



Ways of Enhancing Social Responsibility of Faculty Members at Universities (A Case Study of Abu Dhabi University, 2020- 2021)

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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 enhance it. In order to achieve this objective, the study 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. For this purpose, the study chose a sample of (48) faculty members. The findings indicate the following: - The relative weight of social responsibility for the faculty members was (%78.80); this indicates that there is a high level of social responsibility, - There are no statistically significant differences due to the variables (gender, age), - There are statistically significant differences due to the college variable (science, engineering, business administration) in favor of the business administration college. Finally, the study recommended that it is 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

طرق تحسين المسؤولية المجتمعية لأعضاء هيئة التدريس في الجامعات (دراسة حالة جامعة أبو ظبي في الفترة من 2020-2021)

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المستخلص

هدفت الدراسة إلى التعرف على فاعلية المسؤولية الاجتماعية لأعضاء هيئة التدريس في جامعة أبو ظبي وكيفية تفعيلها. ولتحقيق هذا الهدف استخدمت الدراسة المنهج الوصفي التحليلي من خلال صياغة استبانة تضم (36) فقرة مقسمة إلى ثلاثة أبعاد: - المسؤولية الاجتماعية لأعضاء هيئة التدريس تجاه الطلاب، - المسؤولية الاجتماعية لأعضاء هيئة التدريس تجاه الجامعة، - المسؤولية الاجتماعية لأعضاء هيئة التدريس تجاه المجتمع. لهذا الغرض اختارت الدراسة عينة قوامها (48) عضو هيئة تدريس. وتشير النتائج إلى ما يلي: - بلغ الوزن النسبي للمسؤولية الاجتماعية لأعضاء هيئة التدريس (78.80٪). وهذا يدل على وجود مستوى عال من المسؤولية الاجتماعية، - لا توجد فروق ذات دلالة إحصائية تعزى لمتغيرات (الجنس، العمر)، - توجد فروق ذات دلالة إحصائية تعزى لمتغير الكلية (العلوم، الهندسة، إدارة الأعمال) لصالح كلية إدارة الأعمال. وفي النهاية أوصت الدراسة بأهمية قيام جامعة أبو ظبي بإعداد برنامج إرشادي لأعضاء هيئة التدريس تجاه مسؤولياتهم الاجتماعية تجاه الطلاب والجامعة والمجتمع المحلي.

كلمات مفتاحية: المسؤولية الاجتماعية، جامعات، طلاب، مجتمع، جامعة أبو ظبي

Introduction

Social responsibility is an important and essential element of life, without which life becomes chaos. The law of the jungle becomes common, where weak forces are eaten, and there is no cooperation and rivalry, the insignificance, the individuality, the focus on one's self until the humans extinct become as the dinosaurs extinct. So, the healthy needs of life need 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 (Al-Harthy Zayed Ajir, 2001). 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.

Problem of the Study

The problem with the study was the low effectiveness of the social responsibility of Abu Dhabi university faculty to students, the university and the community.

The main question is: 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:

1. 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)?
2. What is the reality of social responsibility of faculty members at Abu Dhabi University from their point of view?
3. What are the ways to enhance the social responsibility of faculty members at Abu Dhabi University?

Hypothesis of the Study

1. There are no statistically significant differences at the statistical significance level ($\alpha \leq 0.05$) among the study sample averages on social responsibility of faculty members due to the gender variable (male-female)
2. There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) among the study sample averages on the social responsibility of faculty members due to the college variable (science, engineering, business administration)
3. There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) among the study sample averages on the social responsibility of faculty members due to the academic rank variable (professor-associate professor-assistant professor - instructor)

4. There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) among 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

The Study aimed to identify the effectiveness of the social responsibility of faculty members at Abu Dhabi University. 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.

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 and Spring semesters 2017-2018.

Spatial limit: This study was applied at the Abu Dhabi University.

Theoretical Framework

1. The World Business Council for Sustainable Development has defined social responsibility as:
 1. "Continued commitment by businesses to act ethically and contribute to economic development and to work to improve the quality of living conditions of the labor force and their families, As well as the community and society as a whole" (Saleh, 2009).
 2. 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" (Quairel-Lanoizelée, 2007).
 3. The World Chamber 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" (Azzawi and Abu Zeid, 2011).

4. 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" (Lakhdar and Shnini, 2011).
5. 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" (Sufian, 2011).

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 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 (Abdul Razzaq and Sayeh, 2011):

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

Social responsibility consists of interdependent elements that develop, support and complement each other. These elements are (Nassar, 2000):

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 there is also 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.

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.

Area of Social Responsibility of the Faculty Members

The social responsibility of the Faculty Member at university in the following main areas has been classified by (Suhaila, 2008):

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 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:

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 (Mohamed, 2003).

Suhaila (2008) emphasizes the importance of the social institution in supporting the roles and responsibilities of the Faculty member at university by employing the following proposals:

- 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 of 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:

- 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.
- Meet the requirements of the university's supporters, clients and strengthen the university's relationship with the community.
- Achieve academic excellence at all levels.
- Maintain the excellence and efficiency of performance through the creation of an institution that deals with the provision of outstanding services.
- Promote a culture of creativity and create a stimulating learning environment.
- Enforce the University's financial capacity to invest in its growth and development and achieve excellence.

Previous Studies

The study of Al-Harthy (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 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.

The study of 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 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.

The study of Mae and 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 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.

The study of Jabber and Mahdi (2011) titled “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.

The study of Faltawi (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.

The study of Philpott et (2005). Sources of social responsibility for teachers. The study was 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.

Comments on Previous Studies

Previous Studies touched the reality of the personal social responsibility, discussed the level of psychological security and social responsibility of university students and the relationship between them, the relationship between an integrated personality and social responsibility, the role of universities in promoting concepts of social responsibility, Sources of social responsibility for teachers. But, this study touches the Ways of Enhancing Social Responsibility of Faculty Members at Universities (A Case Study of Abu Dhabi University, 2020- 2021)

Study Procedures

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. The study population shall consist of all faculty members of Abu Dhabi University during the fall semester 2017-2018. 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): The Sample of the Study by Gender and College and the Cumulative Average.

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

Study Tools

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:

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

Results and Discussions

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.

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 statements in each dimension. The following researcher's findings and interpretation:

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

Table (2) Shows the Arithmetic and Relative Mean and the Test Value for Each Dimension of the Questionnaire

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

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 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.

Table (3): The Value of the Arithmetic Mean, Standard Deviation, Relative Weight and the Ranking of the Field of Social Responsibility Among Faculty Members Towards Students.

N	Paragraph	Mean	Standard Deviation	Relative Weight	Ranking
1	I adopt the method of dialogue and exchange of views with students	4.44	0.57	88.88	3
2	I provide the appropriate and comfortable environment during the lecture	4.29	0.73	85.85	4
3	I 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	I provide psychological support required for humanitarian cases of students	3.97	0.87	79.58	8
6	I provide more descriptive activities help students express themselves	3.53	0.87	70.70	12
7	I support classroom activities that promote values of collaboration and teamwork	3.68	0.92	73.73	11
8	I link educational content with students' social issues	3.95	0.89	79.84	7
9	I strengthen the values of belonging to good well 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
Total			9.68	81.74	

It is clear from Table (3) that the highest score was gained by statement 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.

Table (4): 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
Total			7.22	82.50	

It is clear from Table (4) that the highest score was gained by statement 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.

Table (5): The Value of Arithmetic Mean, Standard Deviation, 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 charity 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
Total			14.78	72.16	

Table (5) shows that the highest score was gained by statement (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.

The Question: 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)?

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

Table (6): The Averages, Standard Deviations and the Value of "T" for the Questionnaire due to Gender Variable.

Dimension	Gender	N	Arith metic Mean	Stan. Dev.	t- value	level of Significance
Social responsibility of faculty members towards students	Male	33	64.4	8.73	0.070	is not significant at 0.05
	Female	15	64.3	8.24		
Social responsibility of faculty members towards the university	Male	33	78.8	10.04	0.903	is not significant at 0.05
	Female	15	77.2	8.46		
Social responsibility of faculty members towards society	Male	33	59.9	12.70	2.451	is not significant at 0.05
	Female	15	54.2	12.91		
Total	Male	33	203.2	29.13	1.456	is not significant at 0.05
	Female	15	195.8	24.81		

The value of the t-table for social responsibility of faculty members towards students is at the degree of freedom (48) and at the level of significance (0.05) = 0.070

The value of "T" in the table for social responsibility of faculty members towards the university at the degree of freedom (48) and at the level of significance (0.05) = 0.903

The value of "T" in the table for social responsibility of faculty members towards society at the degree of freedom (48) and at the level of significance (0.05) = 2.451

Table (6) shows that the calculated values of T towards the students, the university and society and the total score of the questionnaire at the level of significance (0.05) = 1.456. 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 students, the university and society regardless about his gender.

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

Table (7): Source of Variance, Sum of Squares, Degrees of Freedom, Mean Squares, T- Value and Significance Level

Status	Source of Variance	Sum of squares (SS)	df	Mean squares (MS)	t- 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			
Total	Between Groups	6681.431	2	3340.715	4.577	0.012 is significant at 0.05
	Within Groups	97292.951	47	737.067		
	Total	103974.382	48			

Table (7) 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 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 remote comparisons (Is a method for adjusting significance levels in a linear regression analysis to account for multiple comparisons) for and table (8) explain this.

Table (8): 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 (8) shows statistically significant differences ($\alpha \leq 0.05$) between science, business administration and engineering, also engineering and business administration. There are no statistically significant differences between science, business administration and engineering. But, there are statistically significant differences between engineering and business administration.

There are no statistically significant differences ($\alpha \leq 0.05$) among the study sample averages on the social responsibility of faculty members due to the academic rank variable (professor, associate professor, assistant professor, instructor)

Table (9) Source of Variance, Sum of Squares, Degrees of Freedom, Mean Squares, T- Value, and significance level.

Status	Source of Variance	Sum squares of (SS)	df	Mean squares (MS)	T-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	6	71.170		
	Total	9714.553	48			
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		
	Total	12186.181	48			
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		
	Total	22452.030	48			
Total	Between Groups	9393.938	3	3131.313	4.380	0.006 is significant at 0.05
	Within Groups	94580.445	46	721.988		
	Total	103974.382	48			

Table (9) 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 no statistically significant differences at the significance level ($\alpha \leq 0.05$) among the study sample averages on the social responsibility of faculty members due to the academic rank variable (professor-associate professor-assistant professor -instructor).

Table (10): 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 (10) 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 ($\alpha \leq 0.05$) among 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).

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

Status	Source of Variance	Sum of squares (SS)	df	Mean squares (MS)	T-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		
	Total	9714.553	48			
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		
	Total	12186.181	48			
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		
	Total	22452.030	48			
Total	Between Groups	495.072	2	247.536	0.319	0.730 is not significant at 0.05
	Within Groups	103479.309	47	783.933		
	Total	103974.382	48			

Table (11) 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: "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

Conclusions

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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