

## **Effect of Implementing Transformational Leadership and Governorship in Assuming Societal Responsibility by the Universities “The Middle East University (MEU) is a Model”**

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### **Abstract**

*This study aimed at inquiring the effect of implementing transformational leadership and governorship in assuming societal responsibility by the universities, MEU as a model through answering the following questions:*

- *What is meant by the transformational leadership in universities? And what are the outcomes of its implementation in MEU?*
- *What is meant by governorship in universities? And what are the outcomes of its implementation in MEU?*
- *What is meant by the societal responsibility of universities? And what are the outcomes of its implementation in MEU?*
- *What is the effect of implementing transformational leadership and governorship in universities in assuming societal responsibility by MEU?*

*To answer the question of the study, the researchers used inductive descriptive analytical methodology, in analyzing the literature and previous studies. The outcomes of study showed what is outcomes meant by transformational leadership, its dimensions and the outcomes of its implementation on MEU, through presenting the results of Shigwarah study (2012:a). The study also showed, what is meant by governorship, and its principles in universities, and the status quo of their implementation on MEU, through presenting results of Naser Al-Deen (2012:b) study. The study also showed what is meant by societal responsibility assumed by universities, and its dimensions, through presenting results of Shigwarah study (2012:b) implemented on MEU. Finally, the study clarified the results of implementing transformational leadership, governorship and societal responsibility on assuming MEU societal responsibility.*

### **Introduction**

Higher education witnesses a haste quantitative and qualitative development, for the numbers of universities increased, their programmes and fields of specialization varied, and their technicalities and instructional patterns developed. Cognition is not an intellectual luxury, but a life necessity and a basis for contemporary communities progress and was considered an economy acting all by itself, for the intergenerational systems and open organizations of the innovative production, and there became a necessity of concern about developing cognition and expending on it. And the economy of cognition became a basic axis at all scientific and cultural assemblies considered one of the open types of economy. And so the field of cognition turned into an axis for competition between states and communities that race in between each other to acquire sources of civilizational power and excellence. And became for scholars in this pattern of communities a lively and important role in order that the description with which they are known, is the description with which the whole community is designated, as of it transformed into the community of scholars and cognition owners until it was called the community of cognition (Attarawneh; 2010, Mu'ta University, 2010).

And so the process of education development obtained a great concern of most of the world states, and quality obtained a great part of this concern to the extent that made scholars call this age the age of quality as considered one of the basic supports for the model of successful administration, that appeared to favour the international and local variables and attempt to adapt with them (Mu'ta University, 2010).

Improvement and development of the university performance forms a worldly concern at all the world states, and from the most important characteristics, which distinguish any community from other communities, is its ability to lead the associations and vital programmes of its, not only with effectiveness and proficiency, but also with justice and innovation, where the size of services in higher education institutions existence is connected with the administrative organization, which makes the university message the compass of movement in behalf of the directive principles and university characters. So, the success of any association is the success of administration in it, and from here the importance of commitment of leading the university education associations with a comprehensive philosophy for continuous improvement in order to have an access to comprehensive quality at universities, that need the participation of all people to guarantee remaining and continuation for universities (Al-Basuoni, 2010: 215).

Raising the university education demands an integrated system and interactive with the transformational governorship and leadership. It covers all leaderships of decision-making and its sources. Therefore, the university leaderships adoption of the transformational leadership and governorship is considered the key of its reaching the highest levels of value and content. Raising the functions of the university (teaching, scientific research and serving the community) demands developing governorship and transformational leadership in particular and the institutional performance in it in general with what guarantees transparency, inquiry, and participation for all parts, in accordance with the legislative reference, organizer of the labour, in order the academic, administrative, and university decisions conduct according to scientific fundamentals in the university councils of governorship, and with what guarantees the university endurance of its societal responsibilities. And what some universities suffer from weakness in its leadership and governorship, because of the abundance of control parts and sides of intervention, and the personal relations lead to non-respecting the recommendations of governorship councils in it and their decisions, and so these universities are lost between temperament and haste of changes, and the institutional work and academic fundamentals are vanished (Naserel Deen, 2012: a).

Because the university is one of the most important social associations that affect and is affected by the social sphere surrounding it. It is made by the community from one part, and from the other part it is its instrument in making its technical, professional, political, and intellectual leadership. From this point every university had its message that it is in charge of achieving it. And the role of the university, in general and its leadership in particular is specified in the service of the community in its endurance of its societal responsibilities, attributed as forming one of the primary associations that are exploited by the developed communities to stabilize its cultural and civilizational values, and to achieve its educational and developmental projects (Njadat, 2010: 788). Therefore, this study came to show the trial of the Middle East University in the field of its implementation of the transformational leadership and governorship.

### ***Problem of Study and its Questions***

Numerous Arabic and Foreign conferences that did search in governorship and the transformational leadership deduced the importance of implementing them both in universities, aiming at improving their performance, the guarantee the high quality of their outcomes, and working to endure their societal responsibilities at the best, that guarantees their reaching the first positions in the worldly classification of the universities (Brawyah & Salmi, 2011). There upon, this study came to shed light on the trial of the Middle East University in this field, that is through answering the following questions:

#### **The first question:**

What is meant by the transformational leadership in the universities, and what are the results of implementing it in the Middle East University?

#### **The second question:**

What is meant by governorship of the universities, and what are the results of implementing it in the Middle East University?

#### **The third question:**

What is meant by the societal responsibility of the universities, and what are the results of implementing it in the Middle East University?

#### **The fourth question:**

What is the effect of implementing the transformational leadership and governorship in the Middle East University, in its endurance of the societal responsibility?

### ***Significance of Study***

The significance of study emerges from the significance of governorship of universities and the transformational leadership, that express the how by which the university is conducted, and controlled by all parts related to the university, and so it is considered as the instruments that guarantee the efficiency of the university administration in getting benefit of its possibilities and resources to guarantee the high quality of its outcomes and endurance of its societal responsibilities. So, the researcher views that the significance of study emerges from the importance of building a theoretical framework, suggested of how to implement governorship and transformational leadership at universities, that is through showing the trial of the Middle East University in this field, there upon the significance is personified in the following:

- This study is considered from the rare studies – in the limits of the researcher’s knowledge – it is considered the first of Arabic Studies, which discuss the effect of implementing the transformational leadership and governorship in universities endurance of their societal responsibilities.
- It is hoped that the results of this study benefit the administrative leaderships at the universities through recognizing governorship and transformational leadership and the machinery of implementing them both at universities, and their effect in universities endurance of their societal responsibilities, especially the trial of the Middle East University in this field.
- It is hoped that this study is as the compass that instructs councils of the governorship in the universities and their administrative leaderships to haste in implementing the governorship and transformational leadership in the university, and investigate their effect in the universities endurance of their societal responsibilities.
- It is hoped that this study enriches the Arabic library in the field of universities governorship, transformational leadership, and the societal responsibility.

### ***Objective of Study***

Since the governorship and transformational leadership are from the legally, economically and administratively interwoven sciences, that seek fighting corruption of all its types and guarantee the high quality of outcomes, through implementing their principles (inquiry, transparency, and participation) in the university management, and motivating the third function of the university, represented in the service of the community. Therefore, the objective of this study is showing the trial of the Middle East University in the field of implementing the transformational leadership and governorship and universities endurance of their societal responsibilities.

### ***Methodology of Study***

The study followed the descriptive analytical and investigational technique of literature and previous studies, aiming at answering the questions of study, and achieving its objectives.

### ***Procedural Definitions of the Study Terminology***

This study includes numerous terms, conceptually and procedurally defined as follows:

#### **Transformational Leadership:**

Burns defined the indicated in Shigwarah (2013) Transformational Leadership: “It is the process that pushes employees and activates them by reinforcing ideals and ethical values, and it is a pattern of leadership patterns, which occurs when somebody is involved, or participates another person or a group of persons participate each other at a technique, that pushes leaders and subordinates to higher levels of motivation and ethical behavior”. But procedurally it is: “A leading technique, implemented by the president of the Middle East University, deans of faculties and directors of departments in it, to raise the degree of the teaching staff and administrators’ consent, satisfactions, and loyalty, and motivate them to work hardly, and deepen the extent of their readiness to adopt the leading duties, required to be accomplished in the field of transformational leadership.

#### **Governorship of Universities**

An integrated system represented in the group of laws, regulations and instructions, that aim at achieving the high quality, distinction of processes and outcomes, and both administrations: the academic and the administrative, that is through choosing the appropriate strategies to achieve university purposes. And it is also an integrated group of human, and integrated and interactive materialistic elements, that create harmony and balance inside the university, for their loss causes a great defect in the university processes (Khorshed & Yousef, 2009).

But procedurally, it is: the how by which the Middle East University is conducted, and controlled by all parts related to the University, and so it is considered as the instrument, that guarantees the efficiency of the university administration in getting benefit of its possibilities and resources to guarantee the high quality of its outcomes, through implementing the concepts of transparency, fairness, participation, inquiry, implementation of laws, regulations, and instructions, and preparing able generations to comply with the cognitive and technical explosion, and fulfilling the needs of our communities with what compiles with the age.

### ***Societal Responsibility***

(Pride & Ferrel) defined the indicated to in Shigwarah (2013) The societal Responsibility conceptually for Universities it is: “the commitment of the organization in glorifying its positive effect, and decreasing the negative effect on the community”. But procedurally. It is: “the actual translation of the third function of the university functions, represented in the service of the community, for adapting individuals with the hasty changes in the world of science and technology together with the societal needs, which cover many societal dimensions, the researcher viewed to confine to three dimensions, they are: the social dimension, the economic dimension, and the environmental dimension”.

### ***Answering questions of the Study***

#### **The answer of the first question: what is meant by the transformational leadership at the universities, and what are the results of its implementation in the Middle East University?**

Entry of the transformational leadership is considered a new entrance to the administrative leadership, corresponding to the mutual leadership. In the mutual leadership, the leader as a representative of the administration, applies a mutual process between himself and the subordinates, for the subordinates submit the accomplishment of actions, meanwhile the leader presents rewards, or penalties. But in the transformational leadership, the leader seeks to create positive changes in the way of work, for he follows the doctrine of administration by exception, he does not interfere in work as long as it functioned in a natural way and without exceptional occurrences, and not ordinary to justify his intervention. He thus, follows the performance of his subordinates, and corrects what may occur of deviations in the performance (As – Salehi, 2008: 33).

The transformational leadership works to change individuals and turn them in: to leaders, and it concentrates on values, ethics, standards, and long run objectives, it covers submitting individuals’ incentives, filling their needs and treating them humanly. And it is a process enlisted within the leadership with the charismatic tincture and the future vision, “so the transformational leader appreciates the concealed energy inside the subordinates, where he increases their capacity to accomplish the present and future liabilities, required from them” (Abuel Noor, 2012: 16). And the transformational leadership is considered an entrance can be used to describe a large extent of leadership, from the accurate attempts to affect in the subordinates at the individual level, to the most larger attempts; to affect in the organizations as a whole and the complete cultures. And in spite of that the transformational leader performs an axial role in hastening in occurring the change, but the subordinates and leaders connect with each other in the transformational process (Al-Rigib, 2010: 13). The transformational leadership is a leading technique, connected with ethics. And the individuals who show characteristics of transformational leadership, have a strong group of values and beliefs, and they are effective in motivating followers to work at methods support the public interest in a form more than their personal interests (Kuhnert, 1996: 19).

The transformational leadership has four dimensions, included by the questionnaire of the multifactor leadership (MLQ), which was laid by (Bass) indicated in (Kirkland, 2011: 171-173). These dimensions are:

**Firstly:** the ideal effect (Charisma): the ideal effect is that behavior that encourages subordinates to look at leaders as models of the role. And the core of ideal effect is represented in finding values that inspire and save meaning of work for the subordinates. And the concept of ideal effect is considered extremely connected with the concept of charisma and charismatic leadership. Charisma is the group of attributes and patterns of behavior by which leaders become ideals followed by subordinates, beside they are admired, respected, and trusted by others.

The ideal leader is distinguished by talking about his values and beliefs, and by specifying the significance of existence of a strong perception of the objective, and planting pride in others for their connection with him, in addition to that he goes to farther of his personal interests for interest of the group, and behaves by methods lead to others respect of him, and takes into consideration the ethical results and professionalism of decisions he issues, and shows perception of power and self trust.

The leader lays the meaning or the significance through continuous understanding and communication with employees. And also he owns a high capacity of persuasion and raises visions and concepts about the future of the organization. Charismatic leaders can be distinguished from other leaders, from part of employing purified professional administrative practices bid effect occurrence and leave a clear impression at the employees (Kirkland, 2011: 171-173).

(Northouse, 2004: 61) described the Charisma by the ideal effect. He describes leaders, whose behavior represents typical roles for their subordinates and wishes to resemble them at a great deal. And usually, these leaders have very high standards for ethical behavior, and they can be depended to perform the correct thing. Subordinates conceal a very great respect for them, and oftenly trust them very much. And they provide the subordinates with a vision and perception with the message; for the charisma worker describes the specialized individuals, who make others wish to follow the visions they raise.

The ideality expresses the strength of personality which bids a high degree of loyalty to occur, commitment and recognition to the leader, and getting the subordinates acquainted with the leader and his message and adopting his values, objectives, behavior and trust in him and truth of his beliefs, and also the state with which the leader is inspired. Abundantly the ideal leadership connects with the crisis and finding real solutions to it; for the subordinates are open with the leader, and ideal leaders are characterized with strength of personality. Self – trust, and tactfulness, and sentimental expression, in addition to their inclination to receive risk (Daft, 2008: 91).

Mari' (2008: 40) assured that ideal effect occurs when leaders are characterized that they are patterns, and symbols of the role, or the post they occupy; for employees look at them that they are ideal in ethics and values, and they show feelings of administration, respect, and trust towards them. Also the leader's behavior and his practice, which both personify desire on public interests make him more affecting employees working with him. Meanwhile, Green, et.al., 2003: 4, cleared that vision, respect, trust, truth, participation in risks, integration, and strength are considered from traits of ideal or charismatic effect dimension.

#### **Secondly: Individuals care:**

It is a group of behavior pattern, through which the leader can provide personal concern of every subordinate, that is by getting acquainted with the level of needs and special wishes with every subordinate and observing the individual differences among subordinates at filling those needs (Al – Rigib, 2010: 18). Here the leader treats other individuals more than being pure members in a group, and concerns about the individual, because he has needs, capacities, and ambitions, different from others. And he assists others to support power points at them, and spends time in teaching others and training them (Kirkland, 2011: 171-173). And (Northouse, 2004: 62) added that this factor represents leaders who make the supporting climate available, in which they carefully listen to the individual needs of the subordinates. And the leaders, like directors and consultants during their attempt to assist individuals to achieve themselves, for these leaders may use deputization a means to assist the subordinates to develop through personal challenges.

#### **Thirdly: the mental excitement:**

Means exciting the employees to think in new methods of solving problems, and using the logical thinking before proceeding with any implementation or behavior, for the transformational leader must work to find strong justifications calling the employees to review methods of their thinking towards the technical and human labour problems and their personal values, and to assist them in solving their problems by new methods through dialogue and presenting evidences and proofs, supporting the innovative solutions (Al-Rigib, 2010: 17-18).

The leader who propagates the mental excitement among the subordinates, works to reexamine the criticizing suppositions, to specify if they are appropriate or not, and searches for different imaginations at solving problems, and suggests new methods to look in how to complete tasks, and urges others to look at problems from different sides (Kirkland, 2011: 171-173). And (Lucks and Howard, 2002: 28) had indicated to rationality and solving problems, innovation and reinforcement, are considered from traits of mental excitement dimension.

#### **Fourthly: inspirational arousal (inspirational motivation)**

(Twigg, 2004) defined motivation that it is: “irritating feelings and sentiments amongst the employees to work on movement, inspirational leadership, vision, spiritualism, and the leader's dogma and his belief”.

Practiced leaders of inspirational motivation incline to talk enthusiastically about what should be accomplished, and speak optimistically about the future, and clarify the future vision of the university, and assure the importance of existing group perception with the university message, and they express their trust that objectives will achieve capacity in them to motivate the subordinates to the level of the highest performance (Kirkland, 2011: 171-173).

(Avolio & Yammarino) assured what is indicated in Shigwarah (2013) that some researchers view the motivated leadership as an unsearchable thing, and that the motivation dimension is one of the inborn traits of the leader, that means charisma is a type of talent, that is not acquired or be changed. But (Shandrina, 2007) had indicated that transformational leaders work to inspire the subordinates and motivate them through saving the spirit of challenge at work, beside building strong relations with the subordinates. That is, through interactive communications, which consist the cultural connections among the participants, and lead to transform values of both parts into mutual values (Al-Rigib, 2010: 17).

And the transformational leadership shares in laying standards to the university performance, within an integrated and connected order that makes it able to response at effective internal and external changes, and puts values to the university and supports it and bids occurring changes in its culture and beliefs, and raises the importance of the transformational leadership, and the possibility of applying it at universities, from the point of view of (Sergiovanni, 1996: 103) that it is a technical leadership, including administrative techniques at a high degree of significance, and it works to raise the level of university performance, and responses effectively to the changes that occur in the climate of universities' work, and turnings in employees' needs and wishes, and also dealers with the university from students, employees, and individuals of the local community, in addition to raising the employees trust, and making them feel with citizenship and belonging to the university and urging in them the necessary motivation to achieve the distinguished performance to guarantee the high quality of processes and outcomes (Shandrina, 2007).

And from the studies that searched in applying the transformational leadership at universities, Al-Ghamidi study (2001), that aimed at reconnoitering the extent of applying the academic leaders at Saudi universities of the transformational leadership. Its results showed that the characteristics of the transformational leadership and its elements amongst the academic leaders at Saudi universities, from the extent of their availability were at a medium degree.

But Al-Jaroodi (2007), she did a study entitled: "Preparation of Transformational Leaderships at Saudi Universities". The study deduced numerous results, some of which are: supporting all leaderships, the subject of study, to importance of training on skills of the transformational leadership and their complete conviction that they will share in raising their leading skills in the field of their work, and the leaderships employing the elements of the transformational leadership at their leading techniques, and their administration of employees is available at a great deal.

And the study done by Al-Omar (2009) entitled "Characteristics of transformational Leadership amongst Heads of Scientific Departments and their relationship with the spirits of the Teaching Staff Members in the Islamic Imam Mohammad Bin Saud University" aimed at showing that the heads of departments apply the axes of the transformational leadership by difference of both variables (age, and years of experience), and non-existence of differences statically indicative ascribed to the variable of the scientific degree.

And (Basham, 2010) prepared a study investigated the subjects that face presidents of universities, who apply the transformational leadership and the mutual leadership for solving the problems that face them. Its results showed that the majority of universities presidents prefer applying the transformational leadership. And they appreciate existence of distinguished university environment supported by trust. And they are entrusted to apply both patterns of leadership (mutual and transformational) to guarantee occurring change at the level of individuals and faculties as a result of the personal concern of them both. And the presidents of universities enjoy the necessary enthusiasm to apply transformational and mutual leadership.

But in the Middle East University Shigwarah (2010:a) wrote a study entitled "The Extent of Applying the Transformational Leadership in the Middle East University, from the point of view of both the Teaching and Administrative Staff Members in it", and aimed at reconnoitering the extent of applying the transformational leadership in the Middle East University, from the point of view of both the teaching and administrative staff members in it. She employed the questionnaire of the multi-factors leadership (MLQ to measure the extent of applying the transformational leadership in general, and its four dimensions (ideal effect, individuals care, mental excitement, and inspirational motivation), in particular.

Its results indicated that the extent of applying the transformational leadership in the Middle East University, from the point of view of both the teaching and administrative staff members in it, was very high, but at the level of the four dimensions of the questionnaire, the arithmetic mean had amounted between very high to the dimension of inspirational motivation and with an arithmetic mean of (4.39), and high to the dimension of individuals' care, and with an arithmetic mean of (4.09).

Meanwhile, the T-test did not uncover about existence of differences with statistical indication at the level of ( $\alpha \leq 0.05$ ) amongst responses of individuals of the sample on three dimensions for the transformational leadership. Meanwhile, the study uncovered existence of difference with statistical indication at the level of ( $\alpha \leq 0.05$ ) for the dimension of inspirational motivation, and for the interest of the teaching staff members.

Shigwarah (2012:a) had ascribed causes of that to: Desire of leaderships of the Middle East University to yearly train the administrative cadres on every new thing in the field of administration, and concentration on applying policies of the university, the most important of which is adopting the transformational leadership in the university administrations, deanships, academic departments, and its departments. She had ascribed that to that the majority of presidents of universities, the deans and directors of departments from individuals of the sample understand that the behavioural practices of the administrative leaders reflect what the transformational leadership includes of leading practices. And may be this high result came by believing of individuals of the sample that they perceive the importance of the ethical side in the administrative work, reflected in their leading practices, that give a positive impression about the performance of these leaders.

Great enthusiasm amongst the academic and administrative leaderships of the Middle East University in applying the transformational leadership with its different dimensions, aiming at spreading democracy and applying governorship built on principles of inquiry and transparency, participation and control; and may be the desire of governorship councils of the Middle East University to make its administration an exemplary amongst the Jordanian and Arab universities reaching the universality, through proper leadership, that positively reflected on its processes and outcomes, and soon its classification amongst the worldly universities. In addition to that the transformational leader gives a special concern to the needs of every individual to develop him and to advance with the level of his performance and development. So he works a trainer, advisor, friend, and instructor, and cares about personal parts of each of them. And creates new opportunities for their education, taking in consideration the individual differences among them due to their needs and wishes. And looking at them as complete persons instead of looking at them as being subordinates or workers. And he is a good listener to them and gives them trust and confidence if they wanted to say anything. And he deputizes duties to develop the subordinates, and this deputization is done in accordance with continuous control to recognize if the subordinates were in need of additional instruction or evaluation.

### **Answering the second question: what is meant by the universities governorship, and what are the results of applying it in the Middle East University?**

Universities' governorship is considered from the modern concepts which obtained great concerns in the last years at universities across using it in achieving the comprehensive high quality and distinction in performance, and it is the source or the reference upon which it is depended in governing the university. The governorship is defined as "a group of laws, regulations, and instructions that aim at achieving comprehensive high quality and distinction in performance by choosing appropriate and effective strategies to achieve the university destinations and strategic objectives". And it is by that means the systems that govern the relations between the basic parts, which affect the performance, and cover constituents of strengthening the university at the long run and specify the responsible and responsibility.

Applying governorship and its principles at universities assist them attain their strategic destinations, for its application leads to framing the relation between the university and its governorship councils, interests owners, employees, and its students on clear scientific bases (Mungiu – Pippidi & Dusu, 2011), beside specifying the responsibilities imposed on the shoulder of each one of them and following up their carrying out.

They also assist in uprooting the states of carelessness and corruption, and irresponsible wasting, which may happen at universities, through applying policies characterized with clearness and transparency, and empowerment of all associates of the university and its students to practice their role at a complete form and at a high degree of accuracy (Khursheed & Yousef, 2009). And also it specifies the roles of governorship councils, interest owners in it, its leadership, and all its associates in a frame of observance and control through applying principles of governorship.

And governorship saves a healthy environment for working through the doctrine of inquiry, respect of laws, regulations, and instructions and evaluation of the performance of all at a correct scientific form (Naserel Deen, 2012: a). And it also works to increase trust and reinforce the culture of dialogue amongst the different associates of the university, its leadership, and students, and finding forms of cooperation, interaction, integration by work, and improving the performance and developing it (Corcoran, 2004).

Many studies indicate that the political dimension is one of the governorship dimensions (Naserel Deen, 2012: a), and it is what distinguishes between the state governorship and the university governorship when the matter concerns the general policy at the level of the state (Al-Taii' & Hamad, 2010). And there is the administrative dimension, that centers around the university leaderships, the governorship councils in it, and the machinery of transition from the prevailing administration to the governorship (Irtwang & Orsaah, 2010). But the economic dimension, it is what specifies the relationship between the governorship and the size of investment at the university from a part, and annihilation of carelessness forms and corruption from the other part, and achievement of the continuous development, development, and correction of the track from a third part (Saleh, 2010).

Meanwhile, the social dimension treats the extent of the university adoption of a record of behavior specifying all the teaching staff members, administrators, and the students in it ... performed on a group of specified principles (Naserel Deen, 2012: b), for the contents of the governorship values are connected directly with the patterns of behavior adopted by the principles of governorship, represented in participation, transparency, and inquiry, concentrated on adopting and accomplishing the collective objectives and not the individuality and its trend (Izzat, 2010). But the financial dimension works on organizing the relationship and specifying it amongst the effective parties and the affected ones by the university policies, decisions, and financial results from the interests owners in it. By that the university can execute its special strategy through measurement, control, and motivation (Tarbiyah, 2010).

Naserel Deen (2010: b) had indicated that applying governorship in the university has a prominent importance in the contemporary world, for its applying works to glorify the value of the university, and its competitive capacity, especially in the field of its outcomes and its regional and universal condition, and so it works to specify the strategic trend of the university by taking correct strategic decisions to preserve the resources, the materialistic & moral earnings of the university. And Halawah & Taha (2011) emphasized that applying the governorship generates a good climate for the collective, which seeks attaining specified destinations, and they are directed to the best usage of the university resources and reinforcing inquiry, and the good distribution of duties, and services and their conduct, and applying decrease appearances of difference in the university, and increase the states of integration and interaction amongst owners of interests, that is, through the increase of effectiveness expression, inquiry, control, and incentiveness (Brzawiyah & Salmi, 2011).

And the importance of governorship conceals in being a comprehensive system, if universities invested in accordance with an organized scientific method, capacity to adaptation with variables of both internal and external environments, and decrease the different points of view, and increase of integration with owner's of interests with what shares in achieving the competitive characteristic in the high quality of its outcomes, the materialistic and the moral, and in its academic and scientific fame, the local, regional, and international, and the extent of its attaining the worldly accreditation (Izzat, 2010).

Governorship of universities and their administration at a good form, demand more of inquiry, transparency, and large participation in its leadership with what guarantees rights of interests owners at university education, headed by students (Khurshed & Yousef, 2009), that is governorship of universities in general becomes the clear way through which the university activities, their conduct, and control are directed, until it can do its basic functions in developing the community, reinforcing values of science, and spreading the culture of scientific research. It is the function achieved scientifically through developing the human functional cadres and supporting their research and technological capacities, aiming at interacting with data science and knowledge age, teaching the coming generations and training them in the field of modern sciences, and planting the culture of research and development and their values in their minds, and rebuilding their political culture, with what supports values of societal participation and responsibility (Shibli & Manhal, 2008), and in the sometime developing the scientific researches, in the field of basic sciences and applied sciences and using them in supporting efforts of comprehensive development (Naserel Deen, 2012: b).

The Arabic and foreign literatures showed that universities governorship is considered an integrated mass that bid balance to occur inside the work that its loss causes a big defect in the university and its processes, and so in its outcomes, and participates in governorship, the governorship council consisted of: Trustee council, University council, Deans council, and the Scientific Departments, beside directors, professors, and students and members from the local community and graduates, from them:

The study made by (Corcoran, 2004) about governorship of universities, and the legal commitments of the university councils, which deduced that governorship of universities leads to distribution of the process of decision – making inside the university between different structures of governorship (faculties, academic councils, and Trustee council) and the administrative structures (departments, sections, vice-presidents and assistants). In addition to distribution of responsibility, accountancy, and transparency for practicing the authority of decision – making.

But Halawah & Taha (2011) both prepared a study aiming at investigating the reality of applying governorship in Jerusalem University. The results of which showed that governorship exists in Jerusalem University, but not as the required level in accordance with worldly governorship standards; for it inclines to deal in solving problems to the values and trends, more than applying governorship requirements and its standards. Besides that most of decisions are extemporaneous, inspite of the existence of a letter issued by the personnel affairs, concerned about regulations and university laws (that is governorship), and the results showed that most employees in the university do not refer to the book specialized for regulations and laws, or ignorant of what is available of wordings, or they do not know the existence of it at their hands. And there are some ambiguous items in this book, or explained in a miss- understandable way. The results also showed that weakness of financial resources had the greatest effect in inability to apply laws and regulations.

(Gewna & Musico, 2009) did a study entitled “Governorship of Transferring Knowledge by the University”: “A critical Review of the Literature”. Its results indicated that universities that apply governorship participate in activities of transferring knowledge, and witnessed great changes in governorship of the relations among universities and other parties, for transferring knowledge became a strategic issue as a source of financing the university researches, and an instrument of the general policy of the economic development. And universities differ a great deal at the extent of their capacity in rise and success in marketing academic researches. And results showed the roles, that should be done by universities to transfer university knowledge and in marketing results of researches. And indicated that governorship has its effective effect in the process of transferring knowledge and openness to other universities.

And to specify the fields of the Taiwani University learning from the American universities (Lee & Land, 2010) had prepared a study entitled “What can the Taiwani universities learn from the American universities in the field of governorship?”. It aimed at showing the trends and issues of the Taiwani universities governorship compared to governorship of universities at the United States, and deducing the applications, that Taiwani Universities can benefit from the American universities. The study deduced that governorship of the Taiwani Universities is read to democratic and efficiency heading, and that systems of universities governorship in them should be responsible for financial and administrative matters at the University, and the university council is responsible for academic affairs with the educational attribute. Therefore, the Taiwani universities governorship needs more legislative changes and means of communication.

But (Mok, 2010) study about universities in Singapore and Malisia, and the extent of their applying governorship. The study cleared how did the academicians perform evaluating application of the governorship and its effect in the changes, which occurred in the university life, for they provided a group of reports and analyses, which came as a result of a visit to the university campus and meetings during the period (2007 – 2009). And it pin – pointed that inspite of the higher administration of these universities were given some freedom in how do they conduct their universities, most of the academicians who were met, did not perceive a great difference in reformations after applying governorship in their universities, and most of the academicians are still exposed to more pressures from the university administrations, instead of feeling with “mutiny” or “authority”. And inspite of this fact, but the government of Singapore and Malisia attempted to adopt concepts and liberalism practices to finance universities governorship, because the academicians view that the state is still unable to control universities and higher education.

And (Gasman, 2010) in a study of her, deduced five lessons for the leaders of the university campus, represented in adopting: transparency, inquiry, participation in all affairs of the university, respect of remuneration of service termination, respect of obliged procedures, respect of mutual governorship, and reinforcing the culture of discussion, and dialogue between students and leaders of the university and its administrators.

And (Wang, 2010) had done a study about “Higher Education Governorship and the University Independence in China”. The study aimed at studying the system of self – governance of the university (its independence) and the extent of governing the university education by the government through drawing a non-central complication policy of the higher education. And the study investigated the independence of the university through studying the rules, organizing departments, and opinions of responses to the questionnaire and its relationship with the state, and discussed the machineries of the government and the Chinese Communist party domination on higher education. And the study deduced that applying the governorship with its principles (transparency, participation, and inquiry) and double coexisting of control machineries and new liberalism practices did show innovation, invention, and ability to advance with them at the university and the state, and that was reflected on the high quality of the university outcomes and at a positive form.

But Bzawiyah & Salmi (2011) had indicated in their study that there exists in Britain about one hundred and eleven universities and colleges, and all of them have a clear and announced system of governorship, Both Universities Oxford & Cambridge, for example, are governed by a legislative council (governing council) consists of a great number of university members and its associates of graduates, employees, or recorded researchers, within what is called the university record, their number amounts to about 3000 members. These councils either they are in Britain or in the United States of America, they do elect members of the executive councils in the university. Some of which are: the trustee council, President of the University, and deans of faculties. And the study deduced the following:

- Governorship is considered one of the basic systems that aim at achieving the high quality, and the higher education represents the appropriate ground to apply its principles.
- Trial of the United Kingdom in governorship of universities is considered one of the most important present trials; for it has an announced system to apply the principles of the university governorship. And that had shared, at clear form, in the institutions of higher education attaining advanced positions of the worldly classification of the universities.
- The study specified axes of the high quality of the higher education, and also the machineries of the institutions governorship system, and also pin-pointed how to apply the machineries of governorship on the higher education in order to achieve the high quality. And study was concluded with the characteristic traits of the trial of the United Kingdom in the universities governorship.

(Mungiu – pippidi and Dusu, 2011) wrote an evaluation of the Romanian public universities governorship, for (43) public universities were evaluated due to original methodology, from part of administrative fairness, or academic fairness, democratic government, academic governorship, and proper financing for only one academic year. And the results of evaluation had uncovered the existence of regular problems in the organization of the university life, and the instrument of work in it, ascribed to failure in building systems of inquiry and calling to account at the level of the university, after applying un-centrality in the university education, to compete in order to improve the general aspect of the university, and so to reform its practice.

Therefore, governorship is not a pure comprehensive administration of the university, but it is of larger range and more general of the concept. It is an integrated system represented in a group of legislations, aiming at achieving the high quality of processes and outcomes, and both administrations; the academic and the administrative and their distinctions (Bzawiyah & Salmi, 2011). That is, through choosing the appropriate strategies to attain the university destinations. And it is also an integrated group of human and integrated and interactive materialistic elements, that create harmony and balance inside the university, for their loss causes a great defect in the university processes, then in its outcomes, and generally the governorship is performed on three principles:

- Transparency: it means designing systems, machineries, policies, and legislations and their applications, and it is considered from the worldly important standards in classification of states and put them in order even universities (Bzawiyah & Salmi, 2011). And transparency is a machinery for measuring the extent of applying governorship in the community, and it allows individuals get knowledge and information connected with governorship in order to enable them to take decisions with mutual effect (At-Taii & Hamad, 2010).

And transparency means clarity of what is going on and occurs inside the university, with the simplicity of flowing the accurate information and objectivity and simplicity of using them and applying them actually by the employees of the university. This clarity means that university students can express easily to the university leadership about what moves in their minds and about their problems and needs, the thing that generates productive dialogue between the university leaderships and students. And the open meetings form a challenge to students thinking and motivate them to participate and share in covering the values of dialogue and constructive communication between the university leaderships and its students (Naserel Deen, 2012: a).

- Participation: it is allowance of governorship councils of both staffs the academic and the administrative, students and the community participation in drawing policies, and laying work rules at the different fields of university life (Lee & Land, 2010), and allow opportunities to the university students to have a role in the process of decision-making (Khursheed & Yousef, 2009). And the good governorship has to include all participation contents to support the university leadership and governorship councils in it as a model in applying the university policies.
- Inquiry: it means empowerment of the concerned individuals inside and outside the university to control work without leading that to breaking down the work, or oppressing others (Khursheed & Yousef, 2008), beside applying regulations and instructions with transparency on all employees in the university and students (Corcoran, 2004), and inquiry is considered the other face of leadership, and without it is dictatorial leadership (Naserel Deen, 2012: a). It is a commitment that obliges others with calling to accountancy, or answering for the responsibility by which they are entrusted (Al-Aabbas, 2010).

The Middle East University applied governorship through five stages, they are:

**First Stage: definition of governorship (spreading the culture of governorship) and consisting a public opinion supporting it.** It is the most important and dangerous stage at all. In it, the milestones and sides of the governorship were clarified, together with specifying the dimensions and its particular concepts, clearing its methods, instruments, and messages, and differentiation between the governorship as a culture, behavior, and commitment, and the governorship as a basis of the fair treatments.

**Second stage: building the basic structure of the governorship:** in this stage, the basic structure of the governorship was built on strong bases able to grasp its movement, and able to interact with its variables and new developments. It is a compound, branching and stretched structure, for the basic structure is considered extremely necessary to establish the governorship and applying it, and achieving understanding and effective coexisting amongst the different parties.

**Third stage: laying a standard programme for the governorship and specifying its measuring timings:** A schedule was laid, specifying deeds, duties and tasks of all associates of the university, for achieving all expected and sought objectives.

**Fourth stage: execution of governance and applying it:** in this stage, the actual experiments which measure the extent of readiness and wish of all parties in applying governorship, were applied. Governorship as it has freedoms, also governing restrictions and adjustments are practiced in it.

**Fifth stage: following up the governorship and developing it:** follow up applying governorship and guaranteeing properly of executing and developing it is considered of the most important previous stages, for control and following up are the main instrument used by the university for the sake of properly carrying out the governorship, and it is a control with an integrated derivative nature. It has two main functions; they are: an occupational function to treat any error or defect that may occur. And a precautionary inventive function, performed on instruments and means that increase the effectiveness of governorship. And so an organizing and administrative unit was put inside the administrative structure and the organizing construction of the university, to follow up the proper performance of all associates of the university with what guarantees carrying out the values of governorship at an accurate and effective form.

Implementation of governorship in the Middle East University assisted it in attaining its strategic destinations, for its implementation led to framing the relationship between the university and its governorship councils, interests owners employees, and its students at clear scientific bases, in addition to specifying the responsibilities imposed on the shoulder of each of them and following up their carrying out, and its implementation assisted in uprooting states of carelessness amongst employees and students, and irresponsible wasting, which may happen at the university, through applying policies characterized with clearness and transparency.

This led to empowerment of all associates of the university and its students to practice their role at a complete form and a high degree of accuracy. And the governorship had saved a healthy environment for working through the doctrine of inquiry, respect of laws, regulations, and instructions. And it also worked to increase trust and reinforce the culture of dialogue amongst the different associates of the university, its leadership, and students, and founded forms of cooperation, interaction, integration by work, and improving the performance and developing it.

The administrative dimension, which is considered one of the most important dimensions of governorship, which centered around the university leaderships and the governorship councils in it, and the machinery of transition from the prevailing administration to the governorship had the effective effect in applying governorship at the university and achieving its objectives. But the economic dimension, had achieved the distinguished relationship between the governorship and the size of investment at the university from one part, and annihilation of forms of corruption from the other part. Achievement of continuous development, development, and correction of the track from a third part.

Meanwhile, the social dimension treated the extent of the university adoption of a specified behavior record for members of the teaching staff, administrators and students in it. For the contents of the governorship values directly connected with the adopted behavioural patterns, specified by the principles of governorship. But the financial dimension, was conspicuously appeared through applying the governorship, which worked to organize the relationship and specify it amongst the effecting and affected parties by the university policies, decisions, and its financial results.

And aiming at getting acquainted with the reality of applying the governorship at the Middle East University from the point of view of both staffs, the teaching staff members, the administrative staff members, and employees, and whether there were differences in the reality of applying the governorship due to the difference of occupational position of the sample of study individuals, and to the number of years of experience at them. Dr. Yaqoub Aadel Naserel Deen, Head of Trustee Council of the Middle East University, had done a study to verify that (Naserel Deen, 2012: b: 28-32).

This study had investigated the reality of applying governorship at the Middle East University from the point of view of the teaching staff members, the administrative staff members and employees in it. The sample of study consisted of (113) both the teaching and administrative staff members at the university, of them (64) members of the teaching staff and (49) administrators. They were chosen from the community of study by the simple randomly method. And collect data, a scale prepared by the researcher, consisted of (50) paragraphs was used, and was assured of its validity and reliability by using Cronbach Alpha Quotient. And to analyse data statistically, arithmetic means and standard deviations were used and “t” test to two independent samples, and analysis of variance and Shefei test for dimensional comparisons.

Naserel Deen’s (2012: b: 28-32) study results related with the first question: “what is the reality of applying governorship at the Middle East University from the point of view of both staff members, the teaching and administrative staffs and employees in it?”:

- Reality of applying governorship at the Middle East University was high from the collective point of view of administrators and the teaching staff members at an arithmetic mean (4.08). But at the level of administrators it had been high at an arithmetic mean (3.96), mean while it was high to (4.19) for the teaching staff members. Naserel Deen (2012: b: 28-32) ascribed these results that the Middle East University, represented in the Head of its Trustee Council and Councils of governorship in it, is serious in applying governorship and its principles at all fields of the university; the administrative and academic. That is, emerging from the policies of the university and its strategic plans, and its satisfactions that it will attain the universality and to a worldly distinguished classification through applying governorship. And ascribed the cause of the rise in the arithmetic mean of the teaching staff members over it amongst the administrators, that the teaching staff members are most concerned and sticking with governorship and its field, due to their occupational work, the nature of their duties and responsibilities. And Naserel Deen (2010: b: 28-32) ascribed causes of that to:
- Conferences, symposiums, and meetings held by the Trustee Council for all deans, directors of departments, and the teaching staff members, in which standards of governorship, principles, and its importance were raised to show the university and its fame, and attempt to reach the worldly classification, through applying governorship at all its academic and administrative fields, and this is obliged to be reflected on the university processes and its outcomes.

- The university councils of governors and the Head of Trustee Council follow up proper applying the law of Jordanian universities by the university at a complete and accurate form, beside the university applying the regulations of the Jordanian Corporation for Accreditation of Institutions of Higher Education and its instructions, and cognizance on the regulations of the regional and worldly accreditation corporations and their instructions and applications, with what serves the vision of the university and its message, and which may be reflected at a positive form on the extent of governorship councils in the university practice of its authorities at a mild and accurate form, the thing that assisted in building systems and special instructions in the university, covering both sides the administrative and the academic.
- Non intervention of directors staff of the university company, or its directors in the academic, administrative, or financial affairs of the university, has its effective effect in applying governorship of the university. For non-intervention of the owner, or chief of directors staff in the academic or administrative affairs of the university is considered with clear effect in hindering the applying of governorship in it.
- Performance of governorship councils at the university of their duties, responsibilities and ... following up the university from all fields, has its effective effect on applying governorship for the governorship. In addition to motivating departments of internal and external control, by governorship councils, and motivating the principles of inquiry, transparency, and participation at university work.

In addition to non-existence of crises at the university

**Answering the third question: what is meant by the societal responsibility of the universities, and what are the results of its applying in the Middle East University?**

Emerging from the third function of the universities, which conceals in the service of the community by its cultural, instructive role and participation in submitting social services and public awareness, supporting social trends and wished human values. It is cleared that universities can penetrate into the community through opening gates of interaction with problems of the community and the social and cultural issues. They bid provide with the scientific and cultural knowledge through its professors and students in tackling problems and societal and cultural issues and treating them. For the university started to fetch problems of the community. And so it can be said: universities today are universities of the community, they live his hopes, problems, and his aspirations and share in activating his movement and raising the intellectual and cultural level of it through the consulting, scientific and service offices and continuous education (Bakheet, 2009: 8).

The subject of societal responsibility of the universities is not a new matter in its content, but it is worldly raised at the present time. It is a matter that should be raised, institutionized, and implied in the universities curricula, roles, and outcomes at a clear form. This calls all institutions of higher education, in addition to universities, to lay the societal responsibility in the core of their strategies, following all other institutions of the community. In order universities have a primary role in establishing a strategic competitive thinking serves the community and its issues, through treating problems and challenges that face the community and find solutions of them, by depending the scientific method and preparing specialized researches and studies. Higher education supports the community with troops of graduates yearly, and burdens these graduates with values, skills, and cognitions used in practicing their different societal roles. That demands getting assured of the nature of sharing and its type for the interest of higher education institutions in the culture of generations, their values and cognitions, especially connected with citizenship, tolerance, dialogue, accepting the other, innovative thinking and morals (Shahin, 2010: 4).

Mostly, the concept of the societal responsibility at universities is coupled with the continuous education, which is predominated by profitable objective in the first year, and does not form a truthful earning affecting the community. It submits through it superficial services for specified categories of the community, and does not extremely concern with the comprehensive societal sharing, emerging from the volunteering role of the university community constituents. It is true that the Arab universities are committed to bear their public responsibilities in reinforcing the social justice and solidarity. It exerts great efforts to enlarge the social and economic base for its students. And it is also obliged to wide open its gates in front of all owners of qualifications who can get benefit from higher education, that is through granting them success opportunities. And to achieve this wished objective, partnerships with governments and other effective parties should be done, in the field of the social system to guarantee achieving the social responsibility, which should done by the universities honoring their communities.

Therefore, effective sharing of higher education institutions in the worldly community, and challengers of globalization, meet with the main purpose of the activities of these institutions aiming at sharing in the comprehensive development of the community. So, specifying effective roles for universities in the shadow of globalization perspective, and agreement and harmony at these activities with all associations of the community, and their agreement with the community expectations, and their response to its legal, moral, advalorem, and environmental demands, did not remain a matter pliable to discuss, or default in its performance (Shahin, 2010: 5).

And commencing from functions of the university and its interactions, the societal responsibility of the teaching staff member has dimensions and moral, social, national, and human contents, and demands from each one of them to do his duties at the best form of teaching and scientific research, and serving the local community and developing it. When a member of the teaching staff does his first function researching, the scientific research has to perform a basic role in solving the community problem and meeting the needs of its individuals and their aspirations, but if the scientific research remained confined within the walls of the university, used for pure personal purposes, such as the promotion. The member of the teaching staff at these conditions turns from a researcher producing scientific knowledge with advantage to the community into a pure strange employee from the community, unable to response to challenges that face him, and cannot make any reform or change in the reality. Also participation of citizens, especially the effective persons, such as members of associations of the civil community in specifying the researches and studies priorities, conceal a number of profits and positives for the researcher and the community altogether, e.g.: supporting values of participation, interaction, dialogue, perception of responsibility, and feeling with belongingness. From this point, making citizens participate in the process of scientific research will deepen their feeling with belongingness to the community and personify values of citizenship in the state. And also citizens have to be notified with results of studies and researches, the thing that shares in increasing awareness with studies, and increasing citizens concern and their participation in such researches and studies, and proceeding to them enthusiasm (Rahhal, 2011: 9).

Rahhal (2011) indicated that the role of university students should not be ignored in their bearing the societal responsibility. They should think of what is going on, and in anything they do, and not only looking at the prompt needs of the community, or the urgent ones. And also understanding the different cultures and multi-cultures, for this matter should be encouraged through the studying subjects, and adding international dimensions in these subjects, and making students with awareness to become effective citizens. And one of the ways to do that is to encourage students to deal with programmes of cultural exchange with the most developed countries, for they can through going to those countries and witnessing things all by themselves. And so they will be well prepared to serve the community and save assistance for others. University students also can participate in the process of development through their volunteering in the formal and national associations, and submitting assistance for farmers, etc., and doing volunteering professional deeds (medicine, pharmacy, technology, and education ...), all that locates under the item of the societal responsibility of students towards their community (Rahhal, 2011: 5).

Due to what had been previously mentioned, the societal responsibility can be defined that it is a mental, moral procedure for the university administration, which covers the effects left by this procedure on the social, human, economic, environmental, and cultural procedure, and on its effective role in reinforcing everlasting human development for human beings. It is a strategy through which universities seek doing their effective role in bearing their societal responsibilities, through their serving and academic programmes, their unit, professors and students, with what meets the needs of the community and achieves its welfare. In addition to that, it can be said that societal responsibility of the university conceals in connecting the university education with the educational, cultural, professional, and developmental needs of the community, and connecting the University education with the different reality of the community and its issues. And variation of the community serving programmes (lectures, conferences, symposiums, and workshops). And response with capacity and effectiveness for the comprehensive development requirements in the native land and the educated trained people due to quantity and quality. Saving integrated student awareness programmes, that include the social, psychological, instructive, and cultural care, and developing curricula and methods of teaching, that guarantee graduating armed generations with sciences of the future, perfecting the technicalities of the age, and have the capacity to production at high averages, and employ the university education to meet the needs of the individual and the community, at the present time and the future, and variation of the programmes, activities, and specializations, raised by the university to escort the spirit of the age, and assist individuals of the community on the capacity of new developments at their different fields.

The societal responsibility in general and to the universities in particular starts from three main dimensions, they are (Shigwarah, 2013):

**Firstly: economic dimension:** the economic dimension of the societal responsibility does not indicate to profit as one side of the commercial works, but it indicates to commitment with the moral practices inside the associations, such as the institutional governance, preventing bribery and corruption, protecting consumer's rights, and the moral investment. And within this context the universities have to adopt the principles of inquiry, transparency, moral behavior, and executing them, respecting the interests of the concerned parties, and respecting the sovereignty of the law in decision-making, carrying them out, and developing a special guide for the institutional governance, and this dimension covers the following:

1. Supporting activities of protecting the consumer committees and commitment to the acting legal rules in practicing the economic processes.
2. Concern with less lucky classes through dealing with them in accordance with the principle of opportunities equivalence, and supporting economic activities concerning the less lucky classes of the community and meeting their needs.
3. Supporting the productive societal projects, and adopting the concept of everlasting development in all university works.
4. Innovating new specializations to escort the scientific developments to meet the needs of the community, and following up the graduates to find occupations for them.

**Secondly: the social dimension:** the societal responsibility was looked at as a contract between the university and the community, in accordance with it the university is committed to consent the community and achieve what concords with the public interest, but reaching to an integrated personification of the societal responsibility of the university in fact is not an easy process. This basically refers to two matters: the first is represented in the existence of a great number of interest owners, whose objectives are numerous and variate, but contradict, and the second existence of a gap between what the community expects from universities and what is submitted at a factual form.

The university has to share in achieving the welfare of the community in which it works, improve the affairs of employees working in it, and care for them with what is positively reflected on the increase of their productivity, develop their technical capacities, and save the professional, occupational security, and societal and health-care for them. And the open administrative pattern with which the university works is considered decisive, for its social behavior was considered an influence surpasses the limits of the university itself, this dimension covers the following:

1. Respecting the acting legal rules and the different cultures prevailing in the community, and reinforcing the moral values.
2. Supporting the societal activities with their different forms, and adopting the social solidarity. Carrying out volunteering work programmes to serve the local community and due to needs, and submitting charitable donations to different sectors in the local community. And participation in programmes of family protection and supporting programmes of childhood and old people care.
3. Adoption of different initiatives with the societal turn out, and raising the public awareness in the comprehensive development projects with their different levels and qualifying individuals of the local community and training them.
4. Spreading the culture of the societal responsibility amongst students and training volunteers acting on the societal responsibility in the university.
5. Supporting the infrastructure in the adjacent zones to the university and sharing in solving the unemployment problem through innovating operating programmes.

**Thirdly: the environmental dimension:** universities have to observe the environmental effects resulted in their processes and products, and annihilation of the poisoning emergencies and garbages, and achieving the uppermost amount of efficiency and productivity from the available resources and decrease the practices that may negatively affect in enjoying the country and the coming generations with these resources, and the association has to be aware of all direct and indirect environmental sides related in performing its activities, and submitting its services and industrialization of its products. And it has to use certain standards to know those environmental sides with the distinguished effect, to be able so, to effective improvement of its environmental performance. These standards should be comprehensive, stabilized and can be proved, trust worthy and acting.

In general, the societal responsibility is considered a commitment of the university towards the community in which it works, that is by sharing in a big group of societal activities, such as: (fighting poverty, improving health services, striving pollution, preparation of labour opportunities, and meeting the needs of the community and its new developments), and this dimension includes the following:

1. Performing field studies about causes of environmental pollution and turning garbages with their different forms, and spreading health awareness among classes of the community, caring for campaigns to fight smoking, and environmental pollution with its different forms.
2. Holding different symposiums about the importance of protecting the environment from pollution and commitment to laws, regulations local instructions concerning the environment.
3. Transparency in spreading systems, and worldly and international regulations related to the environment, and methods of keeping them.

Bearing the societal responsibility by the Middle East University was done through the following points (Shigwarah, 2012: b: 54-56):

- Including the societal responsibility in the strategic plan of the university and specifying the fields of intervention due to three dimensions; they are: the social dimension, the economic dimension, and the environmental dimension and the university has to be a house of experience in the field of societal responsibility.
- Raising obligatory courses at the universities concern about the societal responsibility, in condition that includes the comprehensive inclusiveness of this subject from two angles; the first theoretical, and the second is field applied. And specifying the suggested course in three hours; one hour specified for the theoretical dimension, and two hours for the applied dimension. And success in the theoretical exam is considered a basis to achieve the practical side. And the grade of success in the theoretical exam should not be below (65%).
- Appointing a coordinator to text of the societal responsibility to cover the theoretical dimension and continue the work and the field activities of students, which should be documented within a data base makes dealing with conditions and different seasons easy. And issues a guide with the activities, that can be replaced by the societal service. And establishing units/ departments, its duty is to assure the commitment of the university with the societal responsibility, and be instruments of connection with the local community and investigate its needs. And share in laying special programmes to care for people with special needs.
- Listing the concept of the societal responsibility, and its principles and dimensions in the studying curricula, concentrating on the values of preference, volunteering work, and being involved in the issues of the community. Specifying limited budgets, and at a systematic form to support activities of these units, or departments and giving them independence to support their societal programmes.
- Preparing studies and researches related to the societal, responsibility to specify points of weakness and work to avoid them and reinforce points of concealed strength in the policies concerning that.
- Spreading culture of societal responsibility for the associations in general, and for the universities in particular amongst the different categories of employees in them, either through systematic training, or through programmes, performances and unsystematic activities. And may issuing bulletins and specifying an electronic site in that is an utmost necessity.
- Deepening the practices of societal responsibility in the professional life, because it has direct effects on different other sides, especially the administrative. Through forming work teams entrusted with achieving the societal responsibility within the range of the university, and generalizing the concept amongst the different associations, especially the universities, in cooperation with other partners.
- Specifying a general frame for the extent of the employees' sharing in achieving the societal responsibility through their volunteering for days work in the other associations or performing duties and certain activities do dedicate this side.
- Reinforcing the role of the university in serving the local community through holding training courses specialized in variant fields within priorities of needs of the community in the fields of planning, carrying out, and evaluation, through holding conferences, workshops, symposiums, and the supporting meetings of the local community and upholding its issues in the different fields and at all sides, such as fighting family violence, woman rights, workers rights, legal culture, and citizenship.

- Sharing in consisting the general trend prevailing amongst citizens from part of keeping their immortal heritage, with all its forms, colours and showing concern too with the necessity of keeping the archeological treasures which were immortal by history.
- Saving an accurate indicator concerned with clear standards, their results are specified by the universities programmes for the societal responsibility.
- Universities should start by adopting the concept of everlasting development in all their works. And reinforcing the societal responsibility of universities through building specialized cadres in that.

Depending on what had been proceeded, techniques of motivating the service of the community had been reached, some of which are:

- Participation in the councils of universities governance to increase connections between universities and the community.
- Connection of universities with what is going on around them, that is through being involved in teaching the old people and submitting technical consultations, and sharing in the health services, and making experiments, training, and graduation of teachers of education before the university.

**But in the field of investigating the role of the transformational leadership in reinforcing the societal responsibility of universities.** The study, which Shigwarah did (2013) about universities, aiming at investigating the role of the transformational leadership in reinforcing the societal responsibility of the private Jordanian universities, (from which is the Middle East University). And to achieve this objective a sample consisted of three classes was chosen; class of administrative leaders at the private Jordanian universities, that consisted of (153) leaders, they were as follows: (13) university presidents, (94) deans, and (46) department directors. And a class of the local community leaders, that consisted of (200) leaders. The third class consisted of (40) leaders were purposely chosen.

#### **Results of study had uncovered the following:**

- The administrative leaders in the private Jordanian universities, in general, and the Middle East University in particular, practice the transformational leadership and the three dimensions (the ideal effect, the mental excitement, and inspirational arousal “inspirational motivation” at a very high degree, meanwhile they practice the dimension of (individuals care) at a high degree from their point of view.
- The administrative leaders in the private Jordanian universities in general, and the Middle East University in particular bear the societal responsibility with its three dimensions (the social, the environmental, and the economic dimension) at a high degree from their point of view, but from the point of view of the leaders of the local community, they bear it at a medium degree for all the dimensions of the societal responsibility altogether, but at the level of each dimension alone, it had been high for all dimensions, except the environmental dimension, it was medium from the point of view of the local community leaders.
- Existence of effect with statistical indication at the level of ( $\alpha \leq 0.05$ ) for the four dimensions of the transformational leadership (ideal effect, individuals care, mental excitement, and the inspirational arousal, inspirational motivation) in reinforcing the societal responsibility of the private Jordanian universities, either they were altogether, or alone.
- Non-existence of differences with statistical indication at the level of ( $\alpha \leq 0.05$ ) between the degree of practicing the dimensions of the transformational leadership by the administrative leaders, and the degree of their endurance of the societal responsibility in the private Jordanian universities.
- Non-existence of differences with statistical indication at the level of ( $\alpha \leq 0.05$ ) of the degree of endurance of the societal responsibility ascribed to the level of leadership, from the point of view of the administrative leaders in the private Jordanian universities.

The researcher had ascribed this result to the following points:

- The Jordanian universities in general, and the Middle East University in particular, attempt to bid occur the just balance between their demands and the demands of the local community in general, and the universities to be pioneers of reform, development, and enlightenment. And through those frames, the societal responsibility has to be clarified, because responsibility in this concept includes programmes and plans to enable the university associations know the most important and the important in organizing the priorities, that concern development of the community.

For the societal responsibility is not only confined to expenditure, for expenditure is a means to reach any specified thing in the field of the societal responsibility, which enters into the programmes of the everlasting development. From this point, most universities concern should be concentrated on laying a societal strategy, and a separate budget specified for it as a commitment towards the local community.

- Satisfaction of Jordanian universities in general, and the Middle East University in particular, that the everlasting education, protecting the heritage, identity, reinforcing democracy, supporting youths and youth leaderships, reinforcing national belongingness, development and fighting poverty and environment, caring for people with special needs, fighting corruption with all its forms, caring for old people and protecting the family and childhood, and protecting human rights and respecting them; they are large fields and clear axes for the societal responsibility. Therefore, inventing independent departments at universities to be their window, from which they overlook the local community and it is its executive arm to serve this community.
- Jordanian universities, in general, care and the Middle East University in particular, about protecting the environment and care about it by laying a duty connected with the awareness of man and his environmental culture. From this point, it is a must to lead the theory of the everlasting development to develop the local reality, and finding solutions to plenty of developmental pending, out of which is developing the countryside, developing programmes and technical projects in the field of energy, processing garbages, health, water, and substitute agriculture, foods, woman development, services of municipalities and small industries; to keep the environment, and create a homogeneous reality, that associates man with the environmental reality surrounding him, and making the environmental culture a part of the educational programme introduced through the university associations, and in condition that the university embraces the environmental culture activities through conferences, symposiums, and field lectures.
- Concentration of Jordanian universities in general, and the Middle East University in particular, on tourism described as the petroleum of Jordan, which is in lack of natural resources. And it is time to transfer work in developing this important sector from strategies to implementation. For the role of the universities is performed on finding new forms of promoting Jordan from part of tourism, exceeding the matter of security and quietness, though they are important, for tourism has to be at the head of economic priorities from part of order, but it does not belong, as it seems, to economic sectors as a source of wealth, and it is dealt with as helping services. The role of universities is performed on accrediting a comprehensive national plan in accordance with practical and scientific studies by specialized efficiencies in the field of tourism, and fields concerned in developing the tourist sector, and laying a comprehensive strategy to marketing Jordan in tourism abroad within a comprehensive plan, concentrating on the media side in this field at a form rises the theological, historical, and the tourist importance of the tourist sites.
- Role of Jordanian universities in general, and the Middle East University in particular in entrusting the cultural Arab heritage what it deserves of concern, personified in its programmes and projects, and reinforcing its work in the field of keeping the Arab heritage and protecting it, through directing coordinating the Arab cultural policies, concerned with the cultural heritage through conferences and symposiums, which are held under the name antiquities. For nations' heritage form the historical frame, from which emerges the civilization of any nation. It is like a pot that gathers within its sides the humanity outcome for all development sides of these nations and their growth. Universities have to have general theoretical frame formation about the explanation of the term heritage in general, and the popular heritage in particular, as considered a threshold to watch the popular life in the community; literature, traditions, customs, and inherited things and else.

**Answering the fourth question: what is the effect of applying the transformational leadership and governorship in their endurance of the societal responsibility?**

Universities in general, and the Middle East University in particular need more than any thing else the transformational leadership and governorship, which can through both of them burst the concealed energies amongst employees working in it, and making the opportunity available for them in searching for the new thing in the field of work and continuous modernizing of the work systems with what agrees with the surrounding changes. The thing that demands from leaderships to review their followed classical techniques in their performance of their works, and adopting new innovative techniques in light of those new developments and surrounding developments. And work to exploit properly the qualified human resources, and open the field for innovation.

And leaders of the university have to be qualified to practice the behavior of the transformational leadership and apply governorship, and possess the characteristics of the transformational leader, who understands the principles of governorship, which control all processes and decisions issued by the university in accordance with what professional rules and morals of work require, and with what does not contradict with regulations and acting legislations at the university. That is, to lead their university towards the desired future, and confront the urgent challenges in the world today. And possess the capacity to seek the change, to escort the hasty developments with which the age is described. That is, because these leaderships have an effective role in paving the way to cross to educational associations more effective to achieve the desired objectives and laying their message into practice, meanwhile it is known that processes of change are considered the most complicated processes and need distinguished skills to be available at the university leader. And it is what both leaderships; the transformational and the governorship altogether. Therefore, the concept of governorship intersects with the concept of the societal responsibility in specifying the university responsibilities towards the community with all its sectors.

The societal responsibility in the Middle East University, as a result of applying the transformational and governorship leaderships concentrated on the following:

1. Achieving integration and coordination to reach the exposed to classes, and achieve the objectives effectively and make the supporting information available and reinforcing carrying out.
2. Commitment of the university with its processes by participation with parties of relationship through connecting its educational outcomes and incomes, research, cultural, and training with the needs of the community and its aspirations.
3. Specifying the societal needs for individuals, groups, and associations, designing activities and programmes, that fulfill these needs in behalf of the university and its faculties and its different applied and research centers in order to occur the wished development and behavior changes in it.

Depending on what had been mentioned and through answering the previous questions, and through reviewing studies and analyzing them, the effect of applying the transformational leadership and governorship by the Middle East University appears in bearing the societal responsibility in the following (Shigwarah, 2013):

- The Middle East University became the basic Pillar at working on stabilizing principles of the societal responsibility and its concepts, performed on the exchange of roles and sharing in comprehensive development; and it is a factual representative for the educational associations; because it represents the community of science. And the university is considered the heart of the community and its active center and they both work altogether, through coordination, to accomplish all objectives, such as enriching the environment of learning, which worked to participate the community as described a source for education and the subject of learning, and achieve coordination to support the roles of learning net and motivating them, and uniting efforts between the university and the community, that is to provide support with all its kinds; the materialistic, psychological, and social to students, to move and work at a more effective form at environments for learning and in the community.
- There are relations of interaction and affection between the Middle East University, described as an educational learning association seeking to achieve its vision, message, and its objectives, and the community described as a partner in the everlasting development, and the university affects the local community, for there are numerous fields of this affection, and many activities that can be done by the university in the field of protecting the local environment and keeping its elements. For it is considered a social mediator forms an environment or a typical community, and owns of possibilities what can work on serving the local community and its development; for the university may be a cultural radiation center for the environment, that raises the level of the social and cultural awareness inside the environment and reinforces it.
- Bidding assistance from capabilities of the local community and its effective elements; for the local community is considered a social surrounding in which the university lives. It negatively or positively affects the university with information and data which benefit the university in performing its works.
- Through applying work with the principles of the societal responsibility, and motivating it in the Middle East University plenty of social, economic and cultural obstacles, which may hinder canals of communication and contact between the university and the local university, such as: bad administration, weakness of the effectiveness of organization and planning, either from the part of the university, or from part of associations of the local community, and weakness of availability of media means and recognizing the university deeds and its activities, and decrease of awareness of the university role.

Weakness of perception of participation significance and experience exchange between the educational, societal and environmental associations. And decrease of awareness of the role of associations of both sectors; public and private, and what do they do of activities, and imperceptions of the reality of participant work, either it was from part of the university, or from part of the community itself, besides university performance, as it is described the cultural radiation center doing to raise the level of people awareness with the significance of participation in the different activities, either inside the university or outside it. And the university and associations of the local community should decrease administrative complications and bureaucracy and work to overcome the obstacles that face relations of interaction and communication between the university and the local community and remove them, in addition to conclude symposiums, and cultural meetings between the university and associations of the local community.

- Individual efforts at universities performance and weakness of paying attention to the importance of partnership in performance became an unaccepted matter in the shadow of dangers increase, which threaten the settlement of the community and the continuation of its activities, and what universities are morally asked to save a quiet environment and everlasting resources, depending on the principles of the worldly authorized human rights, and required effective participation, and direct capitals and energies of resources. Universities had been and still a forum for civilization at all communities. Therefore, their administrations became obliged to seek deepening practices of perception with the societal responsibility and motivating employees to transform it from pure thinking into the behavior of practicing the societal responsibility in the souls of employees and students, to share in this public developmental participation, that may affect the different parts of life at all communities.
- Framing the societal responsibility of universities within the limits of citizen's behavior and their minds has to show complete understanding and perception, the thing that makes them pliable to repetition, renewal, improving, and development. It is the responsibilities that resembles reality with all its constituents, and makes individuals feel of good belonging to their native lands. For citizenship is a right and obligation and a return got by the individual in the shadow of the community, with respect that community is the melting pot in which all incomes interact till they transform into a large umbrella shadowing all citizens from different classes, frames, environments, and cultures.
- Dimensions of transformational leadership and their items clear the how of participation, that occurs at sensitive stands which demand decision-making at the university, from part of the good example, enduring the responsibility of technical quality, time, commitment, initiation and innovation, and work within a team, aiming at the universities doing the tasks entrusted on them in general, and in their enduring the societal responsibility in particular. It was cleared that presidents of universities, the deans, and directors of departments were democratic from the part of leadership pattern followed in stands, that demand sensitive decisions, emerging from satisfaction that the most important main responsibilities entrusted on them, especially in assisting the university to do its third function in serving the community, by this we can say that there is a large participation with significance in decisive decision, the matter that assists the university in achieving more of its strategic objectives cleared in its strategic plan.
- The societal responsibility and its endurance is considered one of the important terms in the field of societal services, especially in the shadow of globalization concepts and their spread. It became necessary to spread this concept to cover all fields of life. And in the shadow of this condition the administrative leaders become demanded to concern about the environmental specializations and removing barriers, aiming at serving the community and meeting its needs. And it is a big responsibility, not consized in the academic classical role in the university, represented in providing the market with graduates from different specializations, but its role conceals in submitting service to the local community too, and lays logical solutions to its problems, and shares a great deal in solving labyrinths that face people everywhere. And in this side, the university role is to search for available opportunities in the surrounding societal environment. It is mostly important, and it has to be invested with all means in serving the community, the citizen, and associates.

And the societal responsibility is considered a message of truth and a human service, aiming at improving the community life, through dealing with problems, or certain needs and finding practical solutions for them. It is the corner stone and an important instrument for decreasing authority of globalization and its excessiveness, for universities represent the biggest part and the basis in preparing the qualified human cadres, and doing its societal responsibilities through the commitment with three standards:

Respect, responsibility towards individuals of the community and employees of the university, supporting the community and reinforcing it, and protecting the environment with different forms. And to motivate the university third function represented in serving the community and enduring the university to its societal responsibilities.

### ***Recommendations concerning the Study***

- Universities have to adopt transformational leadership and governorship in their administration, and they have to lay the societal responsibility in the core of their strategies.
- Developing the culture of administrative leaderships and individuals around the transformational leadership, governorship, and the societal responsibility in general, and the societal responsibility of universities in particular.
- Teaching the subject of the societal responsibility, and the administrative morals as obligatory university requirements like worldly universities.
- Designing programmes to develop leaders at universities, including technological curriculum, taking in consideration the best practices of transformational leadership, governorship, and the societal responsibility.
- Dealing with lack in the theoretical literature concerning the societal responsibility, transformational leadership, and governorship, through specialized writings and curricular researches in these two fields.
- Institutionalizing the societal responsibility through containing it in the university plan, objectives, procedures, and the sides of evaluating its performance.
- Saving a social umbrella under which all initiatives concerning the societal responsibility and its dimensions are attached and entitled: “The National Institution for the Societal Responsibility”, lays for itself a comprehensive strategy due to studies and researches dealing with every social category, and economic sector alone, and submits its plans concerning the societal responsibility to this institution to enlist them in its executive plan.

### ***Recommendations Concerning the Suggested Studies***

- Doing an exploratory study inside the Jordanian universities, private and public to investigate the extent of applying the university leadership of governorship, and transformational leadership, and the extent of its endurance of the societal responsibility.
- Repeating this study, adding other variables and applying them on a group of Jordanian universities both private and public and making a comparison between them.
- Preparing studies about globalization and its effect in organizational development and effectiveness of the leadership in bearing the university to its societal responsibilities, and developing the administrative leaders, and the teaching staff members in this field.

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