



Exploring How Core Capabilities Act as Modified Role between Workplace Environments and Social Responsibility: A Comparative Study across Universities in KSA, Jordan, and Sudan

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Acknowledgement

This work was supported and funded by the Deanship of Scientific Research at Imam Mohammad Ibn Saud Islamic University (IMSIU) (grant number IMSIURG23117).

Abstract: This study was undertaken to explore how core capabilities play a modified role in connecting the physical working environment to the achievement of social responsibility in specific Arab universities located in Saudi Arabia, Jordan, and Sudan. This study is an applied descriptive method. The present research population encompassed four universities in three countries (KSA, SUADN and JOURDAN). To determine the sample size, we aimed to investigate 200 employees from these three countries. Therefore, we distributed 200 questionnaires to employees across the four universities. For our sampling technique, we employed purposive sampling and a total of 148 responses were received and utilized for our analysis. For collect information, was used a researcher- making questionnaire. Validity was confirmed by the advisors and a number of professors of management and reliability was assessed using confirmatory factor analysis. In order to analyze the data, was used the method of structural equations with AMOS- V24 software. However, it found no significant correlation between the physical working environment and the core capabilities of personnel within Arab universities.

Keywords: social responsibility, physical working environment, core capabilities.

1. Introduction

Universities, both as institutions and as concepts, embody a diverse array of mental, intellectual, and cultural attributes. They serve as crucibles for the generation, transmission, dissemination, and application of knowledge, fostering the convergence of intellectual currents and facilitating meaningful dialogues aimed at realizing concrete outcomes and cross-pollinating ideas. This diversity in university attributes has naturally led to varying perceptions regarding their core functions. Some argue that universities primarily exist to educate, instruct, and mold human competencies. Others contend that their fundamental purpose lies in the pursuit of research, the creation of knowledge, and its widespread dissemination. A third group posits that universities are meant to serve society through the dual avenues of pedagogy and scientific exploration. Consequently, the triad of teaching, scientific inquiry, and community engagement assumes different proportions within the university's mandate. Historically, teaching and scientific research occupied a prominent role, overshadowing the aspect of community engagement. However, this paradigm began to shift in response to evolving international dynamics, coupled with a growing inclination toward engagement with local, regional, and global communities, as well as a heightened sensitivity to their social needs and demands.

The higher education sector, one of humanity's enduring institutions, plays a crucial role that goes beyond simply generating knowledge and contributing to economic growth. Universities should not limit their purpose to knowledge production alone; they should also connect this knowledge to citizenship, actively shaping the social and cultural dimensions of a knowledge-based society (Coelho & Menezes, 2021). An investigation by Kibona & Tadesse (2023) on how higher education influences civic values and citizenship in Tanzania, takes inspiration from Julius Nyerere's ujamaa philosophy. It assesses the degree to which university graduates adopt ujamaa values and citizenship education in their community service. Findings from 30 participants highlight the potential of higher education institutions and graduates to promote civic values and a strong sense of community, underscoring the positive impact of citizenship education within the Ujamaa philosophy framework.

In today's world, with its complex social structures and interconnected socio-economic and political challenges, universities cannot function as isolated ivory towers disconnected from the societies in which they are situated. Higher education carries the social responsibility of advancing our understanding of intricate issues encompassing social, economic, scientific, and cultural dimensions and equipping us to respond effectively to these multifaceted challenges.

The concept of social responsibility has gained increasing importance in the role of higher education, becoming an integral part of discussions on competitiveness and sustainability in a globalized context (Vasilescu et al., 2010). In the context of globalization, the notion of social responsibility underscores the need to reevaluate the social relevance of universities, particularly as local communities engage with the global arena. Reiser defines social responsibility in higher education as a commitment to ethically managing the university community's performance, including students, faculty, and administrative staff. This management involves responsible stewardship of the educational, cognitive, labor, and environmental impacts generated by the university. These efforts should be conducted through interactive dialogues with society, ultimately aimed at promoting sustainable human development (Reiser, 2008, p. 2). The previous studies reveal a diverse range of research areas, including the influence of core capabilities in various organizational contexts, the significance of education in fostering civic values and social responsibility, and the pivotal role of university activities in shaping students' sense of responsibility. For example, findings Al-Najjar, and Shoaib (2021) showed core capabilities positive effect on operational efficiency in Sharm el-Sheikh's 5-star hotels. And findings Hala Faze Daer's (2019) showed substantive capacity effect on organizational flexibility at Mosul University Presidency. So, study of Haifa al-Fawzan's (2019) found that university activities significantly enhanced personal, ethical, national, and environmental responsibilities among intermediate-level female students. Age and social situation influenced students' perceptions, with married students showing stronger inclinations toward responsibility. Specialization did not yield substantial differences in moral responsibility. The study illuminates the pivotal role of university activities in shaping social responsibility in female students. However, Mousawi's (2016) showed that how core capabilities, such as shared vision and cooperation, affect competitive intelligence in Iraqi private banks. The research involved 85 managers and employees from 13 banks in Karbala. The findings highlighted that banks prioritizing core capabilities recognized their role in outperforming competitors by providing superior customer services. Additionally, banks integrating competitive intelligence activities aimed to enhance technical services and customer communication. This study fills a research gap by linking core

capabilities with competitive intelligence, offering valuable insights for the banking sector.

The core issue under investigation revolves around the relatively limited emphasis placed by Arab universities on fulfilling their societal roles and social responsibilities, in comparison to their other functions like teaching and scientific research. This concern gained prominence during the discussions at the International Forum on Universities and Openness across the Outer Ocean in Algiers in April 2008 and the Gulf Universities Forum on Social Responsibility held at the University of Mjmaa the Compound in Nov 2015.

According to the contents stated this study places particular emphasis on the university's role in serving society and its social responsibility, evaluating its performance within the context of its available material resources and inherent capabilities.

2. Methodology

This study is an applied descriptive method. The present research population encompassed four universities in three countries (KSA, SUADN and JOURDAN). To determine the sample size, we aimed to investigate 200 employees from these three countries. Therefore, we distributed 200 questionnaires to employees across the four universities. For our sampling technique, we employed purposive sampling. We selected university staff members who were knowledgeable about the aspects under investigation, regardless of their position. A total of 148 responses were received and utilized for our analysis. For collect information, was used a researcher- making questionnaire. Validity was confirmed by the advisors and a number of professors of management and reliability was assessed using confirmatory factor analysis. In order to analyze the data, was used the method of structural equations with AMOS- V24 software.

3. Findings

Descriptive Findings

For effective SEM analysis, ensuring that the data adheres to a multivariate normal distribution is crucial. We assessed univariate skewness and kurtosis, which did not reveal any substantial deviations from normality. It's important to note that these checks don't guarantee multivariate normality. Thus, we conducted an examination of multivariate skewness and kurtosis for all variables. The findings indicated that none of the values reached or exceeded 1, affirming the normal distribution of data in our study. Detailed results are available in Table 1.

Table 1: the multivariate skewness and kurtosis results.

Variable	Mean	Std. Dev.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Working conditions	3.4371	0.8309	-0.609	0.203	-0.28	0.403
Technology	2.9365	0.7782	-0.345	0.203	-0.71	0.403
Structure	3.7194	0.94709	-0.287	0.203	-0.722	0.403
Leadership	3.6806	0.96581	-0.27	0.203	-0.807	0.403
Ethics	3.5699	1.19492	-0.473	0.203	-1.012	0.403
Social	2.7983	0.78176	-0.418	0.203	-0.353	0.403
Environmental	3.0299	0.85166	-0.288	0.203	-0.148	0.403
Charity	3.2316	0.97573	-0.101	0.203	-0.692	0.403
Economic	3.0179	0.87537	0.002	0.203	-0.366	0.403
Empowering	3.253	0.83575	-0.186	0.203	-0.412	0.403
Teamwork	3.3261	0.89607	-0.334	0.203	-0.582	0.403
Resources	3.2105	0.81547	-0.521	0.203	-0.376	0.403

Table 2: Demographic Profile of Respondents (N=143)

Variable	Categories	Frequency	Percent
Country	KSA	68	46.9
	JOURDAN	25	17.5
	SUDAN	50	35.7
University	Imamu	31	21.7
	King Khalid	42	29.4
	Zarqa	26	18.2
	Al neelain	44	30.8
Position	Teaching staff	84	58.7
	Employee	59	41.3
Social services	Economic	17	11.9
	Social	86	60.1
	Environmental	4	2.8
	Charity	2	1.4
	Others	34	23.8
Student services	University housing	22	15.4
	Subsistence program	53	37.1
	Health care	47	32.9
	Others	21	14.7

Evaluation of the Measurement Model

In this study, we employed twelve reflective variables, including working conditions, technology, leadership, and others, measured through a set of forty-five questions. We conducted Confirmatory Factor Analysis (CFA) using AMOS.v24 to evaluate the measurement model, focusing primarily on reliability and validity. Our analysis indicated that our model fits the data well. The values obtained, such as CMIN and CFI, align with established standards, signifying the effectiveness of our model. You can observe this model in Figure 2, where the factors are depicted as circles, and the questions used for measurement are represented as rectangles in Table 3.

Table 3: The model fit

Measure	CMIN	DF	CMIN/DF	CFI	RMR	RMSEA	PClose
Estimate	1443.75	709	2.036	0.985	0.065	0.085	0.056

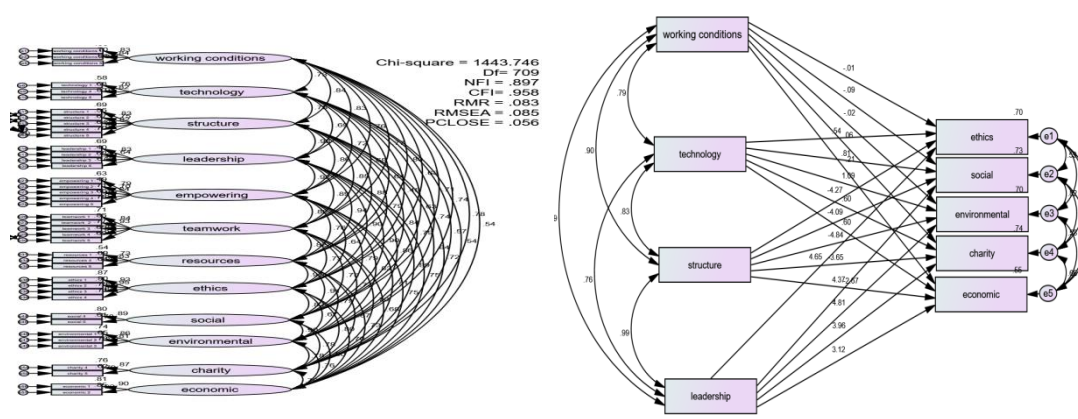
Results for Cronbach's alpha (α) for all variables fell within the range of 0.95 to 0.96, well exceeding the 0.70 threshold. Composite reliability (CR) for all variables ranged from 0.81 to 0.94, also surpassing the 0.70 threshold. Average variance extracted (AVE) for all variables ranged from 0.61 to 0.82, surpassing the 0.50 threshold. Maximum shared variance (MSV) for all variables fell between 0.60 and 0.93, which was less than the AVE. Moreover, maximal reliability (MaxR-H) for all variables ranged from 0.82 to 0.95, surpassing the 0.80 threshold. Based on these results, our study achieved the recommended levels of convergent validity. Additionally, the findings demonstrated reliable and valid indicators, as presented in Table 4.

Table 4: Convergent validity for the overall measurement model.

Variable	CR	AVE	MSV	Max R (H)
Economic	0.905	0.827	0.635	0.908
working conditions	0.865	0.681	0.694	0.865
technology	0.871	0.694	0.607	0.891
structure	0.917	0.688	0.904	0.918
leadership	0.861	0.610	0.904	0.875
empowering	0.901	0.648	0.852	0.909
teamwork	0.934	0.739	0.819	0.937
resources	0.832	0.624	0.937	0.839
Ethics	0.946	0.814	0.937	0.955
Social	0.828	0.707	0.826	0.850
environmental	0.884	0.717	0.810	0.887
Charity	0.819	0.694	0.792	0.829

Evaluation of Structural Equation Modeling

Within this study, both measurement and structural models were created and analyzed using SPSS.v25 and AMOS.v24. The assessment of the structural equation model demonstrated an acceptable fit. Specifically, key statistics revealed a CMIN statistic of 1443.746, 709 degrees of freedom (DF), and a CMIN/DF ratio of 2.036. The associated p-value was less than 0.000, while additional fit indices including CFI, TLI, and RMSEA met accepted criteria. Figure 1 illustrates the comprehensive structural equation model involving all variables studied. Figure 2 depicts the evaluation of the measurement model.



Notably, the CMIN statistic is a chi-square fit statistic, TLI represents Tucker-Lewis's index, CFI stands for comparative fit index, and RMSEA is the root mean square error of approximation.

This section of the study explores the direct relationships between the physical work environment and social responsibility within Arab universities.

Regarding H1a, the results indicate that there is no significant relationship between working conditions and dimensions of social responsibility (ethics, social, environmental, charity, and economic), with a p-value exceeding 0.000. Consequently, the hypothesis suggesting such a relationship is not supported.

In contrast, the findings for H2a reveal a positive and significant relationship between technology and dimensions of social responsibility (ethics, social, environmental, charity, and economic), with a p-value less than 0.000, supporting the hypothesis of a relationship between technology and social responsibility.

Similarly, the results for H3a indicate a positive and significant relationship between organizational

structure and dimensions of social responsibility (ethics, social, environmental, charity, and economic), with a p-value less than 0.000, confirming the hypothesis proposing a relationship between structure and social responsibility.

Lastly, the outcomes for H4a demonstrate a positive and significant relationship between leadership and dimensions of social responsibility (ethics, social, environmental, charity, and economic), with a p-value less than 0.000. Hence, the hypothesis suggesting a connection between leadership and social responsibility is supported, as summarized in Table 5.

Table 5: Standard regression weights (All country)

Path			T	P	Result
Ethics	<---	working conditions	-.090	.929	Not Supported
Social	<---	working conditions	-.830	.406	Not Supported
environmental	<---	working conditions	-.176	.860	Not Supported
Charity	<---	working conditions	.577	.564	Not Supported
Economic	<---	working conditions	-1.560	.119	Not Supported
Ethics	<---	Technology	1.641	.101	Not Supported
Social	<---	Technology	2.536	.011	Supported
environmental	<---	Technology	3.285	.001	Supported
Charity	<---	Technology	1.921	.055	Not Supported
Economic	<---	Technology	1.455	.146	Not Supported
Ethics	<---	Structure	-2.475	.013	Supported
Social	<---	Structure	-2.466	.014	Supported
environmental	<---	Structure	-2.806	.005	Supported
Charity	<---	Structure	-2.242	.025	Supported
Economic	<---	Structure	-1.253	.210	Not Supported
Ethics	<---	Leadership	3.134	.002	Supported
Social	<---	Leadership	3.062	.002	Supported
environmental	<---	Leadership	3.245	.001	Supported
Charity	<---	Leadership	2.832	.005	Supported
Economic	<---	Leadership	1.700	.089	Not Supported

Subsequently, Structural Equation Modeling (SEM) was utilized to identify and quantify the extent of the moderating impact of Core Capabilities on the relationship between the physical work environment and social responsibility. The evaluation of the moderating model revealed an adequate fit, with specific statistics supporting this assessment. Notably, the CMIN statistic was 1443.746, the degrees of freedom (DF) amounted to 709, resulting in a CMIN/DF ratio of 2.036. The associated p-value was less than 0.000, and other fit indices, including CFI, TLI, and RMSEA, all met the criteria for a satisfactory fit. Furthermore, the R square value was 0.770, affirming the model's appropriateness.

Table 6: Standard regression weights: moderating effect (ALL country)

		Path	T	P	Label
social Responsibility	<---	Physical Work Environment	.528	.598	Not Supported
social Responsibility	<---	Core Capabilities	1.844	.065	Not Supported

social Responsibility	<---	Physical Work Environment Z Core Capabilities	1.740	.082	Not Supported
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The table shows the Core Capabilities has not moderated the Relationship between Physical work Environment and the social responsibility in Arab Universities ($T = 1.740$, $p > 0.082$). As shown in Table 6.

4. Conclusions

The main purpose of this study was Exploring How Core Capabilities Act as Modified Role between Workplace Environments and Social Responsibility: A Comparative Study across Universities in KSA, Jordan, and Sudan. The results of data analysis showed that there is no positive relationship between the physical working environment and the achievement of the social responsibility of Arab universities. This result suggests that the physical working environment (e.g., infrastructure, facilities) does not significantly impact the social responsibility efforts of Arab universities. This finding might indicate that other factors have a more substantial influence on social responsibility initiatives. While the study didn't find a direct positive relationship between the physical environment and social responsibility, a conducive and comfortable workspace can still contribute to the overall well-being of university staff and students. Ensuring safe, comfortable, and well-equipped facilities can indirectly support the broader social responsibility objectives of the institutions.

Also, the results of data analysis showed that there is a positive relationship between the technology used and the achievement of the social responsibility of Arab universities. This result implies that the use of technology positively correlates with the success of social responsibility in Arab universities. This could be due to technology facilitating communication, collaboration, and information dissemination, which are essential for social responsibility initiatives. Embracing advanced technology can enhance communication, collaboration, and information dissemination, ultimately strengthening the achievement of social responsibility goals. It's essential for institutions to invest in and utilize technology effectively to support their initiatives.

The results of data analysis showed that there is no positive correlation between the physical working environment and the core capacities of Arab university workers. This finding suggests that the physical working environment does not have a significant impact on the core capacities (skills, competencies) of university workers in Arab universities. Other factors, such as training and education, may play a more critical role in developing these capacities.

The results of data analysis showed that there is a positive relationship between the organizational structure and the achievement of the social responsibility of Arab universities. This result indicates that the organizational structure of Arab universities has a positive influence on their social responsibility achievements. A well-defined structure and clear roles may facilitate the implementation of social responsibility initiatives. It is suggested that universities should review and, if necessary, restructure their organizational frameworks. Well-defined and efficient organizational structures can facilitate the successful implementation of social responsibility initiatives. Institutions should consider assessing and optimizing their structures to align with their goals.

The results of data analysis showed that there is a positive relationship between management leadership and the achievement of social responsibility of Arab universities. This finding underscores the importance of effective management leadership in driving social responsibility efforts in Arab universities. Strong leadership can inspire and guide the institution toward fulfilling its social responsibility goals.. It's imperative for universities to carefully select and empower leaders who are capable of inspiring and guiding their institutions toward fulfilling social responsibility objectives.

The results of data analysis showed that there is no positive relationship between working conditions and the achievement of social responsibility in Arab universities. This result suggests that the quality of working conditions (e.g., safety, comfort) is not significantly related to the success of social responsibility initiatives in Arab universities. This could indicate that other factors play a more prominent role in social responsibility.

The results of data analysis showed that The Core Capabilities have not moderated the Relationship between Physical work Environment and the social responsibility in Arab Universities. This result suggests that the core capabilities of university workers do not act as a moderator in the relationship between the physical working environment and social responsibility. In other words, the presence or absence of core capabilities does not significantly influence how the physical environment impacts social responsibility

efforts.

To support their social responsibility efforts, Arab universities should prioritize the allocation of budgets for social services. Adequate financial resources are essential for developing and sustaining programs aimed at addressing societal needs and responsibilities. Ensuring sufficient funding can make a substantial difference in the impact of these initiatives. Encouraging Student Participation in Social Responsibility Programs: Student involvement is a critical aspect of social responsibility in universities. The study recommends actively involving students in the planning and execution of social responsibility programs. Engaging students not only educates and empowers them but also fosters a sense of social responsibility that can extend beyond their academic years. Promoting a Culture of Social Responsibility: the study emphasizes the importance of promoting a culture of social responsibility as a foundational element of Arab universities' missions. This involves embedding the values and principles of social responsibility throughout the institution's activities, policies, and academic programs, fostering a holistic commitment to societal well-being. These implications can serve as a guide for Arab universities to enhance their social responsibility endeavors, fostering positive change and making a meaningful impact within their communities and beyond.

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