goal of the university's leaders. We also investigate the importance of the student's social responsibility and its role in building and stabilising society. Moreover, this work contributes to developing the university's societal role in line with the continuous societal changes.

Keywords

social responsibility of universities, social responsibility of the student

First: research methodology and tools

Introduction

Social responsibility is one of the topics that aroused and still great controversy in

scientific and academic circles. Since universities have an important role in the development and development of society and in instilling the principles of national and social loyalty, it was necessary to adopt the social and moral role of social responsibility and consider it an investment that enhances the competitiveness of universities. Changes have shown The accelerating fact that universities are no longer a place for acquiring knowledge only, but rather a place to provide students with useful lifestyles in society. The social responsibility of universities is defined as the impact that universities exert on the environment and society, and it differs from the social responsibility of companies and institutions because its effects are related to education (Lena 2021), and she also added that The social responsibility of students is the behaviors and behaviors of students that affect the environment surrounding them socially, environmentally or religiously and limit the negative effects on society. Students need to develop their personalities to make a difference in the surrounding environment, which leads to building and stabilizing society. Therefore, it was necessary for universities to follow an institutional work For social responsibility through its strategic plans, developing Its educational curricula, implementation of educational activities and programs that contribute to achieving social responsibility, teaching methods, spreading knowledge, promoting scientific research, and then preparing its students and members through what was mentioned to participate in achieving social responsibility.

Problem of the study

The most important demand for the advancement and development of societies is the interest in the capital, and perhaps one of the first social groups on which countries place their hopes in achieving their development and societal projects is the category of university students as the leader of development and stability of society. Much of its growth is acquiring and learning through various institutions, foremost of which are educational institutions.

There are many factors that contribute to the success of universities in performing their societal role, such as a partnership with the private and governmental sectors and the university's activities towards society (Abdul Latif 2010). Teaching, training students on community service, and identifying deanships and units for community service).

The Nile Valley University is one of the Sudanese state universities located in the state of the River Nile, and its nucleus was the College of Education. The university expanded rapidly in terms of the number and quality of faculties and the number of students, as it included the faculties of engineering, medicine, agriculture, Sharia and law, economics, and administrative sciences. It also spread through its faculties in various regions and societies in the state and was not restricted to a particular region. Hence, the research questions came as follows:

- 1/ Does the university promote, activate and develop social responsibility?
- 2/ What are the elements of social responsibility adopted by the university?
- 3/ Do university students have a societal role?

4/ Is there a relationship between the university's social responsibility and the student's social responsibility?

Objectives of the study

The general objective, according to the study problem, is to know the role of the social responsibility of universities as a mediating variable for the development of social responsibility of the student and its impact on building and stabilizing society. This goal can be achieved through the following sub-objectives:

- 1/ Getting to know the university's level of social responsibility
- 2/ Identify the student's level of social responsibility
- 3 / Recognize the role of the university in developing and activating the social responsibility of the student

Significance of the study

The importance of the study came from the following:

1. The importance of the university and its role in society in terms of vision, mission, and goals
2. The university's social responsibility is an important goal of the university's triangle (teaching, scientific research, and community service).
3. The importance of the student's social responsibility and its role in building and stabilizing society
4. The university is a mediating variable for building the student's social responsibility.
5. Contribute to the development of the university's societal role in line with the continuous changes in society.

Hypotheses of the study

Based on what was stated in the study's problem, questions and objectives, hypotheses have been formulated that measure the impact and dimensions of the university's social responsibility on the student's social responsibility as follows:

1. The university's level of social responsibility towards society is high.
2. The student's level of social responsibility towards society is high.
3. There is a statistically significant relationship between the social responsibility of the student and the social responsibility of the university
4. The social responsibility of the university is considered an intermediary variable between the social responsibility of the student and building and stabilizing society.

Study methodology and tools

Since the study does not depend on digital information, the study adopted the descriptive approach for its relevance to the nature of the study, which depends

on an accurate description of the phenomenon. The method also includes data analysis, measurement, interpretation, and reaching results. That is, the researcher followed the steps associated with the descriptive approach in defining the problem in question and collecting the largest amount of data and information about it, and in light of this, hypotheses and questions were developed that represent guesses for solutions to the problem, and then provide explanations, perform statistical analyzes, extract results and clues, and test hypotheses To ascertain the extent of its reliability or not. The researcher also adopted the method of inventory (or survey), which depends on all data related to the study and its factors, and the variables related to it in general, and is comprehensive at the field level, through the use of multiple methods of inventory, taking into account the interpretation of statistics Properly obtained, that includes detection, description, and analysis.

Data collection tools

Scientific research tools are used to obtain data and information that contribute to explaining the details of the study in question. In addition to previous historical information on the subject of the research, which is represented in references, sources, and previous studies, a closed questionnaire was designed consisting of a number of statements that are answered by the Likert system. The questionnaire consisted of two axes, where the first dimension dealt with the social responsibility of the university (14 phrases), while the second dimension dealt with the student's social responsibility (12 phrases).

Study Community

The study community consists of all faculty members, students, and administrators of various categories at Nile Valley University. Since the study community is homogeneous in terms of purpose and attributes related to the study, a random sample was chosen to represent the community because all types of society can represent the study community. The researcher used Stephen Thompson's equation to calculate the sample size representing the community as follows:

$$\text{community size} = \frac{NP(1-P)}{(N-1)(d^2/z^2)+p(1-p)}$$
$$\text{community size} = N = 17000$$

Z = the standard score corresponding to the level of significance and confidence level 0.95 and equal to 1.96

d = error rate 0.05

P value = 0.5

Applying the equation, the study sample size equals = 375.73215 = (376)

According to Thomas Simpson's law, the sample size for finite populations is sufficient to exceed 384 (if we assume that

(At a confidence level of 95% and a margin of error not exceeding 5%, P=0.5)

Accordingly, questionnaires were distributed electronically to the study population and 450 questionnaires were collected and analyzed.

Literature review:

1. Study (Ibrahim Abdullah 2016) entitled "A proposed conception to activate the role of Saudi universities in developing social responsibility among their students":

The study aimed at clarifying the starting point, concept, goals, levels, elements, foundations, and obstacles of social responsibility, clarifying the theoretical principles and theories explaining the adoption of social responsibility, and clarifying the role of educational institutions in the development of social responsibility, while presenting a proposed vision to activate the role of Saudi universities in developing social responsibility among their students. The study reached an answer to its questions through a statement of the premise, concept, goals, levels, elements, foundations, and obstacles of social responsibility, clarification of the theoretical principles and theories explaining the adoption of social responsibility, and a statement of the role of educational institutions in the development of social responsibility, with a proposal to activate the role of Saudi universities in the development of social responsibility among their students. Through three entrances: the independent entrance, the integrative entrance, and the integrative entrance. Study recommendations and suggestions:

The university encourages faculty members and students to attend training courses to contribute to the development of social responsibility.

Adopting an approach to promote and develop social responsibility among university students.

Preparing the university environment to implement service activities in accordance with social responsibility programs.

Work to spread the culture of social responsibility in universities and society as a whole.

Support research related to social responsibility and benefit from its recommendations.

Building university courses and student activities to contribute to preserving Islamic values and principles and enhancing social responsibility among its students.

2. Study (Krum Bashir) entitled "The level of social responsibility of the university student, a field study at the Institute of Physical Activity Sciences and Techniques. By recognizing the following objectives: - Knowing the student's level of social responsibility towards fellow students, knowing the student's level of social responsibility towards study and the university, and knowing the level of corporate responsibility in the community's responsibilities. Increasing interest in specialized programs in the field of social responsibility development in the media, paying attention to activities that develop a sense of social responsibility in students, aiming at instilling social responsibility among students and motivating students to join social and social societies.

3. Study (Fatima bin Qaid 2017) entitled "The Social Responsibility of Arab Universities":

This study sought to review the reality of the moral and social responsibility of universities in addition to addressing the extent of the impact of moral and social responsibility on the outcomes of higher education.

The researcher used the descriptive (theoretical) approach in terms of defining both moral responsibility and social responsibility and linking them to the university environment and the social environment as a whole.

The results concluded that the university education profession is governed by a set of ethics and practices that confirm that social responsibility is an expression of moral responsibility.

The study recommended the necessity of establishing a charter of ethics that increases quality in higher education, in addition to setting standards for measuring the social responsibility and ethics of universities.

4. Study (Abdul Ghafour, Hafsi 2012) entitled "The Institution between Achieving Competitiveness and Determinants of Social and Environmental Responsibility":

The aim of the research is to clarify the concept of social and environmental responsibility of institutions and some historical roots and modern trends and patterns of social and environmental responsibility, with reference to how to measure social and environmental performance, followed by a mention of the most important social and institutional implications of the study. Achieving sustainable development is an integral part of the practices and applications of social responsibility in companies, integrating environmental concerns through social responsibility by developing a set of environmental activities, no organization applies ethical methods and tools.

5. Study (Manal Othman 2018) entitled "Self-esteem and its relationship to social responsibility among a sample of Princess Alia University College students":

The study aimed to identify the relationship between self-esteem and social responsibility and its relationship to the variable of specialization. The study was conducted on a sample of (131) female students. The study used the correlative approach, and the study used two scales, a scale of self-esteem and a scale of social responsibility. The results of the study showed a low degree of self-esteem on the scale as a whole, as well as a low degree in the level of social responsibility on the scale as a whole, and among the results that the study showed, there is a correlation between the level of self-esteem and the level of social responsibility. The results also showed statistically significant differences in self-esteem and social responsibility according to the variable of specialization and in favor of psychological and educational counseling students. In light of the results, the study concluded with several recommendations represented working on the involvement of students in student activities because of their significant impact on increasing their self-esteem and in the process of gaining and developing students' social

responsibility, working on guiding university professors to follow teaching methods and methods that enhance students' self-esteem and social responsibility towards their university And towards the society in which they live, conducting more studies and research on self-esteem and social responsibility among university students and their relationship to variables such as parenting methods and participation in student activities, and subjecting female students to collective counseling programs at the university to raise their self-value and raise the level of social responsibility.

Second: Theoretical framework

The concept of social responsibility

Social responsibility has many and multiple definitions, as will be shown below because it is linked to social goals. As we know, these goals are not stable, as they are variable and renewable according to societal change.

(Ahmed Al-Daqen, 2009) defined social responsibility as a formal commitment on the part of the organization's management to be convinced of balance and integration in achieving the interests of its companies, including shareholders, employees of the organization, lenders, government, suppliers, and distributors.

The Organization for Economic Cooperation and Development defines the social responsibility of the institution as the commitment of the latter to contribute to economic development while preserving the environment and working with workers and their families, the local community, and society in general aimed at improving the quality of life for all these parties (Samira Goel. Nawal Zamali,2016)

(Ashraf Abdel Rahman, and Nahla Kandil, 2009), they define social responsibility as the sustainable commitment by the organization to implement its code of ethics, and also the commitment to participate in the implementation of reform for society, by improving the standard of living of individuals and working to increase their awareness of the importance of social responsibility, which will give citizens an environment healthy locally and globally.

Holmes has indicated that social responsibility is nothing but an obligation on the business towards the community in which it operates, by contributing to a wide range of social activities such as fighting poverty, improving service, combating pollution, creating job opportunities, and solving housing and transportation problems (Al-Serafy, 2007).)

The World Business Council for Sustainable Development defined it as the continuous commitment by business companies to act ethically in a way that contributes to achieving economic development and improving the quality of living conditions of the workforce and their families, as well as the local population and society as a whole. (Nora Anwar, 2010).

While the encyclopedia (Wikipedia, 2009) defined it as synonymous with the citizenship of the organization and as a form of the organization's obligation to itself with rules that enter into the business model, so that the organization sets for itself

a self-regulatory mechanism that will monitor and ensure the organization's commitment to laws, ethical standards and international standards, the organization's management adheres to its responsibility. For the effects of its activities therein, it is also responsible for the effects of its activities on the shareholders and all the parties participating in the arena.

(Mohammed Abdul Majeed, 2008), defines it as a group of activities undertaken by the management of the facility, which meet some social needs, and which may not yield direct economic benefit to the facility, whether the undertaking of these activities is optional or in implementation of the provisions of some laws and government regulations, and whether the groups are the beneficiary of the results of these activities inside the facility itself, such as employees, or outside the facility, such as customers, the local area in which the facility operates, and society in general.

The World Bank (World Bank, 2005) defines it as the commitment of business owners to contribute to sustainable development by working with their employees, families, and the local community to improve people's standard of living in a way that serves trade and serves development at the same time.

Social Responsibility Levels

The London Group for the Measurement of Investment in Society, which was established in 1994, defined social responsibility practices into four levels as follows (Ministry of Investment, 2007):

The first level: is the basics of institutional work: in which the company carries out the basic business and activities that aim to achieve the goal of establishing the company and meeting the community's needs for various goods and services at a reasonable cost and in an ethically, socially and environmentally acceptable manner.

The second level: Commercial initiatives in the community: It is a set of activities carried out by the company in order to directly support its success and enhance its identity, through partnerships with charitable societies and organizations in the community.

The third level: Investment in the community: In this stage, the company establishes a long-term strategic partnership with the community in which it addresses a limited set of social issues that the company chooses in order to protect its long-term interests and improve its reputation.

Fourth Level: Social Giving: It is about contributing extensively to voluntary social and development projects and activities that serve the community and meet the needs of citizens through the participation of employees, customers, suppliers, and others.

According to (Shamma, 2010), the social responsibility that the organization is committed to includes economic, legal, ethical, and humanitarian responsibilities.

Economic responsibility: It means that the organization should focus on the goal of profit maximization regardless of any social contributions, and that

these contributions are only a result of the goal of profit maximization.

Legal Responsibility: This includes the process of complying with laws, regulations, and legislation.

Ethical Responsibility: It involves meeting the expectations of society that the organization behaves in a correct and socially acceptable behavior.

Responsibilities left to the discretion of managers: These relate to full voluntary compliance with the organization's assumptions

As defined by (Ararat & Cocenogl, 2007) as the means that organizations use to manage and organize their relations with their clients, and then social responsibility programs become a kind of social investment that aims to build social capital, which in turn leads to improving the efficiency of the organization's economic performance.

The concept of social responsibility refers to the duty of the management of organizations to take decisions or act in a way that contributes to increasing the welfare and interests of society in addition to the interests of organizations, and therefore business organizations must adopt a broad social role and spend generously on social activities and the welfare of society. (Azzawi Omar, 2012).

The concept of social responsibility of universities

Universities have important obligations in the face of society. These obligations can be summarized in the following three responsibilities: education, learning, scientific research, and community service. They have a key role in shaping the future of people, as they are responsible for building the individual and society in terms of knowledge and ethics. Therefore, they play a pivotal role in the development process, as It contributes to addressing the problems of society, the environment, health, education, technology transfer, and others. The social responsibility of universities is a basic requirement to reduce poverty, not waste resources, carry out recruitment and training operations, raise human capabilities and support the neediest groups.

The social responsibility of universities is defined as a policy of an ethical nature for the performance of the university community (students, teaching staff, administrators, employees, managers) whose responsibilities are towards the educational, cognitive and environmental impacts produced by the university in an interactive dialogue with the community, to promote sustainable human development (Fatima Zahra bint Qaid, 2017)

The social responsibility of universities was also defined as the actual translation of the third function of the university's functions of community service, in order to adapt individuals to the rapid changes in the world of science and technology while ensuring social needs that include the following dimensions, which are the social dimension, the economic dimension and the environmental dimension (Ahando, 2016)

Khalil al-Khatib also defined it as those efforts, programs, roles, and activities offered by Arab universities to help individuals, groups, societies, and

nations to develop and improve all aspects of life (Al-Khatib, 2019).

Shu and others defined it as a policy with an ethical framework for the university to fulfill its responsibilities towards the educational, cognitive, and environmental impacts produced by the university in an interactive dialogue with the community to promote sustainable human development (Shu et al, 2015).

It is also defined as (the responsibility of the university to advocate the practice of a set of principles and values through its basic functions of teaching, scientific research, and community service, and these principles and values include a commitment to equality, truth and excellence, support for social justice and sustainable development, recognition of individual dignity and freedom, appreciation of diversity and multiculturalism, and support for human rights Man and Civil Responsibility (Al-Sayegh, 2014)

It is also known that I am the ethical quality policy for the performance of the university community, students, faculty members, and administrative staff through responsible management of the educational, cognitive, and environmental impacts produced by the university, in an interactive dialogue with the community to promote sustainable human development (Al-Hajji, 2017).

It is also known as the responsibility of universities for the impact of their activities and decisions on the internal and external community within the framework of a clear vision that defines the university's priorities in dealing with social responsibility issues related to all stakeholders within the internal and external community, in a way that creates value for the community and improves the university's reputation. It is also a strategy through which universities seek to play an active role in assuming their societal responsibilities through their service and academic programs, units, professors, and students in a manner that meets the needs of society and achieves its well-being. (Al-Ashhab-Bukhari 2021)

On the other hand, we find the viewpoint of the American economist Paul Samuelson, who "adopted a broad social role, and therefore he believes that institutions should take into account the interests of customers, suppliers, NGOs, and financial institutions and that their focus is not limited to achieving the interests of owners and managers and achieving profits." (Tracey Swift & Simon Zadek, 2002).

It is defined as the university's commitment to addressing its effects on the society in which it is located in a manner that enhances sustainable development and within a framework of understanding and awareness based on the use of the educational role to influence students and workers by engaging in activities that would achieve this, in addition to leading the activities of the local community and its leadership in this field. (Shaqwara, 2013)

The continuous changes in our current era have forced universities to adopt, in addition to their primary role in education, the culture of social responsibility and to place it within their strategic plans. and the requirements of this development. (Amjad and Hawari, 2016).

In order for universities to perform their social responsibilities in an effective

manner, four axes of change must be dealt with, namely:

Organization: by organizing university life responsible for society and the environment.

Education: By preparing students for responsible citizenship for sustainable development. Universities should ensure that the scientific recommendations issued by their symposiums and conferences include the environmental, social, and ethical aspects of their various work. Scientific research is necessary to put information in the service of society and improve the quality of life

Knowledge: Knowing the social responsibility of scientific and educational activities.

Partnership: With the university's participation in social gatherings for mutual learning for development (Shaheen.2012) that the most prominent aspects of universities' social responsibility are reflected in preparing productive and responsible citizens, encouraging partnership and active participation in the core of civil society, developing competencies and achieving appropriate guidance towards them. This aspect of higher education constitutes one of the most important requirements of the university's commitment to society.

Universities are socially responsible for ensuring equal educational opportunities for all, especially people with special needs and groups with less financial and moral capabilities, due to any financial, family, and circumstantial circumstances in the country.

Universities are the ones who create the future, and therefore they have the responsibility to make their "degrees socially responsible" by making sure that: prepare a good management system, use renewable energies, good waste management, and recycling, set sustainable development strategies, promoting entrepreneurship, innovation, and technology, developing Students' talents to be productive citizens, good management of human resources to encourage and direct efforts towards volunteer work, and community development... All of this leads us to say that today's universities are the universities of society because they live the challenges and needs of society, as well as the opportunities and aspirations of society (Siham Rizkallah, 2021).

Several studies (Elasrag, Hussein, 2010) indicated that the development of the concept of social responsibility came as a result of many challenges, the most important of which are:

- 1- globalization
- 2- Increasing governmental and popular pressures.
- 3- Disasters and moral scandals
- 4- Rapid technological developments

Third: Hypothesis testing

To verify the validity of the research tool represented in the questionnaire form, it was presented to a number of arbitrators at the Faculty

of Economics and Financial Management at Nile Valley University in Sudan, as well as a number of arbitrators at King Khalid University and some other Saudi universities.

To analyze the study data and test its hypotheses, the statistical package for the social sciences program was used as follows:

1. Reliability coefficient (Cronbach’s alpha) to indicate the extent of internal consistency of the expressions constituting the scales that were adopted in the study
2. The honesty index was calculated, by calculating the square root of the reliability coefficient, and accordingly, the resolution had a high degree of honesty.
3. Frequencies, percentages, arithmetic means, and standard deviations to provide a comprehensive description of the sample data in terms of nationality.
4. The averages of the various statements included in the questionnaire and the weighted mean to measure the extent to which governance tools are applied in the study model.
5. Chi-Square to study the independence of the relationship between the answers of the study sample, gender and occupation.

Table 1. Explains the numbers and percentages of the questionnaire.

	Number of distributed questionnaires	Target number	Number of received questionnaires
Number	Electronic distribution	376	450
Percentage		100%	119.7%

These percentages were satisfactory as the number received exceeded the target number calculated according to the equation:

$$\frac{NP(1 - P)}{(N - 1)(d2/z2) + p(1 - p)}$$

As this equation is used if the study population is homogeneous and limited, and according to Thomas Simpson's law, it is sufficient for the sample size to exceed 384, and this applies to the study community, which represents all students and employees of Nile Valley University.

Table No. (2) shows the results of the stability of the internal consistency coefficient (Cronbach's alpha) for the questionnaire phrases related to the social responsibility dimension of the university.

Reliability Statistics	
Cronbach's Alpha	N of Items
.939	13

Table No. (3) shows the impact of each question on the university's social responsibility dimension on the value of Cronbach's Alpha.

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Community service is one of the university's deanships and units	35.1081	74.507	.386	.944
The university sponsors student cultural and sports activities	34.9054	73.494	.610	.938
The university is interested in forming student groups and associations	35.1757	72.064	.630	.937
The Counseling and Student Activity Unit at the university is concerned with forums and educational and intellectual lectures	35.1892	69.093	.821	.932
The university is interested in developing traditional educational methods (smart board, projector, virtual classroom system)	35.3514	65.186	.829	.931
The university encourages volunteer activities and work	35.2838	68.736	.801	.932
The university encourages students' participation in making decisions about community service	35.3919	70.586	.671	.936
The university organizes training programs to train a generation of volunteers in the field of community service	35.3514	69.222	.704	.935
The university develops its programs and specializations according to the requirements of the labor market	35.3784	68.145	.783	.932
The university periodically develops its curricula in line with the requirements of the labor market	35.4459	68.753	.742	.934
The university encourages and supports research that addresses the issues and needs of society	35.3784	68.118	.814	.931
The university is interested in transforming research results into reality	35.6351	66.354	.768	.933
The university takes care of graduates and follows up their development and performance through the university's alumni unit	35.6486	66.919	.742	.934

Table No. (4) shows the results of the stability of the internal consistency coefficient (Cronbach's alpha) for the questionnaire statements related to the student's social responsibility dimension.

Reliability Statistics	
Cronbach's Alpha	N of Items
.908	12

Table No. (5) shows the impact of each question on the student's social responsibility dimension on the value of Cronbach's alpha.

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Interested in the events taking place within the community	32.8400	35.173	.542	.905
He asks about things he doesn't understand in the media	33.0533	34.394	.592	.903
He is interested in discussing what is happening in the outside world	33.0533	34.794	.529	.906
He feels that he has a role in serving the community	32.7467	33.089	.727	.896
Participates in cultural, sports, and charitable associations	32.7200	34.037	.768	.895
Initiates cooperation with community members and institutions	32.8400	34.077	.728	.897
It seeks to spread the spirit of patriotism among the members of society	32.9200	32.680	.708	.897
He strives to correct the deviant ideas of the members of society	32.9200	33.107	.708	.897
He encourages his colleagues to celebrate national occasions	33.0400	35.023	.493	.908
Participate in volunteer work that serves the community	32.7067	35.540	.512	.906
Responds to invitations from community institutions (seminars, lectures, or work)	32.9600	33.366	.749	.895
It seeks to spread the values and principles of the Islamic religion among members of society through (gatherings in neighborhoods or clubs).	32.7333	34.058	.639	.900

Table No. (6) Chi-Square shows the relationship between the answers of the study sample on the dimension of social responsibility of the university, gender, and occupation.

Questions (1-14)	Type Asymp. Sig. (2-sided)	Function Asymp. Sig. (2-sided)
Community service is one of the university's deanships and units	.109	.000
The university sponsors student cultural and sports activities	.051	.000
The university is interested in forming student groups and associations	.000	.000
The Guidance and Student Activity Unit at the university is concerned with forums and educational and intellectual lectures.	.005	.000
The university is interested in developing traditional educational methods (smart board, projector, virtual classroom system)	.000	.000
The university encourages voluntary activities and work.	.008	.000
The university encourages students' participation in making decisions about community service	.000	.000
The university organizes training programs to train a generation of volunteers in the field of community service	.560	.000
The university develops its programs and specializations according to the requirements of the labor market	.041	.000
The university periodically develops its curricula in line with the requirements of the labor market.	.000	.000
The university encourages and supports research that addresses the issues and needs of society.	.184	.000
The university is interested in transforming research results into reality.	.000	.000
The university cares about graduates and follows up their development and performance through the university's alumni unit	.004	.000
The university is interested in adding units, deanships, committees and jobs according to the requirements of the labor market	.000	.000

Table No. (6) to test the independence of the answers of the study sample on gender and occupation. The lack of independence clarified that the calculated value of χ^2 was less than the level of significance (0.05), which means that gender affects the answers of the study sample, except for the answers to questions (1,8,11). The calculated chi value was greater than the significance level value, indicating that the answers to these questions were not affected by gender.

Table No. (7) Chi2 shows the relationship between the answers of the study sample to the questions of the student's social responsibility, job, and gender.

Questions (1-12)	Type Asymp. Sig. (2-sided)	Function Asymp. Sig. (2-sided)
Community service is one of the university's deanships and units	.000	.000
The university sponsors student cultural and sports activities	.002	.000
The university is interested in forming student groups and associations	.016	.000
The Guidance and Student Activity Unit at the university is concerned with forums and educational and intellectual lectures.	.000	.000
The university is interested in developing traditional educational methods (smart board, projector, virtual classroom system)	.001	.000
The university encourages voluntary activities and work.	.003	.000
The university encourages students' participation in making decisions about community service	.001	.000
The university organizes training programs to train a generation of volunteers in the field of community service	.000	.000
The university develops its programs and specializations according to the requirements of the labor market	.008	.000
The university periodically develops its curricula in line with the requirements of the labor market.	.024	.000
The university encourages and supports research that addresses the issues and needs of society.	.000	.000
The university is interested in transforming research results into reality.	.000	.000

Table No. (7) to test the independence of the study sample's answers on job and gender showed the lack of independence, as the calculated value of χ^2 was smaller than the level of significance (0.05), which means that job and gender affect the answers of the study sample.

Table No. (8) the general weights of the questionnaire options according to the Likert quadrilateral scale.

Option	Weights for options
Strongly Disagree	1.75 - 1.00
disagree	2.50 - 1.75
I agree	3.25 - 2.50
Strongly agree	4 - 3.25

Table No. (9) Measuring the University's Level of Social Responsibility

Paragraph	N	Minimum	Maximum	Mean	S.D.
Community service is one of the university's deanships and units	450	1.00	4.00	3.1600	.85010
The university is interested in forming student groups and associations	444	1.00	4.00	3.0946	.77493
The university sponsors student cultural and sports activities	450	2.00	4.00	3.3600	.66687
The Counseling and Student Activity Unit at the university is concerned with forums and educational and intellectual lectures	450	1.00	4.00	3.0800	.81347
The university is interested in developing traditional educational methods (smart board, projector, virtual classroom system)	450	1.00	4.00	2.9333	1.08851
The university encourages volunteer activities and work	450	1.00	4.00	3.0000	.86506
The university encourages students' participation in making decisions about community service	450	1.00	4.00	2.8933	.85844
The university organizes training programs to train a generation of volunteers in the field of community service	450	1.00	4.00	2.9200	.92131
The university develops its programs and specializations according to the requirements of the labor market	450	1.00	4.00	2.8933	.91860
The university periodically develops its curricula in line with the requirements of the labor market	450	1.00	4.00	2.8267	.91569
The university encourages and supports research that addresses the issues and needs of society	450	1.00	4.00	2.8933	.88903
The university is interested in transforming research results into reality	450	1.00	4.00	2.6400	1.06752
The university takes care of graduates and follows up their development and performance through the university's alumni unit	450	1.00	4.00	2.6267	1.05662
The university is interested in adding units, deanships, committees and jobs according to the requirements of the labor market	450	1.00	4.00	2.7200	.93285
The first dimension	450	1.21	4.00	2.9316	.68978
Valid N (listwise)	444				

Table No. (9) shows that the general weighted average of the questions evaluating the level of (university social responsibility) equals (2.9316), and this means from the weights table No. (8) that the weight falls in the category (I agree), which indicates the universities' application of social responsibility.

Fourth: Results and Recommendations

Results

First: the (χ^2) tests in Table No. (6) and Table No. (7) proved that the answers of the study sample have a relationship with gender and occupation, as the calculated (χ^2) was smaller than the level of significance (0.05), which means that the two variables are not independent except in Some of the answers to the questions about the social responsibility of the university (1,8,11) proved that there is no statistically significant relationship with gender. The calculated value of (χ^2) is greater than the level of significance (0,05.).

Second: The results of analysing the components of measuring the level of application of the dimensions of social responsibility of the university (median variable) in the study model, which was covered by questions (1-14) and shown in Tables No. (9), were positive. That are the dimensions mentioned in Table No. (9) which the university's application of social responsibility measures is applied, as the arithmetic means for these dimensions came in the category (I agree) according to the weights table No. (8), in addition to the weighted mean of the university's social responsibility dimension came in the category (I agree) according to the weights table No. (8).

Recommendations

- Establishing social and ethical responsibility in university curricula, roles, and outputs.
- Putting social and ethical responsibility at the center of the university's general strategies so that it has a major role in establishing competitive strategic thinking that serves the community and its issues by addressing its problems and searching for solutions to them using scientific methods.
- Conducting specialized research in the field of ethics and social responsibility for universities that are more familiar with this field.
- Develop a charter of ethics for higher education in order to increase the quality of performance and university outcomes.
- Establishing the principles of social responsibility within the university campus, in addition to social services and educational programs for students outside the university campus; Within a framework of understanding and awareness based on the use of the educational role of the university, which leads to its leadership in this field.
- Universities' commitment to their effects on the society in which they are

located, promotes the achievement of sustainable development, by obligating students and all actors to carry out their activities in the best manner.

- Setting standards for measuring social and ethical responsibility in universities, and generalizing this in private universities.
- A budget should be allocated for social and ethical responsibility to support it practically and academically.

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