

# **Social Responsibilities at Universities How to Enforce the Social Responsibility of Faculty Members Applied Study at Abu Dhabi University – UAE**

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## **Abstract**

The study aimed to identify the effectiveness of social responsibility for the faculty members at Abu Dhabi University and how to enforce it.

In order to achieve this objective, the researcher used the descriptive analytical method by formulating a questionnaire includes (36) paragraphs divided into three dimensions:

- the social responsibility of faculty members towards students
- the social responsibility of faculty members towards university
- the social responsibility of faculty members towards society

this purpose, the researchers chose a sample of (48) faculty members.

The findings indicate the following:

1. The relative weight of social responsibility for the faculty members was (%78.80); this indicates that there is a high level of social responsibility.
2. There are no statistically significant differences due to the variables (gender, age).
3. There are statistically significant differences due to the college variable (science, engineering, business administration) in favor of the business administration college.

In the end of the study, the researcher recommended that's important for Abu Dhabi University to prepare guiding program for faculty members towards their social responsibilities towards Students, University, and Local Society.

**Keywords:** Social Responsibility, Universities, students, society, Abu Dhabi University

## **Introduction**

The concept of social responsibility has emerged in the past few years with institutions in the governmental and community sectors in large parts, so that social responsibility a title for the advancement of these institutions, and the social responsibility of universities is a key angle in the job triangle on which these universities are based: Education, research, Community partnership or social responsibility, whose role is based on the different groups of the society, students and those who are at the university level and society, and our talk in this article about the social

responsibility of universities; when universities are of paramount importance in the eyes of society towards the application of concepts Social responsibility; and even leadership of efforts to translate and transform university products in their various forms into solutions applicable to the problems of society and the surrounding environment.

Social responsibility is an important and essential element of life, without which life becomes chaos, the law of the jungle is common, where weak forces are eaten, and there is no cooperation and the rivalry, the insignificance,

the individuality, the focus on the self until the humans extinct as the dinosaurs extinct, that the healthy year of life needs To an ongoing awakening of the social conscience of individuals and groups until The balance between the materialism emanating from the desires of the soul and beyond, spirituality, ethics, principles and heavenly legislations<sup>1</sup>.

An important aspect of the social responsibility of universities is the development of students' talents so that they can be productive and responsible citizens and a great resource to help communities. In an era of increasing political strife in most regions of the world and peace threatened at the national, regional and global levels, universities must inculcating in their students the understanding, appreciation and respect of multiple cultures, the desire to help the less fortunate and address the challenges that are greater than their personal interests Recognition of their role in making society and the world in general a better place to live. Programs to promote social responsibility include both classroom and extracurricular activities and the promotion of the principles of sustainable development within the campus as well as social services and educational programs for students outside the campus.

The social responsibility of universities is further increased in the modern economy driven by the factors of globalization, advances in information technology, scientific and technical innovation and global competitiveness. Universities need to apply new techniques and knowledge to meet the main global challenges, including climate change, poverty, health, food and conflict. and have far-reaching goals for the challenges facing society, promote world peace and install in students understanding and appreciation of diverse cultures and the desire to help others and make the world a better place to live.

There is no doubt that there is a strong relationship between science and society, and this relationship affects trends and interests, and

hence the efforts, behaviors, studies and researches of scientists, especially university professors and those working in research and study centers.

### **Study Problem:**

The problem of study is the following question:

### **What is the degree of social responsibility of faculty members at Abu Dhabi University from their point of view?**

The following question is branching out:

- Are there any statistically significant differences at the level ( $\alpha \leq 0.05$ ) between the average estimates of the sample study on social responsibility of faculty members attributed to the variables (gender – college – academic rank-age)?
- What is the reality of social responsibility of faculty members at Abu Dhabi University from their point of view?
- What are the ways to enforce the social responsibility of faculty members at Abu Dhabi University?

### **Study Hypothesis:**

- There are no statistically significant differences at the statistical significance level ( $\alpha \leq 0.05$ ) between the study sample averages on social responsibility of faculty members due to the gender variable (male-female)
- There are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the study sample averages on the social responsibility of faculty members due to the college variable (science, engineering, business administration)
- There are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the study sample averages on the social responsibility of faculty members due to the academic

<sup>1</sup>Al-Harthy Zayed Ajir (2001), Personal Social Responsibility of a Sample of Saudi Youth in the Western Region and its Relation to Some Variables,

- rank variable (professor-associate professor-assistant professor -instructor)
- There are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the study sample averages on social responsibility of faculty members due to the age variable (less than 30 years – from 30 to 50 years – over 50 years)

### Objectives of the study:

- To know whether there are statistically significant differences at the level of statistical function ( $\alpha \leq 0.05$ ) between the mean of the sample of the study on social responsibility of faculty members at Abu Dhabi University due to the gender variable (male - female ), academic rank (professor - associate professor - assistant professor - instructor), age (less than 30 years - from 30 to 50 years - more than 50 years).
- Identifying the reality of social responsibility among faculty members at Abu Dhabi University.
- Proposing a set of proposals to enhance social responsibility among faculty members at Abu Dhabi University

### The importance of the study:

The study is important through:

- Recognition of the reality of social responsibility among faculty members at the Abu Dhabi University.
- This study provides an incentive for faculty members to learn about their social responsibility.

### Study Limits:

- **Thematic limit:** The study was limited to knowledge of the reality of social responsibility among faculty members at the Abu Dhabi University and how to enforce it.

- **Human limit:** This study was applied to a sample of faculty members at the Abu Dhabi University and their number (48).
- **Temporal limit:** This study has been applied in the Fall semester 2017-2018.
- **Spatial limit:** This study was applied at the Abu Dhabi University.

### Theoretical framework

The concept of social responsibility in the first half of the twentieth century was not clearly known, as enterprises strive to maximize their profits and by various means, but with the constant criticism of the concept of maximizing profits, there have been signs that enterprises will take a greater role in the environment in which they operate.

#### I. Definition of social responsibility

In this context, Drucker (1977) defined social responsibility as "the commitment of the institution to the direction of the society in which it operates." This definition formed the milestone of subsequent studies this subject in different directions.

The **World Business Council for Sustainable Development** has defined social responsibility as: "continued commitment by businesses to act ethically and contribute to economic development and to work to improve the quality of living conditions of the labour force and their families, As well as the community and society as a whole"<sup>2</sup>

The **World Bank** has defined social responsibility as the commitment of economic activity holders to contribute to sustainable development by working with their staff, their families, the community and society as a whole to improve the standard of living of the population in a manner that serves the economy and development simultaneously<sup>3</sup>.

<sup>2</sup> Suhaibani Saleh, "Social responsibility and its role in the participation of the private sector in development: an applied case to the Kingdom of Saudi Arabia", International Conference on the

Private Sector in Development: Assessment and Prospects, 23-25 March 2009, Beirut, P. 4.

<sup>3</sup> Michel Capron et Françoise Quairel-Lanoizelée, **la responsabilité d'entreprise**, éditions la découverte, Paris, 2007, p23.

The **World Chambre of Commerce** has also defined social responsibility as all attempts that contribute to the volunteering of companies to achieve development because of ethical and social considerations. Thus, social responsibility relies on good corporate initiatives without legally binding procedures. Social responsibility is therefore achieved through persuasion and education<sup>4</sup>.

The **European Union** defines social responsibility as a concept whereby companies include social and environmental considerations in their work and in their interaction with stakeholders in a voluntary manner. The European Union emphasizes the idea that social responsibility is a voluntary concept that does not require the enactment of laws or the establishment of specific rules by which corporations are obligated to assume their responsibility towards society<sup>5</sup>.

The **Dutch Economic and Social Council**-an advisory body to the Dutch government-defines corporate community responsibility as including two elements<sup>6</sup>.

**First**, sufficient focus by the company on its contribution to the well-being of the community in the long run.

**Second**: A relationship with stakeholders and society.

Social responsibility is defined from the perspective of universities as the university's commitment in words and in accordance with a set of principles and values that will improve the

quality of life of its staff and students to the community and to society as a whole, and to implement it through its core functions of education, research, institutional management and interaction Community and other<sup>7</sup>.

### Principles of social responsibility

These Principles do not regulate, impose or measure the conduct or actions of companies, but are based on the general issue, transparency and corporate self-interest:

**A. Principles of Social Responsibility:** social responsibility is based on a set of principles emanating from the Global Compact of social Responsibility, an international initiative issued in 1999, which invited the United Nations has established corporate citizenship and increased its contribution to meeting the challenges of globalization and voluntary participation in sustainable development. The Charter considers corporate social responsibility as all that companies, whatever their size or area of operation, voluntarily do to maximize their added value to society as a whole. The 10 principles on which the Global Compact is based are<sup>8</sup>:

- Support for and respect for the protection of internationally proclaimed human rights;
- Ensuring that companies are not involved in any human rights violations;

<sup>4</sup> Aamar Azzawi and Sayeh abu Zeid, "The Role of Social and Environmental Responsibility of the Economic Foundation in Establishing Environmental Culture", Second International Symposium on the Outstanding Performance of Organizations and Governments, Faculty of Economic, Commercial and Management Sciences, University of Ouargla, 22-23 November 2011, p. 406.

<sup>5</sup> Abdul Razzaq Moulay Lakhdar and Hussein Shnini, "Impact of Social Responsibility on Corporate Financial Performance", Second International Symposium on Outstanding Performance of Organizations and Governments, Faculty of Economic, Commercial and Management Sciences, University of Ouargla, 22-23 November 2011, p.

<sup>6</sup> Khalid bin Yousef Barkawi, University Youth Views on Social Responsibility, Annual Forum of Neighborhood Centers, Makkah, Saudi Arabia, 2008, p. 6.

<sup>7</sup> Kamal Sufian, 2011, "Internal Conditions for the University's Success in Implementing its Community Responsibilities", Conference on Community Responsibility for Palestinian Universities, 26/9/2011, Al-Quds Open University, Nablus.

<sup>8</sup> Moulay Lakhdar Abdul Razzaq and Bouzid Sayeh, The Role of Islamic Economy in Promoting the Principles of Corporate Social Responsibility, International Forum on Islamic Economics: Reality and Future Bets, Institute of Economic Sciences, Commerce and Management Sciences, Ghardaia University Center, 23-24 February 2011.

- Respect for freedom of association and effective recognition of the right to collective bargaining;
- Elimination of all forms of forced and compulsory labor;
- Elimination of child labor;
- Elimination of discrimination in Employment and occupation;
- Promoting a precautionary approach to the challenges facing the environment;
- Undertaking initiatives to promote greater responsibility towards the environment;
- Promoting the development and diffusion of environmentally friendly technology;
- Combating corruption in all its forms, including extortion and bribery.

**B. Social responsibility:** Social responsibility consists of interdependent elements that develop, support and complement each other. These elements are<sup>9</sup>:

**Participation:** Participation is a democratic concept based on the need for community members to participate in social development, which is the highest degree of social responsibility, participation with opinion, proposals, effort, action or material participation through projects, donations or Participate in the planning, implementation, coordination or evaluation process with a view to reaching a certain level of better development.

**Cooperation:** It is a social manifestation that aims to cooperate in work or responsibility with one another to achieve a common goal that may be directly or indirectly, cooperation is either optional, such as the cooperation of individuals in assisting people in need or during earthquakes and natural disasters. or compulsory where coercion is the result of the work and the circumstances surrounding it.

**Attention:** Attention is the basis of the social relationship and motivation of others for better and affirmative action, which is the basis of other

social responsibility, such as participation and cooperation

### **Areas of social responsibility of the faculty members:**

There is no doubt that there is a strong relationship between science and society, and this relationship affects trends and interests, and hence the efforts, behaviors, studies and researches of scientists, especially university professors and those working in research and study centers.

The social responsibility of the Faculty Member at university in the following main areas has been classified by Faltawi<sup>10</sup>:

- His responsibility towards his students, including teaching, guidance, guidance and attention to their positive attitudes towards understanding contemporary problems and shaping attitudes towards moral, individual and university responsibility towards their communities.
- Its responsibilities towards the institution in which it operates, through participation in activities committees, scientific bodies, participation in meetings and representation of the social institution in scientific and literary forums.
- Its responsibilities towards the surrounding community, including the service of community-related institutions, the dissemination of community culture, the provision of consultations and studies and researches that address issues of concern to society or contribute to addressing its problems, and contribute to strengthening the university's relationship with Community institutions.
- His responsibilities towards himself and his place in his profession and includes seeking to develop himself

<sup>9</sup> Heba Nassar, Social Responsibility for the Private Business Sector: An Exploratory Study, Center for Economic and Financial Research and Studies, Cairo University, No. 14, 2000, p. 20.

<sup>10</sup>Al-Fatlawi, Suhaila, 2008, Quality in Education, Dar Al Shorouk for Publishing and Distribution, Amman, Jordan, P. 176-177.

professionally through access and research as well as his family responsibilities.

### **The role of the university in the Enforcement of the social responsibility of the faculty member:**

Although social responsibility is self-worth self-censorship, it is in the process of building it a social product that is learned through various social institutions and begins to learn from the young in the family using the process of upbringing and education.

The enforcement and development of social responsibility does not take place in a vacuum, but in social institutions and specifically in educational institutions, and has indicated some studies have been given to the superiority of educational institutions around social responsibility development as compared to family responsibility<sup>11</sup>.

Faltawi emphasizes the importance of the social institution in supporting the roles and responsibilities of the Faculty member at university by employing the following proposals<sup>12</sup>:

- To encourage joint research and development among academics, economists and educators, considering that universities and institutions of higher education are the basic incubator for scientific research.
- Holding of scientific, educational and humanitarian symposia and conferences at the local level and participation in past events at the regional and global levels;
- Regular meetings of university staff to learn about international developments and changes with a view to improving and continuously developing the performance of teaching staff in dealing

with students and serving the community.

- To focus on the ethical role of all workers in the university by embedding values of responsibility, commitment, justice, accountability and collective participation.
- The formation of quality assurance units at the university to enforce social responsibility through the strategic plans of universities; On the other hand, the Unit seeks to coordinate efforts to support the roles and responsibilities of teaching staff.
- To strengthen the position of university professors through material and moral support, as well as to emphasize the scope of social responsibilities towards the student, university and society.

### **The role of the Abu Dhabi University in the Enforcement the concepts of social responsibility of its faculty members:**

The strategic plan of the Abu Dhabi University included 6 goals which, in its entirety, confirmed the close relationship between the university and the Community, its scientific issues and education and development, as well as strengthening partnerships and cooperation with local institutions and promoting joint research projects. These goals are:

**Goal 1:** To create a student/student-centered learning environment and build a personality based on a system of good values that enhances its interaction with global variables and expands its horizons:

- Improvement of the extracurricular activities and enrichment of the university student's life;
- Ensuring that students are employed and ready to work;

<sup>11</sup>Sherit, Ahmed Mohamed, 2003, Proposed program using educational activities to develop social responsibility behavior in pre-school children, Journal of Arab Studies in Psychology, Issue 3, Volume 2, P. 98-100.

<sup>12</sup>Al-Fatlawi, Suhaila, 2008, Quality in Education, Dar Al Shorouk for Publishing and Distribution, Amman, Jordan, P. 176-177.

**Goal 2:** Meet the requirements of the university's supporters and clients and strengthen the university's relationship with the community:

- Provide job-focused programs that address the needs of stakeholders;
- Facilitating access to the academic programs offered;
- Strengthening the Emiratization strategy at the Abu Dhabi University.

**Goal 3:** Achieve academic excellence at all levels:

- Access to institutional accreditation and adoption of programs from the global accreditation commissions;
- Increasing the regional and global classification of the university;
- Promoting excellence in scientific research and awarding faculty;
- Improving international cooperation at the program level.

**Goal 4:** Maintain the excellence and efficiency of performance through the creation of an institution that deals with the provision of outstanding services:

- Improve efficiency and operational effectiveness;
- Adoption of effective and reliable electronic systems;
- Achieving a high level of satisfaction for stakeholders

**Goal 5:** Promote a culture of creativity and create a stimulating learning environment:

- Attract, develop and maintain a highly qualified teaching and administrative body;
- Promoting institutional culture and shared values;
- Establishing effective communication channels

**Goal 6:** enforce the University's financial capacity to invest in its growth and development and achieve excellence:

- Maintaining a disciplined and stable financial model;
- Increase revenue and profits

The Abu Dhabi University Strategic Plan also emphasized the university's commitment to the following values:

**Quality:** Abu Dhabi University inculcates a Culture of excellence and adheres to the highest standards of quality in teaching, learning, research and services.

**Integrity:** Abu Dhabi University maintains the highest standards of integrity and ethics in its academic and administrative decisions and behaviors.

**Respect:** Abu Dhabi University promotes an educational and professional environment characterized by cooperation, cultural diversity and respect for local culture.

**Justice:** Abu Dhabi University adopts and lays the foundations of justice among all members of its society.

**Innovation:** Abu Dhabi University encourages and promotes a spirit of creativity and competence between its request and the teaching and administrative bodies.

#### **Previous studies:**

The **Al-Harthy**<sup>13</sup> Study (2001) titled The Reality of the personal social responsibility of Saudi youth and their means of development where Harthy designed a measure of social responsibility and through which the level of social responsibility and the relationship of responsibility is determined by variables such as sex, age, educational level, profession The sample of 522 males were from the kingdom,

<sup>13</sup>Al-Harthy Zayed Ajir (2001), Personal Social Responsibility of a Sample of Saudi Youth in the Western Region and its Relation to Some Variables,

Bi-Monthly Journal issued by the Educational Research Center at Qatar University.

between 58 and 17 years of age, including married, unmarried and educational levels., the researcher used a Snyder scale for social surveys of the researcher's preparation, the measure of self-control and the translation of the researcher and its preparation, the results of which have been confirmed The study on the existence of a level of social responsibility among the members of the sample.

Study of the **Janabi** (2008) During her study, she discussed the level of psychological security and social responsibility of university students and the relationship between them in accordance with variant (Sex, Class), the study sample was from 480 students and students, and the researcher used the Maslow pyramid to feel--not feeling With the security and the social responsibility measure prepared by the Mohammedi, the data was statistically processed using the Pearson correlation coefficient, the damn test. One and two separate samples; the test of a moral connotation, the alpha-Cronbach equation; The results of the study showed that university students did not enjoy Al-Anbar with psychological security according to the sex variable, while there were no statistically significant differences according to the classroom variant, and no statistically significant differences showed at the level of social responsibility according to the variable (sex, classroom) and a positive correlation between the feeling of mental security and social responsibility<sup>14</sup>.

The study of **Mae and Ross May-ross** (2000) has been aimed at knowing the relationship between an integrated personality and social responsibility, as intended to know the differences in the relationship between males and females, the study sample was made up of 472 students and students from the Faculty of Education in the completed phase, using the

personality scale ( Bort 1974 (for integrated personality as well as the mink measure) for social welfare. The results of the study showed a statistically significant relationship between the integrated personality and social responsibility, as showed that the differences in the relationship between the personality, the liability in the light of the type variable is not a function as well as for the personal variable<sup>15</sup>.

**Jaber and Mahdi**<sup>16</sup> (2011) Study: The role of universities in promoting concepts of social responsibility when requested, a comparative field study between the Helwan and Al-Azhar universities – Palestine. The study aimed at revealing mechanisms to operationalize the concepts of social responsibility of students, the most important of which are:-highlighting the concepts of social responsibility in the public matter through academic programs and curricula, as well as student university activities.

- Inclusion of values and ethics of social responsibility through the Mission and strategic plan of the university.
- Creating a positive university environment that adopts the dialogue style between teachers and students, with emphasis on freedom of opinion and constructive criticism.

The **Faltawi** Study (2008): The responsibilities of a social university professor in accordance with contemporary international changes. The study emphasizes the importance of the social responsibility of university faculty members as an entry point for achieving the quality of university education in the face of international changes.

**Philpott**<sup>17</sup> et. (2005) Study: Sources of social responsibility for teachers. The study was

<sup>14</sup>Al-Janabi Aseel Sabar (2008), Psychological Security and its Relation to Social Responsibility among Anbar University Students, MA Thesis Not Published at the Faculty of Education, AnbarUniversity.

<sup>15</sup>**May and Roos (2000)**,The perfect personality and It related to social responsibly differences between male and female.

<sup>16</sup>Jaber, Mahmoud and Mahdi Nasser, 2011, The role of universities in promoting social responsibility concepts among students of Al-Azhar University and Helwan University, Responsibility Conference for Palestinian Universities, Al-Quds Open University, Nablus.

<sup>17</sup>Philpott, R. and Beynon, J. Reflect (2005): Eploring Teachers' Nations of Social Responsibility, Alberta Journal of Educational research, 34-49.

conducted in one of the largest and most developed schools in the Canadian District of Columbia, and open interviews were held with 11 a teacher from different disciplines with the aim of identifying the sources that have promoted the concepts and values of social responsibility.

### Study Procedures:

#### First: Methodology:

The researcher used the analytical descriptive method, which is the method that studies a phenomenon, event or issue that is currently present, from which information can be obtained that answers the study questions without the researcher's intervention.

#### Second: Study Society:

Table (1) shows the sample of the study by gender and college and the cumulative average

Variable	Variable Section	Number	%
Gender	Male	33	68.9
	Female	15	31.1
<b>Total</b>		<b>48</b>	<b>100%</b>
College	Engineering	23	48.9
	Science	17	35.6
	Business Administration	8	15.5
<b>Total</b>		<b>48</b>	<b>100%</b>
Academic Rank	Professor	5	11.8
	Associate Professor	7	14.1
	Assistant Professor	17	34.8
	Instructor	19	39.3
<b>Total</b>		<b>48</b>	<b>100%</b>
Age	less than 30	11	22.2
	from 30 to 50 years	25	54.1
	more than 50 years	12	23.7
<b>Total</b>		<b>48</b>	<b>100%</b>

#### Fourth: Study Tool:

After studying the educational literature and surveying the opinion of a sample of Abu Dhabi University faculty members through informal interviews, the researcher constructed the questionnaire according to the following steps:

The study population shall consist of all faculty members of the Abu Dhabi University during the Fall Semester 2017-2018.

#### Third: Study Sample:

1. The survey sample of the study consisted of (20) members of the faculty members at the Abu Dhabi University, which were selected by random method to be codified the study tools through honesty and consistency in the appropriate ways.
2. The original sample of the study: The sample of the study consisted of (48) members of faculty members at Abu Dhabi University and 33% of the original society were randomly selected in class. Table (1) shows the sample of the study according to its variables.

1. Determine the main dimensions of the questionnaire
2. Formulation of the paragraphs of the questionnaire according to their affiliation to the dimension.

#### Trust and stability of the tool:

#### Internal consistency:

1. The researcher prepared the questionnaire in its initial form. It included about (45) paragraphs, and after presenting it to a group of arbitrators of (4) specialized arbitrators in education and psychology, the amendments were recommended, and some paragraphs of the questionnaire were deleted, Other and add. The number of paragraphs of the resolution after the amendment (36), a paragraph divided into three dimensions:

- Social responsibility of faculty members towards students
- Social responsibility of faculty members towards the university
- Social responsibility of faculty members towards society

The researcher calculated the correlation coefficient between each paragraph of the questionnaire and the level of significance and dimension, as shown in Table (2).

Table (2) The correlation coefficient between each paragraph and it's dimension and the level of significance

Number of Question	Correlation Coefficient	level of Significance
<b>First Dimension: Social responsibility of faculty members towards students</b>		
1	0.489	0.01
2	0.649	0.01
3	0.655	0.01
4	0.634	0.01
5	0.657	0.01
6	0.594	0.01
7	0.674	0.01
8	0.699	0.01
9	0.638	0.01
10	0.638	0.01
11	0.805	0.01
12	0.660	0.01
<b>Second Dimension: Social responsibility of faculty members towards the university</b>		
1	0.541	0.01
2	0.647	0.01
3	0.601	0.01
4	0.764	0.01
5	0.690	0.01
6	0.666	0.01
7	0.747	0.01
8	0.714	0.01
9	0.769	0.01
10	0.785	0.01
<b>Third Dimension: Social responsibility of faculty members towards society</b>		
1	0.560	0.01
2	0.784	0.01
3	0.868	0.01
4	0.856	0.01
5	0.837	0.01
6	0.739	0.01
7	0.765	0.01
8	0.794	0.01
9	0.884	0.01

10	0.844	0.01
11	0.831	0.01
12	0.583	0.01
13	0.842	0.01
14	0.668	0.01

It is clear from Table (2) that all paragraphs of the questionnaire are statistically significant in relation to the total score of their dimension, which indicates the validity of the internal consistency of the questionnaire.

The researcher calculated the correlation coefficient between each dimension of the questionnaire with the total score as shown in Table (3).

Table (3) shows the correlation coefficient between each dimension of the dimension's questionnaire and the total score of the scale

N	Dimensions	Number of Paragraphs	Correlation Coefficient	level of Significance
1	Social responsibility of faculty members towards students	12	0.649	is significant at 0.01
2	Social responsibility of faculty members towards the university	10	0.692	is significant at 0.01
3	Social responsibility of faculty members towards society	14	0.775	is significant at 0.01

Table (3) shows that all areas of the questionnaire are statistically significant with the total score of the questionnaire.

#### Account resolution stability: verified by:

The method of fragmentation was used to calculate the stability of the questionnaire after experimenting with a sample of the study society (20) members of the faculty members. The stability factor was calculated (0.82). These values indicate that the questionnaire is characterized by high stability.

Alpha-Cronbach method: The  $\alpha$ -Cronbach assay was confirmed to be 0.84, which is an excellent factor in such studies.

#### Statistical treatments used in the study:

The researcher has emptied the scale and analyzed it through the SPSS statistical program and the following statistical methods were used:

- Pearson correlation coefficient;

- To find the coefficient of constant resolution, the Spearman Brown correlation coefficient was used for the equal half-division, **Guttman Spilt Half**, and the  $\alpha$ -Cronbach correlation coefficient;
- Frequency, arithmetic mean and percentages;
- Test T. of the difference between the averages of two independent samples;
- One Way ANOVA analysis of the difference between the averages of three samples and more;
- **Scheffe' Test** in case of differences (binary comparisons).

#### Results and Proposals:

#### Results and discussion of the study:

The researcher presents a detailed presentation of the results of the study, which was discussed and interpreted in the light of the

problem of the study and its questions. The purpose of this study was to identify the reality of social responsibility among the faculty members of Abu Dhabi University and to determine the degree of difference between the responses of the sample members according to the study variables. The researcher reached it and explained it:

To interpret the results of the study and to judge the level of response, the researcher relied on the order of the arithmetic averages at the dimensional level of the overall performance. And the level of the paragraphs in each

dimension. The following researcher's findings and interpretation:

**Question 1: What is the reality of social responsibility among faculty members at Abu Dhabi University?**

To answer this question, the researcher used the relative arithmetic mean and T test, as shown in Table (4)

Table (4) shows the arithmetic and relative mean and the test value for each dimension of the questionnaire

N	Dimension	Arithmetic Mean	Standard Deviation	Relative Weight	Ranking
1	Social responsibility of faculty members towards students	63.81	9.86	81.74	2
2	Social responsibility of faculty members towards the university	77.54	7.22	82.50	1
3	Social responsibility of faculty members towards society	57.62	14.78	72.16	3
<b>Total</b>		<b>198.97</b>	<b>31.8</b>	<b>78.8</b>	

It is clear from the previous table that the second dimension "the social responsibility of the faculty members towards the university" ranked first with a relative weight (82.50%). The researcher attributes this to a logical arrangement of the dimensions by ensuring that the social responsibility of faculty members comes within the first task To serve the student and serve the community, which is one of the basic roles for which the universities were established, including (teaching - community service - scientific research), if the faculty members achieved social responsibility towards the university properly, thus achieved social responsibility towards students and society .

From the previous table, it is also clear that the total score of dimensions was a relative

Table (5): The value of the arithmetic mean, the standard deviation, the relative weight and the ranking of the field of social responsibility among faculty members towards the students

weight (78.80%). This indicates the faculty's practice of social responsibility to a large extent. This confirms the awareness of the faculty members and their keenness towards the university and towards the students.

In the study of any of the paragraphs most affected by the dimension, each dimension was dealt with separately, indicating the value of the arithmetic mean, the standard deviation, the relative weight and the order of each paragraph.

First, the social responsibility of the faculty members towards the students: The arithmetic mean, standard deviation, relative weight and order were calculated as shown in Table (5):

N	Paragraph	Mean	Standard Deviation	Relative Weight	Ranking
1	Adopt The method of dialogue and exchange of views with students	4.44	0.57	88.88	3
2	Provide the appropriate and comfortable environment during the lecture	4.29	0.73	85.85	4
3	Give students time to listen to their questions and problems	4.20	0.77	84.03	5
4	I think building positive relationships with students is the best	4.55	0.62	91.10	1
5	Provide psychological support required for humanitarian cases of students	3.97	0.87	79.58	8
6	Provide more descriptive activities help students express themselves	3.53	0.87	70.70	12
7	Support classroom activities that promote values of collaboration and teamwork	3.68	0.92	73.73	11
8	Link educational content with students' social issues	3.95	0.89	79.84	7
9	Strengthen the values of belonging to goodwill culture through classroom discussions	4.15	0.89	83.02	6
10	I listen to the students' social problems and offer them advising and assistance	3.74	1.07	75.54	10
11	I maintain students' feelings and dignity	4.45	0.74	89.89	2
12	I work to prepare students for the future	3.90	0.92	78.78	9
<b>Total</b>			<b>9.68</b>	<b>81.74</b>	

It is clear from Table (5) that the highest paragraph was No. (4), which states that " I think building positive relationships with students is the best " It ranked first with relative weight (91.10%). The Abu Dhabi University has a good relationship with students, which facilitates the ways of cooperation among them, and competition between faculty members requires a high skill in gaining students' satisfaction.

In paragraph (11), " I maintain students' feelings and dignity " and ranked second with a relative weight of 89.89%. The researcher attributes this to the awareness of faculty members, their concern for human dignity, sensitivity to students' feelings, Teaching staff to insult, humiliate or even humiliate any student, and urges them to promote good human relations with students.

Table (6): The value of the arithmetic mean, the standard deviation, the relative weight, and the ranking of the field of social responsibility among faculty members towards the university

N	Paragraph	Mean	Standard Deviation	Relative Weight	Ranking
1	I do my best to accomplish the tasks and tasks	4.64	0.52	92.92	2
2	I deal with officials in a spirit of respect and appreciation	4.68	0.52	93.72	1
3	I adopted the method of cooperation and participation with my colleagues	4.38	0.61	87.66	7
4	I help my colleagues when they ask for help	4.49	0.61	89.89	4

5	I work with my colleagues in joint missions in team spirit	4.40	0.66	88.07	6
6	I join my colleagues with courtesy at social events	4.02	0.92	80.59	9
7	I feel that I belong to the university and that I am proud to be one of its employees	4.52	0.74	90.49	3
8	I defend the university objectively in public debates	4.36	0.89	87.26	8
9	I am participating in activities that advance the university level	3.93	0.92	79.56	10
10	I keep the university facilities	4.44	0.83	88.88	5
<b>Total</b>			<b>7.22</b>	<b>82.50</b>	

It is clear from Table (6) that the highest paragraph was No. (2), which states that " I deal with officials in a spirit of respect and appreciation " It ranked first with a relative weight of 93.72%. The researcher attributed this to the faculty members' The meeting of senior management meetings with the faculty members and the identification of their problems and the contribution to their treatment promotes positive treatment among them.

Paragraph (9), which states that " I am participating in activities that advance the university level " ranked in the relative weight (79.56%), which is largely attributed to the researcher to the belief of some faculty members that the task of teaching is the main task it gives The Faculty member priority in the effort and time, while the participation in the activities in the secondary matters of interest and implementation, but a large proportion of them are practicing some activities that express their love for their university and their belonging.

Table (7): The value of the arithmetic mean, the standard deviation, the relative weight and the ranking of the field of social responsibility among faculty members towards the society

N	Paragraph	Mean	Standard Deviation	Relative Weight	Ranking
1	I feel that I have a role in serving the community	4.49	0.60	89.89	1
2	I contributed to membership in charitable and cultural associations	3.68	1.08	73.73	4
3	I participate in the activities of cultural associations and institutions	3.63	1.06	72.72	7
4	I Collaborate with community members and it's organizations	3.76	0.96	75.34	3
5	I respond to calls from community institutions	3.67	0.94	73.52	5
6	I encourage students to participate in national events	3.57	1.04	71.50	8
7	I join the people of my region in their various social events	3.65	1.11	73.12	6
8	I contribute through the media in cultural and educational programs	3.21	1.18	64.23	13
9	I personally contribute to volunteer work in community service	3.40	1.13	68.07	11

10	I am interested in participating in the revival of national events	3.35	1.18	67.06	12
11	I attend seminars and conferences that discuss community issues	3.51	1.15	70.29	9
12	I contribute to the creation of a product that helps the development of society	3.17	1.14	63.42	14
13	I Present lectures and seminars that contribute to raising the awareness of the community	3.46	1.18	69.28	10
14	I strive to combat negative customs and traditions in society	3.90	1.03	78.17	2
<b>Total</b>			<b>14.78</b>	<b>72.16</b>	

Table (7) shows that the highest paragraph (1), which states " I feel that I have a role in serving the community ", came first with a relative weight (89.89%), which is very large. The societal role of the United Arab Emirates in particular promotes cohesion and social cohesion under the guidance and policies of the state leaders to strengthen the cultural and humanitarian ties between all citizens and employees of their institutions.

#### Results related to the second question and discussed:

**The second question is:** Are there statistically significant differences at the level of

( $\alpha \leq 0.05$ ) between the mean of the sample of the study on the social responsibility of the faculty due to the variables (gender - college – academic rank - age)?

1. There are no statistically significant differences at the level of statistical significance ( $\alpha \leq 0.05$ ) between the mean of the sample of the study on social responsibility of faculty members due to gender variable (male - female).

To test the validity of the hypothesis, T-test was used to calculate the variance of the gender variable in the response to the terms of the questionnaire:

Table (8) shows the averages, standard deviations and the value of "T" for the questionnaire due to gender variable

Dimension	Gender	Number	Arithmetic Mean	Standard Deviation	F value	level of Significance
Social responsibility of faculty members towards students	Male	33	64.47	8.73	0.070	is not significant at 0.05
	Female	15	64.37	8.24		
Social responsibility of faculty members towards the university	Male	33	78.81	10.04	0.903	is not significant at 0.05
	Female	15	77.21	8.46		
Social responsibility of faculty members towards society	Male	33	59.98	12.70	2.451	is not significant at 0.05
	Female	15	54.22	12.91		
<b>Total</b>	<b>Male</b>	<b>33</b>	<b>203.28</b>	<b>29.13</b>	<b>1.456</b>	is not significant at 0.05
	<b>Female</b>	<b>15</b>	<b>195.81</b>	<b>24.81</b>		

The value of the t-table is at the degree of freedom (48) and at the level of significance (0.05) = 1.96

The value of "T" in the table at the degree of freedom (48) and at the level of significance (0.01) = 2.57

Table (8) shows that the calculated value of T is less than the T values in all the dimensions and the total score of the questionnaire. This indicates that there are no statistically significant differences due to the gender variable (male - female). Every faculty member of the university feels his social responsibility towards the

Table (9) Source of variance, sum of squares, degrees of freedom, mean squares, F value and significance level

Status	Source of Variance	Sum of squares (SS)	df	Mean squares (MS)	F value	level of Significance
Social responsibility of faculty members towards students	Between Groups	767.159	2	383.579	5.715	0.004 is significant at 0.05
	Within Groups	8947.394	47	67.783		
	Total	9714.553	48			
Social responsibility of faculty members towards the university	Between Groups	611.503	2	305.752	3.521	0.033 is significant at 0.05
	Within Groups	11574.677	47	87.687		
	Total	12186.181	48			
Social responsibility of faculty members towards society	Between Groups	1011.439	2	505.720	3.144	0.048 is significant at 0.05
	Within Groups	21440.591	47	162.429		
	Total	22452.030	48			
<b>Total</b>	<b>Between Groups</b>	<b>6681.431</b>	<b>2</b>	<b>3340.715</b>	<b>4.577</b>	<b>0.012 is significant at 0.05</b>
	<b>Within Groups</b>	<b>97292.951</b>	<b>47</b>	<b>737.067</b>		
	<b>Total</b>	<b>103974.382</b>	<b>48</b>			

Table (9) shows statistically significant differences at the level of ( $\alpha \leq 0.05$ ) between the average of the sample of the study on social responsibility of faculty members due to the college variable (science - engineering - business administration). In all dimensions, and to identify

students, the university and society regardless about his gender.

- There are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the mean of the sample of the study on the social responsibility of faculty members due to the college variable (science - engineering - business administration).

To answer this question and to test the validity of the hypothesis associated with it, one-way ANOVA was used, as in Table 9

the point of differences in the dimensions that showed the one-way ANOVA differences of statistical significance in which the researcher used the **Scheffe' Test** for remote comparisons and table (10) explain this.

Table (10) Scheffe' Test for Post Hoc Comparisons

Status		Mean	level of Significance
Science	Engineering	3.74	0.77
	Business Administration	16.76	0.06
Engineering	Business Administration	20.51	0.013

Table (10) shows statistically significant differences at ( $\alpha \leq 0.05$ ) between science, business administration and engineering, and engineering and business management for business management in all dimensions and degrees. The researcher attributed this to the fact that human and administrative sciences urge the service of others and the promotion of social values and human relations, and faculty members in the colleges of humanities and management are more than others know about these.

- There are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the mean of the sample of the study on social responsibility of faculty members due to the variable of academic rank (Professor - Associate Professor - Assistant Professor - Instructor)

To answer this question and to test the validity of the hypothesis associated with it, the one way ANOVA analysis as in Table (11).

Table (11) Source of variance, sum of squares, degrees of freedom, mean squares, F value, and significance level

Status	Source of Variance	Sum of squares (SS)	df	Mean squares (MS)	F value	level of Significance
Social responsibility of faculty members towards students	Between Groups	391.134	3	130.377	1.850	0.144 is not significant at 0.05
	Within Groups	9223.420	46	71.170		
	<b>Total</b>	<b>9714.553</b>	<b>48</b>			
Social responsibility of faculty members towards the university	Between Groups	910.275	3	303.425	3.560	0.017 is significant at 0.05
	Within Groups	11275.809	46	86.075		
	<b>Total</b>	<b>12186.181</b>	<b>48</b>			
Social responsibility of faculty members towards society	Between Groups	2404.979	3	801.660	5.291	0.002 is significant at 0.05
	Within Groups	20047.051	46	153.031		
	<b>Total</b>	<b>22452.030</b>	<b>48</b>			
<b>Total</b>	<b>Between Groups</b>	<b>9393.938</b>	<b>3</b>	<b>3131.313</b>	<b>4.380</b>	<b>0.006 is significant at 0.05</b>
	<b>Within Groups</b>	<b>94580.445</b>	<b>46</b>	<b>721.988</b>		
	<b>Total</b>	<b>103974.382</b>	<b>48</b>			

Table (11) shows that there are no significant statistical differences at the level of

( $\alpha \leq 0.05$ ) in the first dimension. The researcher attributed this to the fact that the social

responsibility towards the students is more related to the transfer of information to the students, This is not related to the academic rank of faculty members.

There are also statistically significant differences at ( $\alpha \leq 0.05$ ) in the second and third dimensions and the total degree of the questionnaire due to the variable of the academic

rank (Professor - Associate Professor - Assistant Professor - Instructor).

In order to identify the point of differences in the dimensions that the ANOVA test showed statistically significant differences, the researcher used the **Scheffe' Test Post Hoc Comparisons** and Table (12) explain this:

Table (12) **Scheffe' Test** for **Post Hoc Comparisons**

Status		Mean	level of Significance
Professor	Associate Professor	19.79	0.205
	Assistant Professor	27.64	0.007
	Instructor	23.74	0.027
Associate Professor	Assistant Professor	7.83	0.774
	Instructor	3.94	0.969
Assistant Professor	Instructor	3.88	0.924

Table (12) shows that there are statistically significant differences at ( $\alpha \leq 0.05$ ) between the professor and the assistant professor and between the professor and the Instructor in favor of the professor. The researcher attributes this to the fact that whenever the faculty member offers progress in the academic rank, his relationship with the institution deepened through research and cooperation with the various departments of the university.

At the community level, the professor has reached a stage where he has gone beyond the teaching stage and has begun to look into the issues of the society and its problems and work on improving them and developing society

through research and scientific studies, and he feels responsibility towards the community more than the minimum degree.

- There are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the mean of the sample of the study on social responsibility of faculty members due to the age variable (less than 30 years - from 30 to 50 years - more than 50 years).

To answer this question and to test the validity of the hypothesis associated with it, one-way analysis of variance ANOVA was used as in Table (13).

Table (13) Source of variance, sum of squares, degrees of freedom, mean squares, F value, and significance level

Status	Source of Variance	Sum of squares (SS)	df	Mean squares (MS)	F value	level of Significance
Social responsibility of faculty members towards students	Between Groups	70.81	2	35.405	0.489	0.617 is not significant at 0.05
	Within Groups	9643.741	47	73.0.58		
	<b>Total</b>	<b>9714.553</b>	<b>48</b>			
Social responsibility of faculty members towards the university	Between Groups	0.257	2	0.128	0.001	0.999 is not significant at 0.05
	Within Groups	12186.181	47	92.318		

	<b>Total</b>	<b>12186.181</b>	<b>48</b>			
Social responsibility of faculty members towards society	Between Groups	239.270	2	119.635	0.718	0.493 is not significant at 0.05
	Within Groups	22212.760	47	168.278		
	<b>Total</b>	<b>22452.030</b>	<b>48</b>			
<b>Total</b>	<b>Between Groups</b>	<b>495.072</b>	<b>2</b>	<b>247.536</b>	<b>0.319</b>	0.730 is not significant at 0.05
	<b>Within Groups</b>	<b>103479.309</b>	<b>47</b>	<b>783.933</b>		
	<b>Total</b>	<b>103974.382</b>	<b>48</b>			

Table (13) shows that the calculated value of T is less than the tabular value of "T" in all dimensions and the total score of the questionnaire. This indicates that there are no statistically significant differences due to the age variable (less than 30 years - from 30 to 50 years - more than 50 years). The researcher attributes this to the fact that social responsibility is not related to a specific age. Each faculty member is supposed to feel Social responsibility towards the university, students and society regardless of age.

**Question 3: "What are the ways to enhance social responsibility among faculty members at Abu Dhabi University?"**

This question was addressed to faculty members through the questionnaire, where the answers to this open question according to multiple proposals, the researcher classified by the dimensions of the questionnaire as:

**First: Social responsibility of faculty members towards students:**

- The need to know that social responsibility is part of mastering work;
- Activate office hours and follow them to allow students to dialogue and discussion;
- Participation of faculty members in their various activities;
- Interact with students' issues and social and educational problems and find appropriate solutions;
- Maintain positive human relations with students

**Second: the social responsibility of faculty members towards the university:**

- Preserve the university and its property;
- Check the sense of belonging among faculty members towards their university;
- Participation and participation in various university events;
- Participation in the committees determined by the colleges to contribute to the university social interaction

**Third: Social responsibility of faculty members towards society:**

- Effective communication with local community institutions;
- Increase interest in community issues and find appropriate solutions to its problems;
- Active participation in the social and national events and activities of the society;
- Participate in local committees aimed at improving society and promoting community development;
- Visit local community institutions and contribute to their volunteer activities

**Recommendations:**

- The need for training courses for faculty members to activate social responsibility in their lives;

- Voluntary work should be taken into consideration in evaluating the performance of faculty members;
- Open centers within the university interested in communication between members of the faculty and members of the community;
- Encouraging research and joint studies among faculty members and oriented towards community service

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