

The Role of Universities in Promoting Social Responsibility (Universities of Amman as a Study Samples)

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Abstract

This study aimed to identify the role of universities in Amman in promoting social responsibility by understanding the responsibility of faculty members in universities and its relationship to their job performance from the students' point of view. The descriptive correlational approach was used, which included the use of a questionnaire consisting of 229 male and female students out of a total of 77,213 male and female students, with two main axes, the first axis measures the social responsibility of faculty members, and the second axis measures their job performance. The results of the study showed that the degree of social responsibility of faculty members in those universities was high from the students' point of view. The results also revealed the existence of statistically significant differences in the social responsibility scale attributed to the variable of university type, specifically in favor of private universities. In addition, the results showed that the degree of job performance of faculty members from the students' point of view was high.

Keywords: *Social Responsibility, Job Performance, Universities in Amman.*

Introduction

One of the fundamental ideas that influences institutional performance across a range of industries, particularly in higher education, is social responsibility. In the context of universities, social responsibility is essential to their function as a cultural and academic community that seeks to strengthen societal commitment and advance moral principles. This obligation represents universities' dedication to focusing their efforts on advancing sustainable development by offering a stimulating learning environment that helps to produce graduates who have a strong sense of social responsibility and high moral standards (G Santos, et al, 2020).

In Amman, there is a pressing need to encourage social responsibility in universities because these institutions have a big obligation not just to their students but also to the environment and the local community. By implementing teaching, research, and service programs that help address the social and economic problems facing society, universities can actively contribute to having a good impact on their local communities. By implementing these programs, universities can improve their standing as trustworthy and successful learning environments, which will boost community trust in them (CJ Gardner, et al, 2021).

Enhancing social responsibility in higher education also helps staff and faculty members perform better on the job. Employee engagement and dedication to work are increased when university staff members perceive themselves as contributing to societal challenges and the process of building society. Their productivity has increased, which has a positive impact on the institution's scientific research and educational standards.

In this study, we emphasize the function of higher education in fostering social responsibility in Amman and the advantages that follow in terms of improving work output and attaining sustainable development. We aim to provide clarity on how universities can effectively and influentially contribute to society by incorporating social concepts into their academic and operational policies. This will help to create an

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environment that is conducive to learning and fosters the growth of both individuals and communities (R Wolniak, et al, 2021).

The concept of social responsibility in higher education started to take shape in the middle of the 20th century, when academic institutions all over the world started looking for ways to improve their social and human values through their operations. Universities are working to strengthen the connection between their academic programs and community service as a result of growing awareness of the value of education as a social function. This has resulted in the development of a new understanding of what it means to be socially responsible.

Since social responsibility in higher education is directly related to research, teaching, and community service quality, it is regarded as a fundamental tenet in the development of modern institutionalism. Within the academic setting, this duty encompasses three primary domains: instruction, investigation, and involvement with the community. Universities are more than just places to learn and award degrees. Instead, they ought to serve as role models for social responsibility and creativity, helping to develop the next generation of leaders who can tackle challenging challenges and think critically (J Lu, et al, 2021).

Universities in Amman must effectively address the particular difficulties that affect higher education in order to strengthen their social responsibilities. The necessity to design curricula in accordance with labor market demands, the increased demand for higher education in light of population growth, and the improvement of scientific research with projects that include social and economic elements are some of these problems. Universities must also implement fresh approaches to encourage sustainability and community involvement due to Amman's interwoven cultural, social, and political elements (H He, et al, 2020).

But these difficulties also provide Amman's universities a wealth of opportunity. Universities may effectively solve urgent social concerns like enhancing education, combating poverty, promoting public health, and protecting the environment by working in partnership with the local community, the commercial sector, and non-governmental groups. Through these collaborations, academic institutions can support the creation of long-term solutions that improve the wealth and well-being of local communities (BK Dhar, et al, 2022).

Strengthening social responsibility within Amman institutions can boost their standing and staff and student participation, which will benefit research and academic achievement. Universities are leading institutions in social and economic transformation because of their dedication to human values and societal roles, which is demonstrated by the addition of a social dimension to the education and research process (AB Carroll - Business & Society, 2021).

In this study, we will examine the ways in which Amman universities can improve their social responsibility, taking into account the historical background, particular difficulties and opportunities that they encounter, and suggestions for tactics that support the achievement of sustainable development via higher education (N Fallah Shayan, et al, 2022).

Objectives of the Study

This study aims to achieve the following objectives:

To identify the extent of social responsibility of faculty members in universities in Irbid Governorate from the students' point of view, and to promote it among faculty members in a positive and real way.

To detect the existence of significant differences between gender and type of university in the practice of social responsibility, in order to understand and deal with these differences.

To identify the level of job performance of faculty members in universities in Irbid Governorate from the students' point of view, in order to better achieve the goals of the university.

Revealing the existence of significant differences between gender and university type in the level of job performance, in order to understand the reasons for these differences and work to improve them.

Our aim is to analyse the data extracted from the students' opinions to understand the relationship between faculty members' social responsibility and their job performance.

Social Responsibility

In defining the exact meaning of social responsibility, there is some conceptual confusion. Some still consider social responsibility to be simply philanthropy, but the concept goes beyond that. Social responsibility encompasses broader and deeper principles aimed at achieving community development. These principles encourage concern for the community and the surrounding environment and take into account their impact on employees, communities and the environment.

Carter and Brett (2007) pointed out the difficulty of finding a clear and precise definition of social responsibility, as the concept is as complex as globalisation and sustainable development. These terms carry many different meanings, and when one of these meanings is clarified, a new understanding of the term emerges.

The researcher also attributes this to the faculty members' changing awareness of the importance of social responsibility. They do this by using teaching and mentoring methods to interact with social and cultural issues and problems faced by community members. They also work on solving these issues using scientific methods. As members of the community, they feel the hopes and concerns of community members and endeavour to perform their duties in the best possible way to serve the community, whether through the educational process, community service, or scientific research.

Social responsibility means that the organisation is committed to ethical and voluntary responsibility, as well as fair gains for investors and adherence to the law (Helms, 2006). According to Jossey (Jossey, 2008), it is a policy that provides an ethical framework for the university's performance of its responsibility towards the educational, knowledge and environmental process produced by the university in an interactive dialogue with the local community to promote sustainable human development. Social responsibility can also be defined as the concern for non-monetary and societal issues by the organisation (Kurian, 2013), which is illustrated in an annual report showing the financial contribution to social and environmental issues.

Social Responsibility in Universities

In recent years, the concept of corporate social responsibility (CSR) in universities has been widely observed in public and private organisations. CSR has become a key part of universities' three functions: Education, Research and Community Partnership. The role of CSR in these universities is to focus on different segments of society, including students, faculty and staff. CSR is important in all aspects.

The role of universities in building capacities and spreading the culture of social responsibility is defined on a scientific basis that clarifies how to implement this important societal and institutional role. This role is assigned to higher education institutions within an ethical and institutional framework, given the social responsibility that universities have towards society. The role of universities is to form scientifically and ethically qualified human resources, develop society and contribute to sustainable development in all its fields and aspects. Social responsibility is characterised by love of country, dedication to work, sincerity and respect for others (Al-Amoudi, 2015).

Shaheen (2012) pointed out a number of aspects that faculty members must perform in an effective way towards the local community. These aspects include organisation, where they organise university life in a way that is responsible towards the community and the environment. They also include education, where they prepare students to be responsible citizens of their community, and finally knowledge, they should be aware of the social responsibility of scientific and educational activities.

Areas of Social Responsibility for Academic Staff

The responsibilities of faculty members towards the local community are many and varied. The study (Duckworth and Rosemond, 2010) pointed out some of these responsibilities, which include:

Their responsibility towards students, as they provide education, counselling, attention and guidance to students. They also work to form and promote awareness of students' moral, individual and collective responsibility towards society.

They are responsible to the institution in which they work, as they participate in activity committees and scientific bodies and attend meetings. They represent the institution in scientific and literary forums, contributing to the reputation and development of the institution.

Their responsibility towards the surrounding community, as they provide services to the relevant community organisations and contribute to their development.

Faculty members must fulfil these responsibilities effectively to serve the local community.

Job Performance

Job performance plays an important role in increasing work productivity and loyalty to the organisation. The psychosocial well-being of employees and their performance is key to the success of the organisation. Managing employees well, by developing their abilities and skills and increasing their motivation, leads to job satisfaction and positive results for the organisation. (Al-Shraideh, 2008)

Job performance is defined as the set of administrative behaviours that express the employee's performance of his tasks, responsibility and commitment to the administrative aspects of the work. It aims to respond to these aspects carefully and effectively. The concept of job performance can reflect the goals of the organisation and the means necessary to achieve them, and links between the aspects of activities and the goals that the organisation seeks to achieve. (Al-Hawamdeh and Al-Fahdawi, 2002) (Abdul Mohsen, 2002)

Abdul Mohsen (2002) pointed out that there are many factors that affect job performance. Among these factors, workload is one of the important factors. When an organisation is dealing with a high volume of work, it needs additional resources compared to another organisation that may be dealing with a lower volume of work. Organisational and procedural improvements also affect the rate of production. By organising work and streamlining procedures, the resources required to complete a unit of work can be reduced. In addition, technical and technological factors play a role in improving job performance. By using advanced and modern technology such as hardware and software, the performance of employees can be improved.

According to Al-Qarala (2008), job performance consists of three main elements. Firstly, the employee himself, with his skills, interests, values and attitudes. Secondly, the job itself, with its requirements, challenges, opportunities and feedback. Finally, the situation in which the work takes place, with its organisational climate, availability of resources, administrative systems and organisational structure.

Mustafa (2002) indicates that the topic of faculty members' job performance and teaching effectiveness has received a great deal of attention from scholars, researchers, and decision makers in universities and higher education administrations. Job performance, whether at the individual, team, or university level, is an important means of determining the level of efficiency and effectiveness. For example, the level of individual job performance affects the level of group performance, and thus the performance of the entire organisation such as a university. This attention is directed to the topic of job performance for two main

reasons: The first is decision-making by teachers to improve job performance and teaching practices, and the second is decision-making by higher education administrations to achieve their goals and raise the level of performance.

Literature Review

The literature included many previous studies that addressed many different ideas and focused mainly on the impact of organizational justice and social responsibility, and evaluating the performance of faculty members in universities. Examples of these studies include: attempts to understand the impact of organizational justice on the job performance of faculty members from their point of view (Abu Samhadaneh, 2010). An attempt to understand the role of corporate social responsibility at Spearhart University in Romania and to evaluate the satisfaction of graduates, public institutions and students' families with the educational process, the quality of the academic process and the training programs provided to students (Oriana & Elena, 2010). Exploring the effects of social responsibility on private universities in Thailand, using a qualitative approach (Plungpongpan et al, 2016). Evaluating the performance of faculty members in the College of Education at King Saud University from the perspective of college students (Al-Babtain's, 2018). Evaluating the degree of practicing social responsibility by employees at the Arab University of Amman. The study used the descriptive survey method and the questionnaire as a tool for collecting data (Arabyat, 2019). Determining the extent to which faculty members at the Faculty of Education at Zawiya University practice social responsibility, using the descriptive analytical approach and collecting data using a questionnaire (Karima, 2019). Understanding the role of Jordanian universities in achieving social responsibility in accordance with the requirements of sustainable development (Al-Tarawneh, 2020).

In general, information about the role of universities in promoting social responsibility in many studies lacks public awareness of social responsibility, with the absence of effective strategies that demonstrate the essential role of universities. Therefore, this research sheds light on these important points in addition to the lack of research and studies, and the existence of cultural and social challenges, which lead to disparities in understanding and applying the promotion of social responsibility.

Study Problem

Study problem: Higher education institutions have an important role in the development and progress of society in various fields. These institutions contribute to identifying the issues facing the local community by providing knowledge and science to students. It is known that faculty members have a great responsibility in this regard, as they conduct research and studies that benefit the local community. Abdul-Baqir's study (2010) emphasized the importance of the role of faculty members in serving the community as a modern function of the university, and showed that this role contributes to the progress and prosperity of society and positively affects the performance of faculty members.

Since researchers feel that there is a gap between the university and the local community, communication and interaction between them is necessary. - Universities must communicate with the local community and understand its needs and requirements. Universities can do this by providing consultations and services that the local community needs, and expanding scientific and practical specializations according to the needs of the community. Faculty members must have an effective role in practicing social responsibility and enhancing job performance by meeting the needs of the local community and contributing to its development.

Study Questions

This study aims to answer the following questions from the perspective of students at universities in Amman Governorate.

What is the degree of social responsibility of faculty members at universities in Amman Governorate?

Are there statistically significant differences in the degree to which faculty members practice social responsibility based on variables such as gender and type of university?

What is the degree of job performance of faculty members in the universities of Amman Governorate?

Are there statistically significant differences in the level of job performance of faculty members based on variables such as gender and type of university?

Importance of the Study

The importance of this study is to enrich the theoretical knowledge about CSR and its relationship with job performance. Through this study, we can better understand how CSR is applied in the work environment and its impact on individuals' performance. This study is one of the recent studies conducted in this field, which contributes to the development of knowledge and general understanding of this important topic.

This study is of great practical and applied importance in the context of university education in Jordan. It helps those in charge of the educational process in Jordanian universities to focus on the practice of social responsibility and promote it. It also contributes to developing the performance of faculty members and helps decision makers in Jordanian universities to improve the job performance of faculty members.

Limitations of the Study

The results of the study are determined by the following limitations:

Objective limits: From the students' point of view, assessing the degree of social responsibility practice of faculty members in Amman Governorate universities and its relationship with their job performance is an important topic. This research can contribute to understanding students' perception and evaluation of the practice of social responsibility by faculty members, as well as determining the relationship between it and their job performance. The results of this research can contribute to improving and developing the quality of education in universities in Amman Governorate and enhancing the social responsibility of faculty members.

Human limits: From the students' point of view, their responses to the questionnaire items are an important focus of the study. These responses provide the researchers with valuable information about the students' views and opinions regarding the topic posed in the questionnaire. These responses can help in analysing the data and drawing conclusions, thereby enhancing our understanding of the students' experience and opinions.

Spatial Limitations: The study was carried out at universities in Amman Governorate, specifically at the Jordanian University, Isra University, Zaytuna University, and Petra University. These universities were chosen because they represent a variety of educational institutions in the governorate and provide a different educational experience for students. By studying these universities, we can gain a comprehensive insight into the studied topic and its application in the context of higher education in Amman.

This study was carried out during the second semester of the academic year 2023/2024. This time was chosen to carry out the study because it is considered an important period in the academic year where students are busy with classes and exams. Therefore, it is expected that students' responses at this time will be honest and reflect their real experience in the second semester.

Terminological and Procedural Definitions

This study includes the following terms:

Practice score: The overall score obtained by the academic staff members through their responses to the items of the study instrument related to the practice of social responsibility and its relationship with job

performance. The extent to which faculty members adopt social responsibility is assessed by submitting their responses and evaluating their performance in this aspect. This overall score reflects the extent to which faculty members understand and apply the concept of social responsibility and its impact on their job performance.

Social responsibility as a term: It is an idea that expresses a person's response to try to understand public social and political issues, co-operate and consult with colleagues, respect their opinions, preserve the reputation of the group, and respect collective duties. In general, social responsibility means that faculty members have a personal commitment to their communities and the services they will provide to them. This includes providing assistance and support to local communities, participating in social and voluntary activities, and promoting awareness of social and environmental issues. This commitment aims to build positive relationships and make a positive impact on the community.

Job performance: An important aspect of a faculty member's work is the fulfilment of the activities and tasks that make up their job. This benefits the members and the community at large. When faculty members perform their academic and administrative duties assigned to them according to the regulations and instructions in force at the university, this is measured by the total score they receive on the job performance scale. This contributes to improving the quality of education and scientific research at the university and enhances its reputation.

Method and Procedures

This section deals with the study approach, population, sample, and the study instrument used:

Methodology

In order to achieve the objectives of the study, the researchers used the descriptive-correlational approach, as it is the most appropriate for this study. This approach is considered a research method used in social and human studies to understand the relationship between two or more variables without trying to intervene or control any of the variables. It is characterized by description, correlation, quantitative and qualitative data, statistical orientation, and support for the ability to prove cause and effect.

Study Variables

Main Variables

- Social responsibility
- Job performance.

Categorical Variables

- Gender, which has two categories (male and female).
- Type of university, which has two categories (governmental, private).

Study Population

The study population in Amman governorate consists of a large number of students studying at different universities. These universities include the University of Jordan, Israa University, Zaytuna University, and Petra University. According to the academic year 2023-2024, the number of students in these universities is about 77213 students, as shown in (Table.1).

Table (1). Distribution of The Study Population by Type of University

University	study population
University of Jordan	54189
Isra University	7000
Al-Zaytoonah University	8000
University of Petra	8024
Total number	77213

Study Sample

The study sample consisted of 229 male and female students at universities in Amman Governorate for the academic year 2023/2024. The sample was selected using the convenience method as shown in (Table.2).

Table (2). Distribution Of the Study Sample According to Gender and Type of University

Variable	Category	Population
Gender	Male	77
	Female	152
	TOTAL	229
University	Public	140
	Private	89
	TOTAL	229

Social Responsibility Scale

This research relied on theoretical literature and previous studies, such as Al-Tarawneh (2020), Arabiyat (2019), and Al-Thubaiti (2015), to develop the study's scale. The initial scale consists of 20 items.

To calculate the internal consistency of the CSR scale, (Cronbach's α) was used based on the data of the first application on the exploratory sample. To calculate the repeatability, the application was repeated on the exploratory sample using the Test-Retest method with a time interval of two weeks between the first and second applications. Pearson's correlation coefficient was used to evaluate the relationship between the first and second application of the survey sample, and this will be illustrated in (Table.3).

Table (3). Values of Internal Consistency and Repeatability Stability Coefficients for The Social Responsibility Scale

Scale	Stability parameters		Paragraphs
	Internal consistency	Repetition	
Social Responsibility	0.960	0.927	20

By examining (Table.3), we can observe that the internal consistency of the CSR scale is about 0.960, while the reliability of the scale is about 0.927.

Job Performance Scale

The scale was developed by the researcher using theoretical literature and previous studies, including (Alimat's, 2006, (Al-Sarayrah's, 2011), and (Walbabsain's, 2018). The initial scale contained 17 items.

To calculate the internal consistency of the job performance scale, Cronbach's α was used using data from the first application to the exploratory sample. To calculate replication stability, the survey was repeated with a two-week interval between the first and second administrations, using the Test-Retest method. Pearson's correlation coefficient was used to analyse the relationship between the first and second application of the survey sample, and the details can be found in (Table.4).

Table (4). Values of Internal Consistency and Repeatability Stability Coefficients for the Job Performance Scale

Scale	Stability factors		Paragraphs
	internal consistency	repeatability	
Job performance	0.975	0.937	17

By examining Table (4), it can be seen that the internal consistency reliability of the scale is 0.975, while the reproducibility reliability of the scale is 0.937.

Criterion for the Validity of the Study Instrument

A five-point Likert scale was used in the study to measure the opinions of individuals in the sample. Individuals were given rating options such as "strongly agree" (5), "agree" (4), "neutral" (3), "disagree" (2), and "strongly disagree" (1). This categorisation was used to evaluate the arithmetic means.

Therefore, they are:

A low degree of agreement (1.00 - less than 2.33).

Medium degree of agreement from (2.33 - less than 3.67).

High agreement from (3.67-5.00).

Results and Discussion

This section contains the results of the study that aims to understand the extent to which faculty members practice social responsibility and its relationship with their job performance from the students' point of view.

Firstly, the means and standard deviations of the degree of social responsibility of faculty members in universities in Amman Governorate (answer to the first question) were calculated from the students', as shown in (Table.5).

Table (5). Arithmetic Means and Standard Deviations of the Degree of Social Responsibility of Faculty Members At Universities in Amman Governorate from the Students' Point of View

Rank	Paragraph No.	Statement	AM	SD	Practice
1	1	Keen to maintain the reputation of the department in the college	4.76	0.559	high
2	3	Feels a sense of moral responsibility towards his/her colleagues	4.62	0.618	high

3	14	Keeps public property safe	4.56	0.604	high
4	9	Is interested in continuous self-development	4.50	0.705	high
5	11	Is loyal to students	4.51	0.730	high
6	15	Commits to doing what the group agrees to do	4.47	0.655	high
6	10	Is loyal to his/her colleagues	4.46	0.670	high
7	17	Is flexible in his/her dealings with students	4.45	0.760	high
8	8	Controls his/her emotions in crisis situations in lectures	4.45	0.750	high
9	16	Tries to fulfil his/her obligations to members of the community	4.45	0.680	high
9	2	Offers suggestions to solve community issues	4.45	0.740	high
9	20	Encourages students to attend seminars and workshops related to community service	4.45	0.766	high
10	12	Is loyal to the local community	4.44	0.705	high
10	5	Accepts the opinions of his students with open-mindedness	4.44	0.775	high
11	7	Respects the views of others, even if they conflict with his or her own	4.40	0.785	high
12	18	Accepts constructive criticism from students	4.39	0.730	high
13	6	Prefers to discuss community issues collectively	4.39	0.770	high
13	13	Discusses with students on topics related to their issues	4.39	0.825	high
14	19	Participates in voluntary work to serve the local community	4.36	0.770	high
15	4	Waives some of his/her own rights for the sake of the happiness of others	4.10	0.945	high
			4.45	0.610	high

based on the previous table (Table 5), we can observe that the arithmetic mean of the first paragraph is 4.76, and it comes in the first rank. Similarly, the arithmetic mean of the twentieth paragraph is 4.10, and it comes in the last rank. In addition, the overall mean for social responsibility is 4.45. We can conclude from this that the first paragraph received a higher rating than the twentieth paragraph regarding social responsibility.

The researcher attributes the reason for this to the fact that the faculty member is the backbone of the university and truly represents it. The researcher believes that the faculty member plays an important role in the community and that the community has given him a lot during his scientific career. Accordingly, the faculty member must be committed to serving the community in all the ways and means available to him/her. This commitment helps them to build a good and prestigious reputation in the community.

The reason, according to the researcher, is also because faculty members have a responsibility towards their community. She emphasises that the prevailing societal culture promotes social cohesion in light of the difficult circumstances faced by Jordanian society. This pushes university professors and members of Jordanian society in general to realise their role and responsibility in serving their community and contributing to meeting its needs.

The researcher also attributes the reason for this to the transformation of faculty members to realise the importance of social responsibility. They do this by using educational and guidance methods to interact with the social and cultural issues and problems faced by community members. They also work to solve these issues using scientific methods. As members of the community, they feel the hopes and concerns of community members and endeavour to perform their duties in the best possible way to serve the community, whether through the educational process, community service or scientific research.

The current study agrees with the study of (Arabiyat, 2019) which showed that faculty members practise social responsibility at a high level. It also agrees with (Tarawneh's, 2020) study, which showed that Jordanian universities achieve high social responsibility according to the requirements of sustainable development.

To answer the second question, the arithmetic means and standard deviations of the responses of the study sample members on the CSR scale were calculated according to the two variables (gender and university type), as shown in (Table.6). Then, a statistical analysis was conducted to assess the existence of statistically significant differences between the different groups. The significance level ($\alpha=0.05$) was used to determine whether there were statistically significant differences. It can be concluded from the results in (Table.6) whether there are statistically significant differences in assessing the degree to which faculty members practice social responsibility due to the variables of gender and type of university.

Table (6). Arithmetic Means and Standard Deviations of the Responses of the Study Sample on the Social Responsibility Scale According to The Variables of Gender and Type of University

Gender		AM	SD
Male	Public	4.42	0.71
	Private	4.56	0.46
	TOTAL	4.47	0.63
Female	Public	4.38	0.66
	Private	4.51	0.43
	TOTAL	4.43	0.58
Total	Public	4.39	0.67
	Private	4.53	0.44
	TOTAL	4.45	0.60

Based on (Table.6), we can observe that there are apparent differences in the responses of the study sample on the CSR scale based on the two variables (gender and type of university). To find out whether these differences are statistically significant, a 2-way ANOVA was used, and the results are shown in (Table.7).

Table (7). Results Of the Two-Way Analysis of Variance for The Social Responsibility Scale According to The Variables of Gender and University Type

Resource	Square No.	DOF	Square Avg.	F	significance
Gender	0.232	1	0.232	0.620	0.429
University	2.718	1	2.718	7.220	0.006

Gen.× Uni.	0.002	1	0.002	0.006	0.930
Error	255.273	681	0.375		
TOTAL	258.477	684			

Based on (Table.7), we conclude that there are statistically significant differences at the level of significance ($\alpha=0.05$) in the social responsibility scale, and these differences are attributed to the variable "type of university". It seems that private universities achieved an arithmetic mean of 4.5 while public universities had a mean of 4.4. In addition, the results of the bivariate analysis of variance showed that there was no effect of gender and university type, and no interaction between them.

The researcher attributes this to the fact that private universities work hard to promote social responsibility in several ways. They analyse the needs of the local community and make plans to meet those needs. In addition, private universities conduct scientific research in the field to find effective solutions. Private universities also organise workshops and training programmes for their students to introduce them to the importance of social responsibility and their role in their community. Private universities provide financial and moral support to charities and contribute to helping poor families. They also organise free workshops and training programmes that benefit the local community. Private universities provide support and assistance to students with special needs. These joint efforts contribute to enhancing social responsibility and serving the community effectively.

Also, the researcher believes that private universities have a suitable financial resource that they can use to implement strategic plans that aim to serve the local community. Private universities support student projects, encourage entrepreneurial ideas, and work to turn them into a reality that fulfils their ambitions. Private universities also conduct research and professional studies to understand and address the issues facing the local community, and provide plans and solutions to overcome these obstacles.

According to the study's analysis, no gender effect was found in community service. The researcher attributes this to the fact that both private and public universities apply fair rules and regulations that everyone abides by, and whether individuals are male or female, they belong to the same community and seek to provide service to it, and feel and live with their needs. Therefore, both males and females work to conduct research and studies to solve the challenges they face, provide advice and counselling to society, and provide material and moral assistance to their community.

The current study differs from Arabiat's study in 2019, as the previous study indicated that there are no statistically significant differences in the degree of exercising social responsibility due to gender, unless there is a will for societal change. The previous study found statistically significant differences in the degree of exercising social responsibility between the two genders in favour of females.

Third: The results of answering the third question, the arithmetic means and standard deviations of the degree of job performance of faculty members at universities in Amman Governorate from the students' point of view were calculated. These results can be found in (Table.8).

Table (8). The Arithmetic Means and Standard Deviations of The Job Performance Score of Faculty Members at Universities in Amman Governorate from The Students' Point of View

Rank	Paragraph No.	Statement	AM	SD	Practice
1	1	Employs modern technology within the lecture theatre	4.59	0.77	High
2	3	Works to make the student the centre of the educational process	4.50	0.76	High
2	10	Discusses questions raised by students in the lecture	4.50	0.64	High

3	16	Seeks to put forward ideas and proposals that increase the efficiency of education	4.47	0.70	High
3	14	Has a high level of responsibility	4.47	0.70	High
3	15	Confronts difficulties encountered in the lecture theatre	4.47	0.70	High
3	17	Responds to constructive ideas	4.47	0.71	High
4	8	Feels comfortable helping students	4.45	0.70	High
5	4	Demonstrates happiness when dealing with students	4.43	0.72	High
6	13	Dealing wisely with negative situations in the classroom	4.42	0.77	High
6	9	Distributes his/her attention to all students	4.42	0.77	High
7	5	Establishes organised times to meet with students and resolve issues	4.41	0.80	High
7	7	Encourages students to interact with each other	4.41	0.75	High
8	2	Ensures a variety of teaching methods to capture students' attention	4.38	0.82	High
9	6	Is sensitive to individual differences among students	4.37	0.79	High
9	12	Uses a variety of assessment methods	4.37	0.80	High
10	11	Feels satisfied when students are doing well	4.36	0.78	High
Job performance			4.43	0.65	High

By observing Table (8), it can be seen that the arithmetic means of the job performance score ranged from 4.59 to 4.36. Paragraph 1, which relates to employing modern technology in the lecture theatre, ranked first with an arithmetic mean of 4.59 and a standard deviation of 0.77, and was practised to a high degree. On the other hand, item No. 11, which relates to feeling comfortable when members teach students, ranked last with a mean of 4.36 and a standard deviation of 0.78, and was practised to a high degree. The overall mean of the job performance score was 4.45 with a high score.

It's thought that the researcher indicates that faculty members in Jordanian universities in the north perform teaching tasks with high efficiency, thanks to the attention and care given by universities to the performance of faculty members. The academic load is distributed appropriately and technology is applied in the educational process, and this contributes to the speedy completion of tasks related to the educational process. The economic aspect may also have an impact on this, as the economic income obtained by faculty members enhances their satisfaction and promotes their performance with high efficiency.

The results of the current study are consistent with the study of (Abu Samhadaneh, 2010), which showed that the level of job performance of faculty members at the university was high. The current study also agreed with (Al-Babtain's, 2018) study which showed that all faculty members' teaching performance statements were at a high level. These studies reinforce the conclusions regarding the quality of job and teaching performance of faculty members in universities.

Fourth: Results of answering the fourth question, the arithmetic means and standard deviations of the responses of the study sample members on the job performance scale based on the two variables (gender and type of university) were calculated, according to (Table.9). The significance level ($\alpha = 0.05$) was used to determine the existence of any statistically significant differences between the different groups. Statistically significant differences can be concluded if the values of the statistical test are below the specified significance level.

Table (9). Arithmetic Means and Standard Deviations of The Responses of The Study Sample on the Job Performance Scale According to the Variables of Gender and Type of University

Gender		AM	SD
Male	Public	4.39	0.80
	Private	4.59	0.51
	TOTAL	4.46	0.71
Female	Public	4.39	0.69
	Private	4.48	0.48
	TOTAL	4.43	0.62
Total	Public	4.39	0.73
	Private	4.51	0.49
	TOTAL	4.44	0.65

By examining (Table.9), we can observe that there are clear differences in the responses of the study sample on the job performance scale based on the two variables (gender and type of university). To find out whether these differences are statistically significant, a 2-way ANOVA was used, and (Table.10) can be seen to see the results related to this analysis.

Table (10). Results of Two-Way Analysis of Variance for The Job Performance Scale According to the Variables Oof Gender and Type of University

Resource	Square No.	DOF	Square Avg.	F	significance
Gender	0.408	1	0.408	0.913	0.337
University	2.858	1	2.858	6.385	0.010
Gen.× Uni.	0.399	1	0.399	0.892	0.343
Error	303.816	681	0.446		
TOTAL	306.880	684			

From (Table.10), it is clear that there are statistically significant differences at the level of significance ($\alpha=0.05$) in the job performance scale, and these differences are attributed to the variable of university type. It was found that private universities achieved a higher mean (4.5) compared to public universities (4.4). In addition, the results of bivariate analysis of variance showed that there was no effect of gender and no interaction between gender and university type. The researchers attribute this difference to the fact that the job performance required of faculty members in private universities is more specific and clearer, according to the applicable laws, regulations, and instructions. Failure to perform tasks and duties properly is considered a violation of these laws and may lead to loss of employment. Professional commitment and loyalty to the university also play an important role in these differences.

The researcher also attributes this difference to the fact that private universities in Amman compete and endeavour to attract faculty members who are highly competent in their job performance. The aim is to

increase the number of students who enrol in these universities, and this certainly leads to increased financial returns and improved performance of the university in general. This strong competition between universities benefits all university staff and enhances their progress and development.

As the results of the bivariate analysis of variance showed, no effect was found for gender and the interaction between gender and university type. The researchers attribute this to the fact that the laws, regulations, and instructions governing the work of academic staff did not differentiate between males and females. Consequently, all members perform what is required of them based on the duties and tasks assigned to them. In addition, the ethics of academic work obliges each person to perform the tasks and duties assigned to them to the fullest extent. This is also due to the fact that public and private universities provide equal opportunities for males and females to benefit from material and moral incentives.

The results of the current study showed concordance with the Abu Samhadaneh (2010) study, which confirmed that there are no differences in job performance attributable to gender. This means that there is no direct effect of gender on job performance, and therefore individuals of different genders can achieve the same level of performance at work.

V: Results of answering the fifth question, the Pearson correlation coefficient was calculated between the practice of social responsibility and the level of job performance from the students' point of view. The results can be found in (Table.11), which shows this correlation.

Table (11). Pearson's Correlation Coefficient Between the Two Variables of Social Responsibility and Job Performance from The Students' Point of View

Pearson correlation factor	CSR
Social responsibility	
Job performance	.923**

**Correlation is statistically significant at the 0.01 significance level

The findings of the study revealed that there is a statistically significant positive relationship between the practice of social responsibility and the level of job performance. The value of Pearson's correlation coefficient was 0.923, which means that the more faculty members practise social responsibility, the more their job performance increases. Conversely, as the practice of social responsibility decreases, job performance is affected. University faculty members focus on their responsibilities to themselves and their position in their profession, and seek to develop themselves professionally by reading and researching everything new in their discipline.

The reason behind this may be that universities encourage inter-academic research and development. Universities are the main incubator for scientific research and hold many scientific, educational and humanitarian seminars and conferences at the local level and participate in events at the regional and global level. These events contribute to the exchange of knowledge and expertise and promote scientific cooperation between universities and other educational institutions.

I think your researcher has indicated that the university holds periodic meetings for faculty members to identify their issues and contribute to solving them. This contributes to improving their job performance and fosters a sense of responsibility towards the university and the local community. Through paper or email correspondence, faculty members are continuously followed up by the university.

These practices reflect the university's commitment to supporting faculty members and enhancing their academic and research work. These processes of effective communication between the university and faculty members are one of the factors that contribute to enhancing scientific and educational performance in the educational institution.

The researcher also points out that universities impose a condition for the promotion of faculty members from assistant professor to associate professor, which is that they must score at least 20 points out of the total points in the evaluation of teaching and community service.

In other words, in order to be promoted, faculty members must achieve a teaching and community service evaluation that exceeds 20 points. This requirement reflects the importance of outstanding academic performance and effective contribution to community service in the academic field.

The results were similar to many results from previous studies, including the Arabiyat study in 2019, the Babbain study in 2018, the Sarkaz study in 2020, and the Karima study in 2019.

Recommendations

Firstly, providing material and moral incentives to faculty members who provide more community service can have a positive impact on motivating them and encouraging them to give more.

Secondly, providing professional growth opportunities for faculty members can contribute to developing their skills and knowledge in the field of teaching and scientific research, which enhances their job performance and contributes to raising the level of the university and its academic level.

Third: I suggest holding awareness seminars for faculty members to encourage them to practice social responsibility and link this practice to their job performance. Also, integrated evaluation and review systems can be adopted for the various processes in the university at all levels and fields, in order to enhance the integration between job performance and community service, and improve the continuous performance of all employees.

Finding

The researcher relied on funding for the project from her own funds.

Conflict of interest

“Authors state no conflict of interest”.

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