

**The Availability of University Social Responsibility Dimensions: a field  
Study in the Department of Management Sciences, Faculty of  
Economics, Business and Management Sciences, Badji Mokhtar  
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**Abstract:** *The study purpose of this study is to identify the importance of university social responsibility and the availability of its dimensions, namely the economic, social, and environmental dimensions. The study was conducted in the Department of Management Sciences at the Faculty of Economics, Social Sciences, and Management Sciences at Badji Mokhtar University, Annaba. To achieve the study objective, the descriptive and analytical approach was relied upon, and a questionnaire was developed and distributed to a cross-sectional sample of 42 professors. The data were processed using the Statistical Package for the Social Sciences, version 23 (SPSSV23). The study found the presence of the economic dimension and the presence of differences in it attributed to the male category, while the social and environmental dimensions were absent. One of the study's suggestions is for the university under study to strive to focus on social responsibility and include it in its plans and strategies.*

**Keywords:** social responsibility, university social responsibility, economic dimension, social dimension, environment dimension

**JEL Classification :** M5, M120.

**ملخص :** تهدف الدراسة إلى التعرف على مدى أهمية المسؤولية الاجتماعية للجامعة، ومدى توفر أبعادها المتمثلة في البعد الاقتصادي، والبعد الاجتماعي، والبعد البيئي، حيث تمت الدراسة في قسم علوم التسيير بكلية العلوم الاقتصادية والاجتماعية وعلوم التسيير بجامعة باجي مختار عنابة. لتحقيق هدف الدراسة تم الاعتماد على المنهج الوصفي والتحليلي، وتطوير استمارة وتوزيعها على عينة عرضية مكونة من 42 أستاذًا، وتمت معالجة البيانات بالاعتماد على برنامج الحزمة الاحصائية للعلوم الاجتماعية الاصدار رقم 23 (SPSSV23). توصلت الدراسة إلى توفر البعد الاقتصادي ووجود فروق حوله تعود لفئة الذكور، مع غياب البعدين الاجتماعي

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والبيئي، ومن مقترحات الدراسة أن تسعى الجامعة محل الدراسة إلى الاهتمام بالمسؤولية الاجتماعية وإدراجها ضمن خططها واستراتيجياتها.

**الكلمات المفتاحية :** المسؤولية الاجتماعية، المسؤولية الاجتماعية للجامعة، البعد الاقتصادي، البعد الاجتماعي، البعد البيئي.

## 1.Introduction

Social responsibility is a concept that is part of development plans and has gained importance due to its critical role in bringing about positive change in the development process. Its implementation is considered one of the effective steps towards the success and continuity of institutions, as well as achieving a balance between organizational and social objectives.

The university is one of the institutions with a unique social role. It was established to contribute to solving problems that societies may face by training specialists in all fields, in addition to conducting research studies aimed at achieving community development.

The university, as an academic, professional, social, and cultural institution, must step outside its walls and open its doors to participate in all of society's activities and events. Therefore, the university must deepen its commitment to social responsibility so that its presence becomes a testament to and indicator of societal progress.

In this context, Algerian universities have taken clear steps toward achieving a certain level of development. Badji Mokhtar University of Annaba is considered one of the most prominent and best Algerian universities, ranking among the top in many areas and distinguished by the quality of its education and graduates.

Despite the role it plays, it faces weaknesses in achieving development, especially from a social perspective, which has prompted it to strengthen its efforts and plans and include the dimensions of social responsibility within its strategies.

In accordance with the above, the problem is addressed through the following central question:

To what extent are university social responsibility dimensions present, from the perspective of faculty members in the Department of Management Sciences at the university under study?

The main question is divided into the following sub-questions:

- To what extent are sample members aware of the economic dimension of university social responsibility?
- To what extent are sample members aware of the social dimension of university social responsibility?
- To what extent are sample members aware of the environmental dimension of university social responsibility?
- To what extent are sample members aware of the environmental dimension of university social responsibility?

- Are there significant differences related to gender, age, academic rank, and seniority regarding the dimensions of university social responsibility?

To answer the study's questions, the following hypotheses were proposed:

- Hypothesis 1: The economic dimension is not present at a significance level of ( $\alpha \geq 0.05$ ) at the university under study.

- Hypothesis 2: The social dimension is not present at a significance level of ( $\alpha \geq 0.05$ ) at the university under study.

- Hypothesis 3: The environmental dimension is not present at a significance level of ( $\alpha \geq 0.05$ ) at the university under study.

-Hypothesis Four: There are no statistically significant differences at the significance level ( $\alpha \geq 0.05$ ) in the dimensions of university social responsibility due to the variables of gender, age, rank, and seniority at the university under study.

### **Study Objectives:**

The study seeks to achieve the following objectives:

- To reveal the reality of university social responsibility in practice.

- To identify the extent to which the dimensions of social responsibility are present at the university under study.

- To explore the reasons for the differences in the dimensions of university social responsibility at the university under study.

### **Importance of the study:**

The study derives its importance from the university's developmental role in society, its presentation of the reality of the university's social responsibility, its identification of shortcomings, and its presentation of proposals that would contribute to improving the university's social role.

### **Methodology:**

The descriptive and analytical approach was adopted, by collecting theoretical scientific material to describe the study variables from a theoretical perspective, and collecting field scientific material using a questionnaire as the primary tool for the study. The data was then processed and analyzed, hypotheses were tested, and conclusions were drawn.

## **2.2. Definition of social responsibility:**

There are many definitions of social responsibility due to the diversity of viewpoints and the differences in scientific specializations. Some define it as: "The performance of institutions of their economic, legal, social, ethical, and environmental obligations towards stakeholders, including shareholders, customers, suppliers, the environment, and society. The responsibility of the institution is represented by its responsibility towards achieving profit, towards stakeholders, and towards society" (Balaa 2022, 186).

It is also defined as: "The institution's contribution to achieving sustainable development by reconciling economic, environmental, and social objectives" (Suad 2022, 105). Additionally, it is defined as: "The sum of commitments voluntarily adopted by companies

through which they meet the expectations of stakeholders, society, and the environment in which they operate, provided that all dimensions are included within their responsibilities, including the economic dimension as a basis for ensuring the achievement of the remaining dimensions" (Falaq 2022, 127).

Accordingly, social responsibility can be defined as an organization's commitment to its internal and external environment from an economic, social and environmental perspective.

### **3. Social responsibility success factors:**

There are several factors that contribute to the success of implementing social responsibility, including the following (Bossaq 2022, 95):

- The necessity of believing in the issue of social responsibility towards society.
- The organization must define a clear vision for the social role it wants to adopt and the main issue it will work to address.
- The organization must assign a full-time official for this activity and define the required goals and plans.
- Focus on making these social programs self-sufficient in the future and self-sustaining.
- Ensuring these programs are delivered with strong, distinguished performance and high quality.
- Properly managing the social aspects that emerge during the economic activities of institutions, such as environmental compliance, respect for labor laws, and implementation of standard specifications, which pose a challenge to companies.

### **4. Levels of social responsibility:**

There are three levels of social responsibility (Janat 2022, 55):

**4.1. The institutional level:** This relates to the institution's role in mitigating any negative impacts of its activities on society, such as environmental damage, and operating in accordance with legal regulations.

**4.2. The ethical level:** This relates to honesty and integrity, interacting with, and respecting the public.

**4.3. The social level:** This relates to the institution's responsibility to solve societal problems.

### **5. Definition of university social responsibility:**

The concept of university social responsibility stems from corporate social responsibility. Some definitions of university social responsibility are as follows: "The university's responsibility for the impact of its activities and decisions on the internal and external community, within the framework of a clear vision that defines the university's priorities in addressing social responsibility issues related to all stakeholders within the internal and external community, in a manner that creates value for society and enhances the university's reputation" (Muhammad 2017, 533).

"A strategy through which universities seek to play an effective role in assuming their social responsibilities through their service and academic programs, their units, their professors,

and their students, in a way that meets the needs of society and achieves its well-being” (Bukhari 2020, 67).

“The responsible ethical behavior that universities must observe in their activities related to education, scientific research, and community service, towards all stakeholders and beneficiaries, whether students, faculty members, administrators, civil society organizations, the government, or other stakeholders” (Lotfi 2020, 238).

Based on the above, it can be said that university social responsibility is the university's assumption of its economic, social, and environmental responsibilities toward the internal and external community, and incorporating these responsibilities into its strategies.

#### **6. The Importance of University Social Responsibility:**

- Improving the university's reputation: Through social responsibility programs, the university largely ensures the support of all members of society for its development goals and mission, recognizes its practices, and contributes to the success of its plans and objectives.

Attracting and retaining outstanding employees: Social responsibility activities contribute to directing greater attention to human capital issues, including practices and activities that achieve fair wages, create a safe work environment, provide training and advancement opportunities, provide health benefits for employees and their families, and provide flexible working hours.

- Enhancing the university's capacity and achieving excellence: This is due to the positive correlation between university social responsibility practices and enhancing its competitiveness.

- Improving the work environment: University social responsibility improves the work environment in organizations and leads to increased cooperation and cohesion among all parties within the organization.

- Improving the university's financial performance: Social responsibility enhances the university's long-term financial performance.

- Supporting equal opportunities and equality: This is achieved by ensuring a work-life balance for employees and enhancing their professional and personal capabilities and skills. It also works to strengthen employee relationships based on shared responsibility and success, while ensuring fairness among all employees.

Improving the quality of services provided to the community: by advancing the development of community needs, working to provide and adapt to them, supporting and respecting human rights, and contributing to direct and indirect efforts aimed at developing clean and environmentally friendly methods and applied programs.

#### **7. The university's objectives for serving the community:**

Experts have identified three groups of university objectives to serve the community, which are as follows (Bukhari 2020, 69):

- Cognitive objectives: These address the development, advancement, or dissemination of knowledge.

- Economic objectives: These objectives aim to develop a society's economy and provide it with the human services it needs, as well as the expertise it requires to overcome its economic problems and develop the skills it needs.
- Social objectives: These objectives aim to promote community stability and overcome the social problems it faces. These objectives include the following:
  - Training students to engage in social activities.
  - Developing a mindset aware of the problems of society in general and the local environment in particular.
  - Linking universities with productive institutions in a reciprocal relationship.
  - Linking the quality of practical research to the problems of the local community.
  - Interpreting and disseminating research results for community use.
  - Conduct comprehensive environmental research that addresses some of the overlapping problems.

### **8. Dimensions of the university's social responsibility:**

The dimensions of social responsibility include many dimensions, and the following dimensions were chosen (Hanfi, no date, 23-24):

**1.8. Economic dimension:** This includes a set of economic operations, activities, and policies that take into account the university's social orientation. The university's economic dimension is represented by its response to economic changes and social and human requirements by creating new programs to meet the requirements for developing human resource skills in accordance with economic conditions and labor market requirements.

**2.8. Social Dimension:** This includes social activities, programs, and policies that aim to meet the needs and desires of beneficiaries related to the university's work. The social dimension undertaken by the university is evaluated in light of the community's satisfaction with the university's outputs. The university is responsible for preparing, qualifying, and training the human resources needed to work in all areas of community development. The university's social role is not limited to this alone, but extends to include its employees, both administrators and faculty members, as it works to provide social and health care for them through an integrated social health system.

**3.8. Environmental Dimension:** The environmental dimension of the university's social responsibility is represented by preserving the environment and its resources and ensuring their sustainability for future generations. This is achieved by spreading environmental awareness among university staff and members of the surrounding community. The university's environmental role extends to providing what is known as green education, which aims to create environmentally friendly universities by constructing buildings that limit environmental pollution and reduce energy emissions and work to rationalize them.

### **9.1. Reliability and validity test:**

The reliability and validity of the study tool are verified by relying on the Cronbach's alpha coefficient method, and the results are shown in the following table:

**Table (1): reliability and validity**

| Validity | Cronbach | Dimension             |
|----------|----------|-----------------------|
| 0.872    | 0.761    | Social_responsability |

Source: SPSS v23 outputs

The table shows that the overall Cronbach's alpha coefficient for the study's management was estimated at 0.761, while the overall reliability coefficient was estimated at 0.872. These values are greater than the criterion of 0.70. Thus, the results reflect the stability and reliability of the study tool, and thus the tool is valid for measuring what it was prepared for.

### 9.2. Test of Normality:

The normality of the probability distribution of the data is confirmed by the one-sample Kolmogorov-Smirnov Z test, and the results are shown in the following table:

**Table (3): kolmogorov-smirnov Z one-sample**

| Sig   | Z test | Dimension   |
|-------|--------|-------------|
| 0.013 | 0.169  | Economic    |
| 0.580 | 0.146  | Social      |
| 0.118 | 0.133  | Environment |

Source: SPSS v23 outputs

The table shows that the statistical significance value for the social and environmental dimensions is greater than the significance level of 0.05, thus the data for both dimensions follow a normal distribution. The statistical significance level for the economic dimension is less than the significance level of 0.05, thus the data for the dimension do not follow a normal distribution. The results indicate that the data do not follow a normal distribution, and nonparametric statistical methods will be used to test the hypotheses.

### 9.3. Test of Randomness:

Randomness is tested to ensure there is no bias in the answers, as the cycle test was relied upon and the results are shown in the following table:

**Table (4): runs test**

| Sig   | Z test | Dimension   |
|-------|--------|-------------|
| 0.822 | -0.225 | Economic    |
| 0.739 | -0.333 | Social      |
| 0.239 | 1.177  | Environment |

Source: SPSS v23 outputs

The results of the table show that the level of statistical significance for all dimensions is greater than the significance level, and therefore the results indicate the absence of bias in the answers.

### 9.4. Analysis of the dimensions study:

The study included three dimensions of university social responsibility: the economic dimension, the social dimension, and the environmental dimension. Arithmetic means and

relative coefficients of variation were calculated, and the results are shown in the table as follows:

**Table (2): descriptive statistics**

| % CD coefficient | ST diveation | mean | Dimention          |
|------------------|--------------|------|--------------------|
| 35.33            | 0.993        | 2.81 | <b>Economic</b>    |
| 35.94            | 0.992        | 2.76 | <b>Social</b>      |
| 35.21            | 1.088        | 3.09 | <b>Environment</b> |
| 36.16            | 0.980        | 2.71 | <b>Total</b>       |

Source: SPSS v23 outputs

The table shows that the environmental dimension ranked first with a mean value of 3.09, while the economic dimension ranked second with a mean value of 2.81, and the social dimension ranked third and last with a mean value of 2.76. The relative coefficients of variation were significant, which confirms that the answers of the sample members varied somewhat.

### 9.5. Testing the hypothesis:

#### 9.5.1. Testing the first hypothesis:

The first hypothesis was tested using the chi-square goodness-of-fit test, and the results are shown in the following table:

**Table (5): chi-square**

| Sig   | df | Chi-square test | Dimention       |
|-------|----|-----------------|-----------------|
| 0.008 | 8  | 20.800          | <b>Economic</b> |

Source: SPSS v23 outputs

It is clear from the table that the significance level for the economic dimension reached 0.008, which is less than the significance level of 0.05. Therefore, the null hypothesis is rejected and the alternative hypothesis, which states that the economic dimension is available, is accepted.

#### 9.5.2. Testing the second hypothesis:

The second hypothesis was tested using the chi-square goodness-of-fit test, and the results are shown in the following table:

**Table (6): chi-square**

| Sig   | Df | Chi-square test | Dimention     |
|-------|----|-----------------|---------------|
| 0.187 | 7  | 10.029          | <b>Social</b> |

Source: SPSS v23 outputs

It is clear from the table that the significance level for the social dimension reached 0.187, which is greater than the significance level of 0.05. Therefore, the null hypothesis is accepted.

**9.5.3. Testing the third hypothesis:**

The third hypothesis was tested using the chi-square goodness-of-fit test, and the results are shown in the following table:

**Table (7): chi-square**

| Sig   | Df | Chi-square test | Dimention   |
|-------|----|-----------------|-------------|
| 0.518 | 6  | 5.200           | Environment |

Source: SPSS v23 outputs

It is clear from the table that the significance level for the environmental dimension reached 0.518, which is greater than the significance level of 0.05. Therefore, the null hypothesis is accepted.

**9.5.4. Testing the fourth hypothesis:**

The fourth hypothesis for testing differences is tested using the Mann-Whitney U test and the Kruskal Wallis test, and the results are shown in the following tables:

**-Gender:**

**Table (8): Mann-whitney U**

| sig   | Z      | Sum of square | Mean rank | genre   | Dimention   |
|-------|--------|---------------|-----------|---------|-------------|
| 0.007 | -2.706 | 346.50        | 23.30     | male    | Economic    |
|       |        | 280.50        | 14.03     | femelle |             |
| 0.636 | -0.474 | 284.00        | 18.93     | male    | Social      |
|       |        | 346.00        | 17.30     | femelle |             |
| 0.660 | -0.440 | 283.00        | 18.87     | male    | Environment |
|       |        | 347.00        | 17.35     | Femelle |             |

Source: SPSS v23 outputs

The table results show that the significance level for the economic dimension is estimated at 0.007, which is less than the significance level of 0.05. Therefore, there are differences due to the gender variable in favor of the male category, as the average ranks for the male category are greater than the average ranks for the female category. The statistical significance level for the social and environmental dimensions is estimated at 0.636 and 0.660, respectively, which are greater than the significance level, indicating the absence of significant differences due to the gender variable.

**-Age:**

**Table (9): kruskal wallis**

| Sig   | Df | Chi-square test | Dimention   |
|-------|----|-----------------|-------------|
| 0.214 | 3  | 4.477           | economic    |
| 0.385 | 3  | 3.043           | Social      |
| 0.120 | 3  | 5.827           | Environment |

Source: SPSS v23 outputs

The results of the table show that all levels of statistical significance for all dimensions are greater than the significance level of 0.05, and therefore there are no statistically significant differences due to the age variable.

**-Rank:**

**Table (10): kruskal wallis**

| <b>Sig</b> | <b>df</b> | <b>Chi-square test</b> | <b>Dimention</b>   |
|------------|-----------|------------------------|--------------------|
| 0.083      | 3         | 1.594                  | <b>economic</b>    |
| 0.377      | 3         | 6.318                  | <b>Social</b>      |
| 0.829      | 3         | 2.335                  | <b>Environment</b> |

Source: SPSS v23 outputs

The results of the table show that all levels of statistical significance for all dimensions are greater than the significance level of 0.05, thus there are no statistically significant differences due to the rank variable.

**-Seniority:**

**Table (11): kruskal wallis**

| <b>Sig</b> | <b>df</b> | <b>Chi-square test</b> | <b>Dimention</b>   |
|------------|-----------|------------------------|--------------------|
| 0.661      | 3         | 1.594                  | <b>economic</b>    |
| 0.097      | 3         | 6.318                  | <b>Social</b>      |
| 0.506      | 3         | 2.225                  | <b>environment</b> |

Source: SPSS v23 outputs

The results of the table show that all levels of statistical significance for all dimensions are greater than the significance level of 0.05, thus there are no statistically significant differences due to the seniority variable.

## 10.Conclusion

A university's social responsibility refers to its duty to act in a manner that contributes to the well-being of society in addition to its own interests. This study sought to identify the reality of the university's social responsibility dimensions. After collecting, processing, and analyzing the necessary data, the study reached the following conclusions:

- The university under study practices social responsibility at a low level, reflecting a lack of sufficient attention to it and its dimensions.
- The lack of a suitable work environment, both physically and morally.
- The lack of connection and cooperation with the university's economic environment.
- The social dimension is limited to certain health-related services and Umrah trips.
- There is a lack of equity in the distribution of social housing.
- There is an absence of effective activities related to community development.
- The environmental dimension is limited to tree-planting campaigns only.
- The university is committed to addressing environmental issues by holding a scientific event.

- There are differences in the economic dimension among males, which is explained by their greater openness to the external environment than females, due to their acquisition of practical experience in the field.
  - Males believe there is a gap between theory and practice, as educational curricula do not align with labor market requirements, and students are not provided with the opportunity to engage in academic life.
  - Professors are not involved in solving problems facing economic institutions.
- In light of the findings, the following proposals can be made:
- The necessity of incorporating social responsibility into the university's vision and strategy.
  - Preparing an annual report outlining the university's social responsibility achievements.
  - Conducting field research studies on more Algerian universities, adding additional dimensions, such as charitable work.
  - Exploring ways to strengthen the university's relationship with its social and economic environment.

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