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Participatory leadership and its relationship to the level of social responsibility among academic leaders in Jordanian universities

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ABSTRACT

This study aims to determine the extent of participative leadership among academic leaders in Jordanian universities and its relationship with social responsibility as perceived by faculty members. This study utilized a descriptive research design, sampling 357 faculty members during the academic year 2022/2023. Data were collected to measure faculty perceptions of participative leadership and social responsibility within their institutions. Results indicated that both participative leadership and social responsibility were perceived at a moderate level among academic leaders. A significant and positive correlation was found between participative leadership and social responsibility suggesting that increased participative leadership is associated with higher levels of social responsibility. The study concludes that enhancing participative leadership practices may positively influence the social responsibility of academic leaders while participative leadership and social responsibility are currently perceived as moderate. This relationship highlights the importance of leadership styles in fostering socially responsible academic environments. The study recommends providing training sessions for academic staff to underscore the importance of participative leadership and social responsibility. Increasing faculty involvement in decision-making processes and expanding access to affordable training opportunities are also suggested to strengthen these practices within Jordanian universities.

Contribution/Originality: This study uniquely explores the relationship between participative leadership and social responsibility in the context of Jordanian universities, a relationship that has not been extensively examined before. It provides new insights into how leadership practices can impact social responsibility within higher education institutions by focusing on faculty perceptions.

1. INTRODUCTION

1.1. Participative Leadership

The human element is integral to the success of any institution. However, it is imperative to identify the specific factors that enhance this human component's effectiveness. One promising approach to uncovering and implementing these factors is participative leadership. This contemporary leadership model emphasizes the

involvement of all institutional members in the decision-making process, thereby reducing the leader's burden while simultaneously addressing the challenges faced by educational institutions (Bass & Riggio, 2006; Taha, 2022). The effectiveness of participative leadership has been further highlighted by Northouse (2018) who underscores its potential to foster innovation and adaptability in rapidly changing environments.

Participative leadership involves active engagement of team members within an organization in decision-making and problem-solving processes. This approach challenges traditional hierarchies by rejecting the strict demarcation between leaders and subordinates instead of promoting an equitable distribution of power. In this model, problem-solving is a collective effort with leaders consulting team members before making final decisions (Al-Zoubi, Qablan, Issa, Bataineh, & Al Kaabi, 2023; Yukl, 2013). The essence of participative leadership lies in the leader's ability to create a collaborative, supportive and democratic work environment encouraging the active participation of all team members in shaping decisions. This leadership style is versatile and effective in both private and public sectors enhancing employee engagement and participation (Heiss, 2023; Vroom & Jago, 2007). Research by Robbins and Judge (2019) also suggests that participative leadership can significantly improve job satisfaction and organizational commitment among employees.

The characteristics of participative leadership include oversight, flexibility, delegation of authority, and a democratic approach (Hersey, Blanchard, & Johnson, 2012; Polgate & Murtaji, 2022). Rabia and El-Ghalia (2022) emphasize that this leadership style fosters a strong foundation of shared principles in human relations. They explain how participative leadership values employees and their capabilities, enhances employee morale, encourages collaboration, and ensures transparent communication between leaders and employees. According to Jarad (2022), participative leadership is characterized by ongoing communication with subordinates to identify and analyze administrative challenges offering appropriate solutions in the process. This approach not only motivates employees but also inspires them to exert greater effort towards achieving organizational goals. Al-Hasnawi and Shiaa (2022) concur suggesting that participative leadership empowers team members to take the lead themselves and support one another through a dynamic and intuitive process resulting in a team that operates with a clear vision and shared objectives. These findings align with those of Kouzes and Posner (2017) who argue that such leadership fosters an environment of trust and mutual respect which is crucial for the long-term success of any organization.

Participative leadership is characterized by key elements such as supervision, adaptability, delegation of authority, and a democratic approach (Polgate & Murtaji, 2022). According to Rabia and El-Ghalia (2022) this leadership style fosters shared principles in interpersonal relationships demonstrating that management values its employees and recognizes their capability to perform effectively. This approach enhances employee morale and encourages collaboration ensuring transparent and efficient communication between leaders and team members.

Jarad (2022) adds that participative leadership involves ongoing communication with subordinates where leaders actively identify and address administrative challenges, providing appropriate solutions. This method not only motivates employees but also encourages them to contribute significantly towards organizational goals. Al-Hasnawi and Shiaa (2022) describe participative leadership as a dynamic process where leaders share goals, objectives, and responsibilities with team members empowering them to take initiative and lead themselves and others. This results in a team that operates with a clear vision and high motivation.

The importance of participative leadership is evident in its significant role in achieving organizational goals and objectives. This leadership style improves relationships, creates a sense of belonging and has a favorable impact on subordinates. There are several advantages when leaders include their subordinates in administrative meetings and decision-making procedures. These practices build mutual trust, motivate employees to perform at their best, enhance morale and promote clarity of vision. Additionally, participative leadership helps resolve conflicts, increase commitment, foster responsibility and ensure greater consensus on the decisions implemented within institutions (Al-Hasnawi & Shiaa, 2022).

A key objective of participative leadership is the optimal utilization of human capital. This management approach enables institutions to invest not only in the intellectual and emotional capacities of their employees but also in their physical capabilities. It provides employees with opportunities to contribute ideas and suggestions for improving business operations and the workplace environment (Tarawneh, 2022). This specific type of employee engagement also addresses the psychological needs of employees. When workers are involved in decision-making, it offers them psychological satisfaction which in turn motivates them to enhance their job performance, establish effective communication channels and develop practical solutions for improving organizational processes (Al-Shaya & Al-Jarbou, 2022).

Participative administration is among the most effective strategies for retaining top talent within an organization. When employees are invited to voice their opinions during decision-making processes, they develop a stronger commitment to their roles and view themselves as partners in the administration, working collaboratively to achieve shared goals. This sense of pride and involvement ultimately leads to increased productivity driven by motivated and engaged employees (Al-Sawair, 2022).

Leaders must possess distinct qualities that differentiate them from other leadership styles for participative leadership to create such positive outcomes. One of the key traits of participative leaders is their strong belief in the value of group participation in decision-making and implementation. These leaders prioritize clear and direct communication with subordinates, fostering an environment where freedom of expression and open discussion are encouraged and differing viewpoints are respected. Additionally, participative leaders emphasize mutual respect between themselves and their team members. They are committed to the professional and career development of all employees taking an active interest in understanding and addressing their concerns through the principles of participative educational leadership. Such leaders are adaptable, capable of navigating various situations and excel at building interpersonal relationships. They also prioritize careful and thoughtful growth and renewal within their teams and organizations (Baradei, 2022).

Many of the benefits of participative leadership are closely tied to improved communication within an organization. When members are involved in decision-making, they feel empowered which enables participative leadership to address challenges more effectively. Collective thinking generates solutions that individual leaders might not have considered. This enhanced communication fosters a sense of unity among organization members as everyone works together towards shared goals. Such an environment cultivates trust, cooperation, and camaraderie, underpinned by strong moral values. When leaders actively listen to the ideas and suggestions of their team members, it fosters a sense of appreciation which in turn boosts productivity. Participative leaders engage with employees across all levels of the organization resulting in a more dynamic and involved workforce (Ben Tassa & Bitour, 2022).

1.2. Social Responsibility

Social responsibility plays a crucial role in shaping individuals' character preparing them to engage effectively and cooperatively with both global developments and local dynamics (Ali, 2022). Education has an essential role in promoting social responsibility at all stages of life, influencing how people relate to friends, family, and coworkers in professional and academic environments. These institutions strive to instill values, customs, traditions and societal beliefs that reflect the broader community. Social responsibility is relevant to every member of society recognized as a critical concern (Okasha, 2023). In recent years, the role of educational institutions in fostering social responsibility has notably evolved, particularly in demonstrating how promoting these ideals benefits not only the institution itself but also society at large and governmental bodies (Ben-Sahra & Hafsi, 2022).

Social responsibility is defined as an ethical framework that highlights the importance of individuals and social groups collaborating for the greater good of society (Al-Amoush, 2022). According to Atallah (2023) it involves active ethical commitments by organizations towards society, the environment, and stakeholders motivated either

by a genuine belief in its value or by legal requirements, regulations, or emerging trends in the workplace. Additionally, the term "social responsibility" refers to a wide range of commitments and activities made by different organisations in fields like social, philanthropic, moral, ethical or legal domains to meet societal needs and promote economic growth (Hashemi & Muziane, 2022).

Al-Ashi and Bouras (2022) outline several key objectives for social responsibility within organizations. First, they emphasize the importance of consistently delivering products or services that meet client demands. A second objective is to boost employee and customer satisfaction by implementing efficient systems, fostering skill development and enhancing overall work performance to align with client expectations. Additionally, organizations should evaluate the effectiveness of their adherence to environmental and societal policies ensuring alignment with broader objectives. Social responsibility initiatives should also aim to mitigate risks related to health and safety, both within the workplace and the broader community, thereby reducing the potential for legal disputes. Furthermore, it is essential for organizations to demonstrate to stakeholders that their practices align with fundamental workplace and societal freedoms. Lastly, integrating social responsibility into planning processes can facilitate more effective communication among stakeholders by recognizing their diverse needs and goals, developing effective management strategies, and achieving a balance between social, economic, and environmental performance.

The importance of social responsibility lies in its capacity to foster social cohesion among various segments of society, promote a sense of belonging among individuals and groups and ensure social stability through the provision of equitable justice. It also plays a crucial role in enhancing living standards and contributing to political development. These benefits are largely dependent on increasing awareness of social education among individuals, groups, and institutions which in turn supports political advancement (Hashemi & Muziane, 2022).

1.3. Participative Leadership Intersects with Social Responsibility

Participative leadership and social responsibility intersect through several fundamental pillars that collectively shape the concept. The distribution of care at universities where each individual is viewed as a steward responsible for the welfare and direction of others is one such pillar. This sense of accountability extends to all facets of their work and is closely associated with a deep concern for the collective good (Okasha, 2023). Guidance is another crucial element where leaders employ sound social values to advise and direct their teams with patience and perseverance, drawing parallels to the ethical role of leaders in promoting positive behaviors and discouraging negative ones (Muhammad & Haj Amin, 2022). Additionally, the concept of mastery highlights the commitment to excellence in all endeavors, including education and personal development (Muhammad & Haj Amin, 2022).

On a broader scale, a university's social responsibility represents an applied philosophy that adopts an ethical approach to engaging with both local and global communities, thereby contributing to sustainable development in social, environmental, technological, and economic domains (Hanak, 2022). Universities fulfill multiple roles as centers of scientific inquiry, education, and research. They leverage their academic expertise and resources to enhance the educational process, engage with diverse societal groups and promote community development. Furthermore, universities are committed to advancing research and knowledge with the goal of addressing societal challenges and fostering overall societal progress (Al-Harbi, 2022). In essence, social responsibility is deeply embedded in the core missions of universities, influencing all aspects of their operations and guiding their contributions to the broader society.

This study was initiated by the suggestions of several researchers that have highlighted the necessity of clarifying the relationship between academic leaders' social duty and participatory leadership in Jordanian institutions. The conceptual framework for this study was created by using the vast experience of researchers who have worked in Jordanian academic institutions for more than 20 years as well as their varied administrative

responsibilities and deep comprehension of the academic leadership environment, including perspectives from Al-Amoush (2022). This study aims to answer the following research questions:

1. What is the faculty members' perception of the extent to which academic leaders in Jordanian universities exhibit participative leadership practices?
2. To what extent do faculty members perceive that academic leaders in Jordanian universities fulfill their social responsibility?
3. How do faculty members perceive the relationship between participative leadership and the social responsibility of academic leaders in Jordanian universities?

2. REVIEW OF LITERATURE

Numerous studies have explored the application of participative leadership within educational contexts, revealing varying levels of implementation and outcomes. For instance, Al-Shibl (2019) reported that participative leadership in Saudi scientific institutes was implemented at a moderate level facing significant challenges. In contrast, Abu Shammala (2020) observed high levels of participative leadership at Al-Aqsa University in Gaza, where human relations demonstrated exceptional performance. Al-Zoubi, Issa, and Musallam (2023) identified procedural mechanisms that Egyptian university professors believe contribute to achieving the fourth generation of quality in university education institutions. Aydemir et al. (2024) further highlighted that dimensions of participative leadership have a significant impact on university professors' performance.

Research by Al-Hasnawi and Shiaa (2022) confirmed a strong relationship between participative leadership and outstanding performance among university personnel. Similarly, Taha (2022) found that digitization, participative leadership, and institutional excellence were present at moderate levels in Egyptian universities with direct relationships observed between these elements. Al-Hasnawi (2022) further emphasized the importance of participative leadership in contemporary leadership philosophies highlighting its collaborative approach that fosters employee involvement, cooperation and organizational commitment, ultimately leading to enhance productivity and organizational success.

A range of studies has investigated the implementation and impact of social responsibility initiatives within higher education institutions. Nejati, Shafaei, Salamzadeh, and Daraei (2011) highlighted universities' commitment to social obligations, including organizational processes, human rights, environmental protection and community development. Chen, Nasongkhla, and Donaldson (2015) stressed the necessity for higher education institutions to align their ethical behaviors with stakeholder expectations and international standards. Singh (2016) identified funding constraints as a significant barrier for Indian universities in fulfilling their social responsibilities. Boschee (2016) discovered varied student perceptions regarding the role of universities in advancing social responsibility. Stevenson (2017) reported that the University of Buenos Aires made minimal direct contributions to social responsibility focusing primarily on other educational goals.

Dornelas (2017) suggested that student activities alone may not be sufficient to promote social responsibility effectively, advocating for the use of educational tools to instill these values. Lastly, Alkhasawneh (2018) examined the effect of leadership styles including participative leadership, on job performance among faculty in Jordanian universities. The study highlights how participatory leadership can serve as a reference for modern leadership practices aimed at increasing social responsibility. Elva, Llinas-Audet, and Barrena-Martinez (2019) found that students and faculty generally held fair views on the university's performance concerning campus responsibility and social engagement. El-Kassar (2019) demonstrated that students' perceptions of social responsibility significantly influenced their loyalty and affiliation with their institution. Gharib (2022) explored the correlation between public relations staff members' use of technological tools and their professional performance. Al-Harbi (2022) noted the substantial role of academic leaders in advancing social responsibility within university settings. Tseng, Chen, and Lin (2023) highlighted the impact of student activities in cultivating self-responsibility and moral values. Zahran

(2022) identified funding limitations as a barrier to promote social responsibility values among faculty and administrators. Hanak (2022) reported faculty members at the University of Jijel recognised some extent of social responsibility participation.

Ishaque, Liaquat, Irshad, and Khakwani (2022) examined how participative leadership influences employee engagement through the mediational effect of perceived corporate social responsibility. This study provides insights into the mechanisms by which participatory leadership can enhance social responsibility within organizations. Al-Amoush (2022) identified significant differences in the application of social responsibility principles across institutions. Al-Abri (2022) reported a positive relationship between social responsibility and academic success. Al-Ashi and Bouras (2022) established a significant relationship between the implementation of electronic administration and enhanced social responsibility at the University of Batna. Hamza and Al-Amri (2022) observed that Iraqi universities demonstrate a high level of social responsibility across various dimensions. Finally, Okasha (2023) proposed a framework illustrating the explanatory relationships between social behavior, social responsibility and the academic and psychological quality of life for students and instructors at various educational stages.

Numerous studies have explored participative leadership and social responsibility in educational contexts. There remains a distinct gap in understanding the intersection of these two concepts within Jordanian universities. Previous research has primarily focused on participative leadership in various regional settings, such as Saudi Arabia, Gaza, Egypt, and Iraq with findings indicating varying levels of adoption and associated challenges. Similarly, research on social responsibility has been conducted across diverse educational institutions, examining its implementation and impact from different perspectives. However, a comprehensive investigation that directly connects the adoption of participative leadership with the level of social responsibility within the specific context of Jordanian universities has not been sufficiently addressed. This study addresses this gap by exploring the relationship between participative leadership and social responsibility from the perspective of faculty members in Jordanian universities. It provides valuable insights into how leadership practices can influence and strengthen social responsibility initiatives within higher education institutions in Jordan.

2.1. Research Problems and Questions

The recommendations of several academics who have underlined the significance of understanding the relationship between participatory leadership and the social responsibility of academic leaders in Jordanian institutions served as the basis for this research. The idea for this study was conceived by drawing on the extensive experience of researchers with over 20 years in Jordanian academic institutions, their diverse administrative roles, and their deep understanding of the academic leadership landscape as well as insights from the research by Al-Amoush (2022). Consequently, this study aims to address the following inquiries:

Q1. What is the faculty members' perception of the extent to which academic leaders in Jordanian universities demonstrate participative leadership practices?

Q2. To what extent do faculty members perceive academic leaders in Jordanian universities as achieving social responsibility?

Q3. What is the perceived relationship between participative leadership and the social responsibility of academic leaders in Jordanian universities as perceived by faculty members?

3. METHOD

3.1. Research Design

Researchers followed a survey-based descriptive design which is suitable for collecting data about the phenomenon addressed from a relatively high number of participants to achieve the current study objectives.

3.2. Research Instruments

A questionnaire was designed comprising two distinct sections to achieve the objectives of the study. The first section aimed to assess the extent to which academic leaders in Jordanian universities practice participative leadership. This section was adapted from instruments previously developed by Boschee (2016); El-Kassar (2019); Al-Harbi (2022) and Gharib (2022). The second section of the questionnaire aimed to assess the level of social responsibility among academic leaders using the frameworks established by Abu Shammala (2020) and Adnan and Abdelmalek (2021). A five-point Likert scale was employed where responses ranged from 1 (strongly disagree) to 5 (strongly agree). The scoring intervals were categorized as follows: low (1.00-2.33), medium (2.34-3.67) and high (3.68-5.00) levels of agreement.

The initial version of the questionnaire was reviewed by a panel of 10 experts in the field to establish content validity. These experts provided feedback on the relevance and appropriateness of each item, the clarity of wording, and linguistic accuracy. They were also encouraged to suggest any additions, deletions or modifications to improve the instrument. The questionnaire underwent revisions to enhance its accuracy and effectiveness based on their input.

Cronbach's alpha was calculated to evaluate the internal consistency of the items to ensure the reliability of the questionnaire. The analysis yielded a Cronbach's alpha of 0.98 for the participative leadership practices items and 0.96 for the social responsibility items indicating an exceptionally high level of reliability.

3.3. Population and Sample

The study population included all faculty members across three Jordanian universities: Yarmouk University, Hashemite University, and Mutah University representing the northern, central, and southern regions of Jordan, respectively. The total population comprised 2,552 faculty members. A sample of 357 faculty members was selected, constituting 14% of the total population. This sample included 158 males and 199 females. Additionally, the sample was stratified by academic rank with 121 professors, 117 associate professors and 119 assistant professors.

3.4. Data Collection and Analysis

Data for this study were collected through email. Targeted faculty members were first asked to complete a consent form that indicated their willingness to participate in the study. Following consent, participants provided demographic information and responded to the questionnaire items.

For data analysis, SPSS version 21 was employed. Descriptive statistics, including mean and standard deviation were calculated to summarize the data. Pearson's correlation coefficient was used for inferential statistics to determine the relationships between variables.

4. RESULTS AND DISCUSSION

To address the first research question: What is the faculty members' perception of the extent to which academic leaders in Jordanian universities exhibit participative leadership practices? The mean and standard deviation for overall responses were calculated. The analysis produced a mean value of 3.49 with a standard deviation of 0.66 indicating a medium level of participative leadership practice based on the established criteria.

The areas of participation were ranked in descending order as follows:

Supervision: The highest mean is 3.62 with a standard deviation of 0.66.

Organization: An arithmetic mean is 3.61 with a standard deviation of 0.75.

Planning: An arithmetic mean is 3.60 with a standard deviation of 0.70.

 Implementation: An arithmetic mean is 3.33 with a standard deviation of 0.65.

Evaluation: The lowest mean is 3.31 with a standard deviation of 0.62.

These findings indicate that academic leaders in Jordanian universities generally strive to present a positive image to their superiors within the management hierarchy. They are seen to follow established policies and practices and communicate these effectively to faculty members. Consequently, academic leaders engage in a moderate level of participative practices, balancing their responsibilities to both their immediate supervisors and their colleagues. This approach involves adhering to rules and guidelines that govern interactions between faculty and officials, reflecting the study's results.

To address the second research question: To what extent do faculty members perceive that academic leaders in Jordanian universities fulfill their social responsibility? Arithmetic means and standard deviations were calculated based on faculty members' responses. The analysis revealed an average level of social responsibility among academic leaders, with a mean score of 3.63 and a standard deviation of 0.66.

This average level of perceived social responsibility may be influenced by the constraints imposed by university regulations and guidelines that restrict the authority of faculty members' relative to department heads. The findings are consistent with prior research which underscores the importance of leaders in fulfilling their social responsibilities. Studies by Nejati et al. (2011); Chen et al. (2015); Singh (2016); Boschee (2016); Stevenson (2017); Dornelas (2017); Gómez, Alvarado Naveira, and Pujols Bernabel (2018); Bair, DeFrance, Diarrassouba, and Stockton (2019); El-Kassar (2019); Gharib (2022); Al-Harbi (2022); Elmolla and Abd Elrahman (2022); Zahran (2022); Hanak (2022); Al-Amoush (2022); Al-Abri (2022); Hamza and Al-Amri (2022) and Okasha (2023) have all highlighted the critical role of leaders in promoting and fulfilling social responsibility.

To address the third research question: How do faculty members perceive the relationship between participative leadership and the social responsibility of academic leaders in Jordanian universities? The Pearson correlation coefficient was calculated to examine the relationship between these variables. Table 1 presents the correlation coefficients based on responses from the study sample.

Table 1. Pearson correlation coefficient between the level of participative leadership and the level of social responsibility among academic leaders in Jordanian universities.

Variables	Participation in planning	Participation in organizing	Participation in implementation	Participation in supervision	Participation in assessment	Participative leadership
Social responsibility	0.85	0.92	0.93	0.87	0.90	0.95

The correlation coefficients presented in Table 1 indicate a strong positive relationship between the levels of participative leadership and social responsibility among academic leaders with an overall correlation coefficient of 0.95. This high correlation suggests that as faculty members' opportunities to engage in decision-making processes (i.e., participative leadership) increase within university colleges and departments, their perception of and commitment to social responsibility also tend to improve. This relationship implies that enhancing participative leadership practices can foster greater creativity, educational excellence and achievement of institutional goals through teaching, research, and community involvement.

These findings align with previous research on the interplay between participative leadership and social responsibility. Studies such as those by Maghawry (2020); Al-Hasnawi (2022) and Taha (2022) have demonstrated positive correlations between participative leadership and various outcomes. Similarly, research focusing on social responsibility, including works by Gómez et al. (2018); Gharib (2022); Al-Harbi (2022); Elmolla and Abd Elrahman (2022); Zahran (2022); Al-Amoush (2022) and Al-Ashi and Bouras (2022) has also supported the observed correlation.

5. CONCLUSION

The study indicates that faculty members in Jordanian universities perceive academic leaders as demonstrating a moderate level of participative leadership and engaging in social responsibility to a moderate extent. A significant and positive correlation was identified between participative leadership and social responsibility suggesting that when academic leaders engage more in participative practices, they are also perceived to exhibit higher levels of social responsibility. These findings highlight the critical role of participative leadership in enhancing social responsibility and overall institutional effectiveness.

The results align with previous research reinforcing the idea that inclusive decision-making and a commitment to social responsibility are key contributors to academic excellence and institutional success. Universities can foster an environment that not only values collaboration and inclusivity but also advances their social responsibility initiatives by promoting participative leadership. Future research could delve into the specific mechanisms through which participative leadership affects social responsibility and explore strategies for strengthening these practices in academic environments.

6. RECOMMENDATIONS AND POLICY SUGGESTIONS

It is vital to adopt a structured framework that emphasizes the development of participative leadership practices and the integration of social responsibility into institutional policies and operations to enhance academic leadership effectiveness and reinforce social responsibility within Jordanian universities. Below are detailed recommendations and policy suggestions to achieve these objectives:

1. Enhance Participative Leadership Practices:

Implement Targeted Training Programs: Introduce comprehensive training programs and workshops for academic leaders, focusing on participative leadership skills such as decision-making, communication, and stakeholder engagement. Collaborate with leadership experts to design and regularly update these programs based on feedback and best practices.

Foster a Collaborative Culture: Encourage a culture of collaboration and shared decision-making within academic departments. This can be achieved by promoting regular team meetings, cross-departmental collaborations, and open forums for discussing institutional challenges and opportunities.

2. Increase Faculty Involvement:

Create Decision-Making Opportunities: Involve faculty members in decision-making processes particularly in areas like planning, organizing, and evaluating academic programs. Establish committees, task forces or advisory boards with active faculty participation to ensure diverse input and perspectives.

Establish Clear Roles for Committees: Define clear roles and responsibilities for faculty committees and advisory boards especially in key areas such as academic planning and policy development. Ensure transparency in decision-making processes by communicating decisions and rationales openly to the wider faculty community.

3. Develop Clear Guidelines for Social Responsibility:

Establish Comprehensive Guidelines: Create and disseminate comprehensive guidelines that outline expectations for social responsibility, including community engagement, ethical behavior, and sustainability practices. These guidelines should be integrated into orientation programs for new faculty and staff, as well as included in performance evaluations to emphasize their importance.

Integrate into Institutional Policies: Ensure that social responsibility principles are integrated into institutional policies and daily operations, reinforcing the university's commitment to contributing positively to society and upholding ethical standards.

4. Monitor and Evaluate Leadership Practices:

Conduct Regular Assessments: Implement a system for regular assessments of participative leadership practices and their impact on social responsibility. Utilize feedback mechanisms such as surveys, interviews, and focus groups to gather insights into the effectiveness of current practices and identify areas for improvement.

Establish an Evaluation Team: Form a dedicated team responsible for conducting assessments, analyzing data, and making informed policy adjustments. This team should provide regular reports to the university's leadership, ensuring ongoing improvements in leadership effectiveness and social responsibility initiatives.

5. Encourage Research and Scholarship:

Support Research Initiatives: Encourage academic leaders to engage in research related to leadership and social responsibility to develop and share best practices. Provide resources such as grants and research leave to support these initiatives and promote the dissemination of findings through conferences, publications, and internal forums.

Create Collaborative Research Opportunities: Facilitate collaborations between academic leaders and researchers within and outside the institution to explore innovative approaches to participative leadership and social responsibility.

6. Integration into Institutional Strategic Planning:

Embed in Strategic Goals: Ensure that participative leadership and social responsibility are explicitly incorporated into the university's strategic plan. Align departmental and individual goals with these overarching objectives to create a unified institutional focus.

Engage Stakeholders in Planning: Involve a broad range of stakeholders, including faculty, students, and community partners, in the strategic planning process to ensure widespread support and alignment with the institution's mission. Regularly review and adjust the strategic plan to reflect progress and respond to emerging needs.

Adopting this comprehensive framework will foster a culture of inclusivity and responsibility within Jordanian universities. Universities can enhance academic leadership practices, improve faculty engagement, and strengthen their commitment to social responsibility, ultimately contributing to the overall effectiveness and reputation of the institutions by implementing these policies. This approach benefits the academic community and positively impacts society by promoting ethical standards and community engagement.

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