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Sustainable Leadership at Private Higher Education: A Sample from Arab International University

Nour Aldeen Saad and Serene Dalati*

Department of Management, Faculty of Business Administration, Arab International University, Damascus, Syria

s-dalati@aiu.edu.sy

Abstract. The purpose of this research is to develop a theoretical framework of sustainable leadership which could be used to evaluate Syrian higher private education applying sustainable leadership practices with in its management of its faculties from its academic staff perspective. This sustainability includes building capacity, diversity, conservation, strategic distribution, building long term objective and innovation practices that used as basis during the questioner design. The sample was from Arab International University (AIU) as a preliminary search. This research is with descriptive purpose, positivism philosophy, deduction method survey strategy and questionnaire to collection primary data. Cronbach alpha reliability test shows good internal consistency and significance. Higher private education institutions are investigated in this research study selecting a convenience sample from AIU university as a sample representing the universities of the private sector. Descriptive analysis according to the mean of AIU academic staff answer shows that the university should working on provides capacity building through work shadowing, provides all employees with the opportunities to work in other departments inside the company, solicit ideas from all levels of the organization to generate engagement and business results, depend on its employees for decision making and strategic planning, enabling all staff to contribute to creating synergy between the long-term objectives of the organization and the short-term targets imposed by funding agencies and encouraging the workers to invent new and different practices and products. The research paper emphasizes the significance of sustainable leadership practices including building capacity, diversity, conservation, strategic distribution, building long term objective and innovation practices in higher private education industry in private universities.

Keywords: sustainable leadership, higher private education institution, academic staff.

1. Introduction

Such questions as what is leadership, is it the ability to lead something born or made, what dose sustainability mean, are still under discussion. Leadership is the art of motivating a group of people to act toward achieving a common goal in a business setting this can mean directing workers and colleagues with a strategy to meet the company's needs. Ability to lead something born and made. The lead ability is born means that there are people who seem to be naturally endowed with more leadership abilities than others since childhood. Also, the lead ability is made means that anyone can learn to become a leader by improving particular skills. History is full of people who while having no previous leadership experience, have stepped to the fore in crisis situations and persuaded others to follow their suggested course of action. They possessed traits and qualities that helped them to step into roles of leadership, so the leaders are the inspiration for, directors of the action and they are the people in the group who have the set of personality and leadership skills to make others want to follow their direction. Leader has to adopt one style of leadership styles to provides direction, implements plans, and motivates people because there are many different situations call for different leadership styles. Such as autocratic or authoritarian style; under the autocratic leadership style, all decision-making powers are centralized in the leader, as with dictators. Autocratic leaders do not ask or entertain any suggestions or initiatives from subordinates. The autocratic management has been successful as it provides strong motivation to the manager. It permits quick decision-making, as only one person decides for the whole group, participative or democratic style. The democratic leadership style consists of the leader sharing the decision-making abilities with group members by promoting the interests of the group members and by practicing social equality. This has also been called shared leadership, task-oriented and relationship-oriented style. Task-oriented leadership is a style in which the leader is focused on the tasks that need to be performed in order to meet a certain production goal. Task-oriented leaders are generally more concerned with producing a step-by-step solution for given problem or goal, strictly making sure these deadlines are met, results and reaching target outcomes. While relationship-oriented leadership is a contrasting style in which the leader is more focused on the relationships amongst the group and is generally more concerned with the overall well-being and satisfaction of group members. In short, it understands that leadership style varies according to a situation and there is no single style of leading works in all situations.

We can define sustainable development as development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Also, we can derive from the definition four types of sustainability that are Human sustainability: which involves specific goals, strategies and methods implemented to preserve and improve the quality of human life. Sociological, environmental and resource-based factors contribute to human sustainability. Social

sustainability is a process or framework that promotes wellbeing within an organization's own members while also supporting the ability of future generations to maintain a healthy community. Economic sustainability is the practices that support long-term economic growth without negatively impacting social, environmental, and cultural aspects of the community. Environmental sustainability is about making responsible decisions that will reduce your business' negative impact on the environment.

Prior to 2011, Syrian higher education was in a stage of development, characterized by the modernization of teaching and research environments, the transfer of knowledge, and engagement with international partners, mostly from the European Union. As private universities in Syria were growing and competing to have the largest possible number of useful scientific means to create a strong generation of scientific terms to be able to win the first position in the field of education. However, after 2011 and until now, the cultural, social and environmental conditions of the Syrian Arab universities have become relatively poor due to the war that the country has gone through. The Syrian higher education has also become characterized by various challenges related to its infrastructure and its operational, human, technical, intellectual and social levels. As a result, the devastating situation has led many individuals, including students and academics, to leave Syria in search of safer and better living conditions but nowadays, after 9 years of war, the issue of sustainable leadership has become more vital than before in the higher education sector.

2. Literature review

The concept of sustainable leadership is interpreted by some literature focuses solely on the compulsory sector at elementary and high school, and some literature focuses on to the post-compulsory sector which is higher education (Lambert, 2012).

Sustainable leadership in the elementary sector. Hargreaves and Fink are acknowledged that education, specifically in the compulsory sector is failing to attract quality leaders. They suggest that this is due to increases in job stress, continuing reductions in school funding and an increasingly diverse student population. So, Hargreaves and Fink refer that sustainable leadership develops deep learning for all that spreads and lasts, in ways that do no harm to and indeed create positive benefit for others around us now and in the future. From this definition they devised a model of sustainable leadership include seven principles in order to counter some of these challenges (Lambert, 2012).

Deep learning not superficial testing for achievements. Reflect that sustainable leadership matters. It preserves, protects and promotes in education what is itself sustaining as an enrichment of life.

Length refer to the important of valuable aspects of life. Reflect that sustainable

leadership lasts and preserves and advances the most valuable aspects of life over time, year upon year and from one leader to the next.

Breadth that share leading with others, not just one person at the top. Reflect that sustainable leadership spreads. It sustains as well as depends on the leadership of others. In a complex world, no one leader and institution or nation can control everything without help.

Justice that collaboration with other to build A prosperous future without create negative effect on other. Reflect that sustainable leadership does no harm to and actively improves the surrounding environment. It does not raid the best resources of outstanding students and teachers from neighboring institutions.

Diversity that learn from other culture to have social and wide knowledge. Reflect that sustainable leadership fosters and learns from diversity in teaching and learning and moves things forward by creating cohesion and networking among its richly varying components.

Resourcefulness that restructure and reuse and recognize the resources that organization has reflect that sustainable leadership develops and does not deplete material and human resources. Sustainable leadership recognizes and rewards the organizations' leadership talent in earlier rather than later career.

Conversation that learn from the past to connect it with the future. Reflect that sustainable leadership honors and learns from the best of the past to create an even better future (Hargreaves, 2003).

They claim that this model of sustainable leadership will have two positive benefits without forget that it does not provide short-term quick fixes but will set a long-term trajectory for the organization so that it will continue regardless of who is occupying the principal position. The first benefit is career progression through the development of individuals to ensure they have the necessary skills for senior leadership and the second benefit the maintenance of organizational sustainability and stability that refers to an ability to meet the needs of an organization's direct and indirect stakeholders (shareholders, employees, clients, pressure groups, communities). Without compromising its ability to meet the needs of future stakeholders as well.

Sustainable leadership in the post-compulsory sector. Steve Lambert worked on examining models of sustainable leadership for compulsory education to work on add other sector (Community College). The need to balance short term objectives with long term goals because commitment to both short term and long-term objectives is common to most education sectors. further education colleges have potentially a greater number of staff in which initiatives can be distributed allowing staff greater opportunities to engage in projects that will have a positive benefit to the organization. As a result of increasing the number of individuals involved in projects and initiatives a positive consequence is the development of capacity within

the colleges to deal with change.

After Lambert's work on examining models of sustainable leadership for compulsory education he provides model include six factors that summary the framework of sustainable leadership for in post compulsory education. Builds capacity of staff: the staff selection system has been revised to increase career opportunities for staff so that the secretariat may better retain and develop in-house expertise. Strategic distribution that empowers individuals and communities by giving them agency and voice, and the capability to exercise their rights. Consolidates that seeks to conduct its work in a manner both transparent and accountable to all its stakeholders. Builds long-term objective from short-term goals that builds the relationship between the organization's long-term goals and the short-term goals of finance agencies. Diversity that creates a social environment consisting of many different layers, coherent and integrated with each other. Conservation that stay on the fundamentals of the past and work on its development to create a better future (Lambert, 2012).

The previous factors provided a general introduction to the idea of sustainable leadership as a tool for developing organizational capacity. It outlined Hargreaves and Fink's model of sustainable leadership which formed the basis for subsequent models and Lambert's framework of sustainable leadership was proposed as a more appropriate model for the further education sector. This model was used in the fieldwork to determine both its validity and also to ascertain whether such a tool will aid colleges in developing organizational leadership capacity and to what extent the component elements are currently implemented.

A leadership is regarded as "sustainable" when over time it meets the following three conditions: delivering strong financial performance, demonstrating the ability to endure economic and social difficulties and demonstrating the ability to maintain a leadership position in its relevant market (Kantabutra & Saratun, 2013).

In the same time Avery found that sustainable leadership requires taking a long-term perspective in making decisions; fostering systemic innovation aimed at increasing customer value; developing a skilled, loyal and highly engaged workforce; and offering quality products, services and solutions. Also, it was found that sustainable leadership is a management approach aimed at delivering better and more sustainable returns, reducing unwanted employee turnover and accelerating innovation. Sustainable leadership embraces aspects of humanistic management in that it includes valuing people and considering the firm as a contributor to social wellbeing. In short, the author objective of sustainable leadership is to keep people, profits, and the planet in balance.

The individual practices of sustainable leadership. Avery puts 23 practices of leadership sustainable that categorized into three groups foundation practices, higher-level practices and key performance drivers. practices created two leadership

approaches, the first for companies that apply practices in a standardized manner, which is honeybees' approach, and the second companies that do not apply them in a standardized manner, which is the locust approach. The 23 Honeybee leadership elements from all three levels collectively drive enhanced integrity of brand and reputation, enhanced customer satisfaction, solid operational finances (all organizations have to survive financially including in the short term), enhanced long-term owner/shareholder value and enhanced long-term value for multiple stakeholders these 5 factors are exist in the fourth group (outcomes of practices) of pyramid that Avery and Bergsteiner worked on adding it to the previous three groups and expanding the list of sustainable leadership practices to 27 ones (Avery & Bergsteiner, 2011).

Fig. 1: Sustainable leadership practices (source: Avery & Bergsteiner, 2011).

1. Foundation practices form the lowest level of the pyramid. They can be introduced at any time management decides to do so. The 14 foundation practices include programs for training and developing staff, striving for amicable labor relations, staff retention (avoiding layoffs), succession planning, valuing employees' experience and their contribution to customer loyalty and to innovation, deciding whether the CEO's role is to be that of hero or top team member, ensuring ethical behavior, promoting long-term thinking, managing organizational change sensitively, striving for independence from the financial markets, promoting environmental and social responsibility, balancing multiple stakeholder interests, and ensuring that a shared vision drives the business.

2. Higher-level practices form the second layer of the pyramid. These six practices cover devolved and consensual decision making, creating self-managing employees, harnessing the power of teams, developing a trusting atmosphere, forming an organizational culture that enables sustainable leadership, and sharing and retaining the firm's knowledge.

3. Key performance drivers create the third level. The elements of innovation, staff engagement, and quality essentially provide what end-customers experience and so drive organizational performance. The key performance drivers in turn emerge from various combinations of the foundation and higher-level practices.

4. Performance outcomes. The apex of the pyramid contains four performance

outcomes that create sustainable leadership include Integrity of brand and reputation, Enhanced customer satisfaction, Solid operational finances and value long-term shareholder and multiple stakeholders.

The pyramid is intended to be dynamic in all directions. Interactions between the elements not only flow bottom-up and top-down, practices on the same level also influence each other (Avery & Bergsteiner, 2011).

Avery's 23 elements are grouped into six core themes. In the first theme, focus on a long-term perspective, the components of long-term perspective found at the university include development of shared strategic directions, involvement and collaboration in decision making, and a set of core values developed and shared by management teams. Also, the president has to concern about the importance of involving and collaborating with different levels of the management team in implementing a new strategic direction. He emphasized that involvement means not only informing them, but consulting them. In establishing a performance agreement, the university management team consults deans and deputy deans of each faculty or institute to reach an agreement on different performance targets and resources or support to enable achievements of these targets are also discussed. These involvement and collaboration help facilitate implementation of the strategy at the lower levels.

In the second theme, foster strong organizational culture, is for many defined as shared values or beliefs, values and beliefs provide the justification for people behaving the way they do and help organizational members identify desirable behaviors. Sustainable organizations 'strong cultures make them a "special place to work", given that the long-term perspective allows Honeybee organizations more time for a vision, values and culture to be communicated, shared and take effect. Thus, they ought to display and implement visions with more follower buy-in than Locust organizations. The nature of this "specialness" varies greatly in the details of a specific organization's culture, values and philosophy (Avery, 2005).

In staff development theme, giving priority to firm-specific skills, develop employees' skills through in-house and other formal training that represents a major continuing financial investment by the employer. Training is accessible to all employees, not just to elites or managers. They also have extensive management and leadership development programs in place, and the board and senior management take a genuine interest in these programs. Development pays off in various ways, including through increased productivity, profits, share price increases and owner/shareholder value (Aguinis and Kraiger).

In innovation theme, Honeybee organizations are also champions of radical innovation when required. They invest in long-term R&D, which is maintained even in crises. It is clear that both incremental and radical innovations help Honeybee organizations to be able to maintain their leadership positions. Sustainable organizations take a much broader view of innovation than simply R&D investment:

for them innovation is turning inventions into solutions for customers. In order to meet customer needs, being close to the customer is essential. Honeybee organizations tend to highlight how customer feedback and needs are closely integrated into the innovation system. Innovation is approached systematically within Honeybee organizations, gathering ideas from the entire organization, including from stakeholders. In general, the Locust approach does not foster an innovation culture designed to increase the long-term wealth of organizations.

Table 1: Criteria distinguishing typical sustainable leadership and shareholder-first perspectives

Leadership elements	**Sustainable**	**Non-Sustainable**
Developing people	Develops everyone continuously	Develops people selectively
Labor relations	Seeks cooperation	Acts antagonistically
Retaining staff	Values long tenure at all level	Accepts high staff turnover
Succession planning	Promotes from within wherever possible	Appoints from outside wherever possible
Valuing staff	Is concerned about employees' welfare	Treats people as interchangeable
CEO and top team	CEO works as top team member	CEO is decision maker, hero
Ethical behavior	Doing-the-right thing	Ambivalent, negotiable, an assessable risk
Long- or short-term perspective	Prefers the long-term over the short-term	Short-term profits and growth prevail
Organizational change	Change is an evolving and process	Change is fast adjustment, can be ad hoc
Financial markets orientation	Seeks maximum independence from other	Follows its masters' will, often slavishly
Responsibility for environment	Protects the environment	Is prepared to exploit the environment
Social responsibility (CSR)	Values people and the community	Exploits people and the community
Stakeholders	Everyone matters	Only shareholders matter
Vision's role in the business	Shared view of future is essential strategic	future not necessarily drive the business
Decision making	Is consensual and devolved	Is primarily manager-centered
Self-management	Staff are mostly self-managing	Managers manage

Leadership elements	Sustainable	Non-Sustainable
Long- or short-term perspective	Prefers the long-term over the short-term	Short-term profits and growth prevail
Team orientation	Teams are extensive and empowered	Culture is weak except for a focus on short-term-results that may or not shared
Culture	Fosters an enabling, widely-shared culture	Culture is weak except for a focus on short-term-results that may or may not be share
Knowledge sharing and retention	Spreads throughout the organization	Limits knowledge to a few gatekeepers
Trust	High trust through relationships and goodwill	Control and monitoring compensate for low trust
Innovation	Strong, systemic, strategic innovation evident at all levels	Innovation is limited and selective; buys in expertise
Staff engagement	Values emotionally-committed staff and the resulting commitment	resulting commitment
Financial rewards suffice as motivators, no emotional commitment expected		
Quality	Is embedded in the culture	Is a matter of control

Source: Avery & Bergsteiner, 2011

Social and environmental responsibility underpins the philosophy of Honeybee organizations. Where there is a need to invest in being responsible for social and environmental issues, Honeybee organizations will do so, usually because it is the "right thing to do," which leads to the next topic of ethical behavior. Although some Locust organizations focus on social responsibility and protecting the environment, these considerations become easy targets when cost cutting is required.

In ethical behavior theme, doing the good things and desired values and behaviors can be translated into acceptable actions reflect ethical behavior that considered essential for applying sustainability in all organizations to work on change the unacceptable behavior and accounting the unethical acting and other bad practices at public and private organizations (Kantabutra & Saratun, 2013).

Organization sometime need to learning new things and in the same time it needs to forget old things so there are four type of forgetting. These were based on whether the process of forgetting was intentional or unintentional and whether it

applied to long established or recently acquired knowledge. The types are dissipation that occurs when new knowledge comes into the organization, but there is no will or way to make it stick. Degradation that occur when established knowledge is accidentally lost. Suspension that occur when free up resources that are committed to maintaining things that are no longer producing results, and purging that occur when we forget things we have retained and remembered it such as poor practices (Hargreaves, 2007).

3. Conceptual research framework

This research presents the following research question: Are AIU Syrian private university applying sustainable leadership practices with in its management of its faculties from its academic staff perspective? We searched in three prior literatures about sustainable leadership in higher private education so we identified six practices (Figure 1) to discuss it and see to what degree the Syrian higher private education institutions applying sustainable leadership practices.

From those practices we identify six questions as follow: (1) Is AIU applying capacity-building practices based on perception of their academic staff? (2) Is AIU applying diversity based on perception of their academic staff? (3) Is AIU applying conservation based on perception of their academic staff? (4) Is AIU applying strategic distribution based on perception of their academic staff? (5) Is AIU applying building objectives based on perception of their academic staff? (6) Is AIU applying innovation based on perception of their academic staff?

Sustainable leadership in Higher Private Education is a significant area of research that requires further investigation. Furthermore, there is not significant research about sustainable leadership in higher private education in Syria (Dalati 2016, 2018). Where sustainable leadership urges utilizing the existing resources to achieve the best results with the least efforts, and working on developing existing relationships saves a lot of time instead of building new relationships and getting to know them anew. There are a set of steps that can be followed to implement sustainability to ensure that we move away from common mistakes and fall in the circle of irresponsibility. Therefore, based on a set of previous research, including Serene Dalati researches, on the issue of sustainable leadership in the private education sector, we found that the private higher education sector, with the passage of ten years of war, in addition to the unstable economic, political and social conditions, that it no longer applies the principles of sustainability adequately as we used to it in previous years.

In order to achieve research purpose, such research hypotheses were formulated:

A1: Perceived capacity building practice has above average rating among academic staff at AIU.

0.1 Perceived capacity building practice does not above average rating among academic staff at AIU.

A2: Perceived diversity practice has above average rating among academic staff at AIU.

0.2 Perceived diversity practice does not above average rating among academic staff at AIU.

A3: Perceived conservation practice has above average rating among academic staff at AIU.

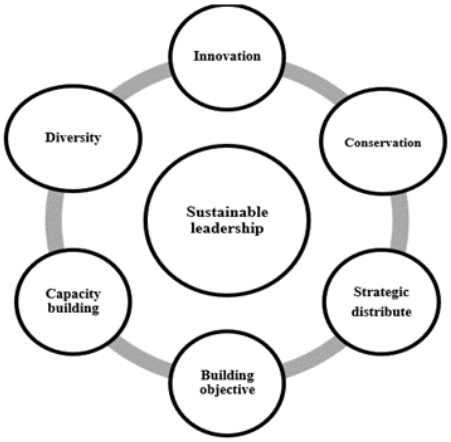

Fig. 2: Sustainable leadership practices (source: developed by authors).

0.3 Perceived conservation practice does not above average rating among academic staff at AIU.

A4: Perceived strategic distribution practice has above average rating among academic staff at AIU.

0.4 Perceived strategic distribution practice does not above average rating among academic staff at AIU.

A5: Perceived building long-term objective from short-term goals practice has above average rating among academic staff at AIU.

0.5 Perceived building long-term objective from short-term goals practice does not above average rating among academic staff at AIU.

A6: Perceived innovation practice has above average rating among academic staff at AIU.

0.6 Perceived innovation practice does not above average rating among academic staff at AIU

4. Research methodology

It is the systematic, theoretical analysis of the strategies applied on research problem. Typically, it encompasses concepts such as paradigm, theoretical model, phases and quantitative or qualitative techniques (Laila Al-Ajeeb, 2018). When we say the methodology of research, we should know the range of theoretical and

process techniques that we should work on during the design of the research such as philosophy and the style and strategy of research in addition to the tool through which we collect data. This research is a research with a descriptive purpose the goal of the research is to prove or amend a theory, so we used the positivism philosophy where the researcher designs the research based on pre-existing ideas. The method we used that represents the relationship between the researcher and the research is the deduction method. It is including five steps as follows (Figure 3).

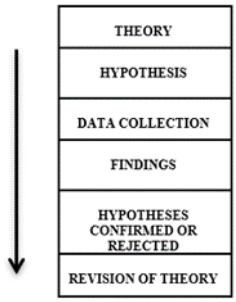

Fig. 3: Deduction method steps (source: adapted by Bryman & Lilley, 2009).

Theory: The theory is the description of the phenomenon, and this description has a large number of empirical evidence, and the more evidence the theory describes, the better and more robust it is, and it is deeper than the hypothesis if it is supported.Thus the theory cannot be adopted as a final and sufficient theory unless this theory is able to explain and explain all data and facts.

Hypothesis: is a temporary interpretation of a specific situation or event in order to link a group of phenomena together, and it needs a large amount of experimental evidence, and the hypothesis is testable and it is considered a guess that is proven by experiment.

Data collection is the primary and most important step of research, regardless of the field of research. The approach to data collection varies with the different fields of study.

Findings: it is the process of transforming the collected data into information to develop conclusions through which the assumptions are rejected or accepted.

Hypotheses confirmed or rejected: the results obtained when analyzing the data enable us to work on accepting or rejecting the hypotheses correctly.

The strategy we applied on the research is survey strategy because it is more preferred as a strategy to answer the "how much" and "what is the effect" questions, finally accurate diagnosis of the data collection tool is the questionnaire because the target sample is relatively large and also in order to save time. In the scope of the survey we designed a questionnaire to collect primary data and employed a non-probability sampling strategy. The results of this questionnaire are not generalized because the sample is a non-probability sample, so it is not as accurate as a probability sample. In this research, a combined approach is employed where we

conducted a survey and we employed a questionnaire to collection primary data and explore the situation of teaching staff at different private universities. But the selected sample of universities was AIU to examine issues related to sustainable leadership and answe this question "Are Syrian higher education institutions applying sustainable leadership practices with in their management of their institution?". The questionnaire was designed in the form of a group of departments based on six principles chosen from previous studies. Each section contains a certain number of questions that revolve around the opinion of the teaching staff in the ability of their organization to apply the concept of sustainability within the institution and among its employees. Therefore, the sample taken from the teaching staff should accurately click through these questions and express an opinion on the question by placing a sign in front of one of the following options: strongly disagree, disagree, not sure, agree or strongly agree. Hence, results can be used effectively as tools to support research theory.

Sampling design is concerned with the explanation of some aspects of sampling principles and the selection of people who would be asked questions through participating in interviews or questionnaires conducted by the researcher. There are many reasons why researchers do sampling and that includes lower cost as sampling requires lesser cost than testing the whole population. Sampling also gives greater accuracy with results and greater speed of data collection and data analysis and availability of population elements, Also, interest in research and finding results that apply to all populations or other phenomena is necessary for research, meaning that the researcher cannot collect data from every element in the entire community. In this case, the researcher collects a smaller sample, analyzes the results, and draws conclusions about the entire community (Cooper and Schindler, 2003).

Probability and non-probability design: probability sample is give all units in the community an equal opportunity for selection. The results in the probability sample are more accurate and thus help the researcher generalize the results. The non-probability sample means that some units in the community are not likely to be selected and thus the researcher is unable to generalize the research results accurately. A non-probability sampling strategy is employed to collect data for this research. A self- administered questionnaire was designed to collect data from private universities operating in Damascus. Data was collected through the online questionnaires employing Google online questionnaire. Data were collected 29 of July 2020. The sample size was 27 staff and the sample unit of analysis comprises academic staff working at Syrian private university that is AIU.

The questionnaire was designed based on one kind of rating scale to measure attitudes directly this one is Likert scale. The Likert scale is a five (or seven) point scale which is used to allow the individual to express how much they agree or disagree with a particular statement such as (strongly disagree, disagree, not sure,

agree or strongly agree) to answer questions inside each section of questionnaire. The questionnaire consists of six sections based on principles chosen from previous studies. Each section contains a certain number of questions that revolve around the opinion of the teaching staff in the ability of their organization to apply the concept of sustainability within the institution and among its employees. Therefore, the sample taken from the teaching staff should accurately click through these questions and express an opinion on the question by placing a sign in front of one of the following options: strongly oppose, strongly disagree, strongly disagree or agree. Hence, results can be used effectively as tools to accept or disprove the hypothesis of research theory.

The questionnaire has translated to another language that is Arabic language to be more effective questionnaire and to make the process of understand the questions easier to who do does not has good English language. Also, all standers that have used in English language are translated to Arabic language such as Likert scale, the used principles of sustainability and the questions that exist inside each section of questionnaire.

5. Research results and discussion

Descriptive data examines the sample characteristics and respondents' demographic profile. The demographic profile includes respondents' faculty, age, gender, work experience, faculty, academic level, administration position and education level. Descriptive data indicates that the targeted sample are from different faculties as follow 48.1% from BA, 3.7% from Pharmacy, 7.4% from IT, 3.7% from Civil Engineering, 7.4 from Architecture, 14.8 from Fine Art, 14.8% from other faculties. Respondent's average age is 45.19, work experience in the current higher private education institution is 6.18. Descriptive data illustrates that 33.3% of the sample study are male, 66.7% female. 3.7% have bachelor degree, 37% master degrees, and 59.3% PhD. Their academic level is: 33.3% are lecturer, 55.6% are instructor, 7.4% are assistant professor and 3.7% without academic level. Also, their administration position is 8.3% are head of department, 4.2% are vice dean and 87.5% are without administration position. Tables 2, 3, 4, 5, 6 and 7 illustrate descriptive data analysis.

Table 2: Faculty profile (n=27, source: developed by authors)

Faculty	Frequency	Percent (%)
BA	13	48.1
Pharmacy	1	3.7
IT	2	7.4
Civil Engineering	1	3.7
Architecture	2	7.4
Fine Art	4	14.8
Other	4	14.8
Total	27	100

Table 3: Destructive data analysis of demographic profile (n=27, source: developed by authors)

Demographic profile	N	M	SD
Age	26	45.19	7.07
Work experience	27	6.18	5.09

Table 4: Distribution of gender (n=27, source: developed by authors)

Gender	Frequency	Percent (%)
Male	9	33.3
Female	18	66.7
Total	27	100

Table 5: Distribution of education level (n=27, source: developed by authors)

Education level	Frequency	Percent (%)
Bachelor	1	3.7
Master	10	37
PhD	16	59.3
Total	27	100

Table 6: Academic level (n=27, source: developed by authors)

Academic level	Frequency	Percent (%)
Lecturer	9	33.3
Instructor	15	55.6
Assistant professor	2	7.4
N/A	1	3.7
Total	27	100

Table 7: Administration position (n=27, source: developed by authors)

Administration position	Frequency	Percent (%)
Head of department	2	8.3
Vice dean	1	4.2
N/A	21	87.5
Total	24	100

Cronbach alpha analysis is conducted to measure the internal reliability of items in the six sections to know if there is consistency between them or not. Cronbach's alpha value was bigger than 70% that mean there is reliability. Therefore, there is consistency between items. If the value was smaller than 70% that mean there is not

reliability. The results show that there is not consistency between items. The alpha value of all sections was bigger than 70% so that mean there is good consistency between items and the reliability ranging is from (0. 74% to 0. 88%).

Table 8: Reliability analysis (n=27, source: developed by authors)

Variable Component	Number of items	Alpha (α)without deleting any item
Capacity building	4	0.77
Diversity	5	0.83
Conservation	4	0.74
Strategic distribution	4	0.79
Building objective	4	0.88
Innovation	3	0.78

Descriptive analysis illustrates scale items comprising of 24 items exist in 6 dimensions that AIU supposed to applying them in its faculties. The first section four items scores are reflected at Table 9 that indicating the mean score and standard deviation scores for each item. So according to the AIU academic staff answers about capacity building principle inside the university we found that the university is working better on provides opportunities and motivates staff to develop their skills in leadership and management than working on provides capacity building through work shadowing.

Table 9: Descriptive analysis of Capacity Building (n=27, source: developed by authors)

Capacity Building	M	SD
1. Management provides opportunities and motivates staff to develop their skills in leadership and management	3.11	0.751
2. Management provide capacity building through formal training	2.77	1.25
3. Management provides capacity building through work shadowing	2.51	0.893
4. Management provides capacity building through mentoring	2.96	0.854

Descriptive analysis illustrates scale items comprising of 24 items exist in 6 dimensions that AIU supposed to applying them in its faculties. The second section five items scores are reflected at Table 10 that indicating the mean score and standard deviation scores for each item. So according to the AIU academic staff answers about diversity principle inside the university we found that the university is working better on creates a social environment consisting of many different layers, coherent and integrated with each other than working to provide all employees with the opportunities to work in other departments inside the company.

Table 10: Descriptive analysis of diversity (n=27, source: developed by authors)

Diversity	**M**	**SD**
1. Management acts in an approach which enables social inclusion and cohesion	3.55	0.891
2. My line manager acts in an approach which engages stakeholders	3.25	0.712
3. My line manager diversify work mechanisms to monitor and respond to what is successful	3.11	1.18
4. My line manager creates a social environment consisting of many different layers, coherent and integrated with each other	3.62	1.00
5. My direct manager works to provide all employees with the opportunities to work in other departments inside the company	2.92	0.957

Descriptive analysis illustrates scale items comprising of 24 items exist in 6 dimensions that AIU supposed to applying them in its faculties. The third section four items scores are reflected at Table 11 that indicating the mean score and standard deviation scores for each item. So according to the AIU academic staff answers about conservation principle inside the university we found that the university is working better on being is open to answer any question that helps improving work flow than working to solicit ideas from all levels of the organization to generate engagement and business results.

Table 11: Descriptive analysis of conservation (n=27, source: developed by authors)

Conservation	**M**	**SD**
1. Management enables managers and leaders to honor and learn from the past to create a better future	3.40	0.843
2. Management is open to answer any question that helps improving work flow	3.96	0.807
3. Management encourages colleges to use social media and collaborative technologies to meet work objectives	3.77	0.751
4. Management purposely solicit ideas from all levels of the organization to generate engagement and business results	3.25	0.984

Descriptive analysis illustrates scale items comprising of 24 items exist in 6 dimensions that AIU supposed to applying them in its faculties. The fourth section four items scores are reflected at Table 12 that indicating the mean score and standard deviation scores for each item. So according to the AIU academic staff answers about strategic distribution principle inside the university we found that the university is depending on its employees in improving performance and maintaining competitiveness better than depending on its employees for decision making and strategic planning.

Table 12: Descriptive analysis of Strategic distribution (n=27, source: developed by authors)

Strategic distribution	**M**	**SD**
1. Management enables managers and leaders to honor and learn from the past to create a better future	3.22	0.974
2. Management studies the effectiveness of a strategy in forming companies and benefiting from them profitably	3.11	0.847
3. Management depend on employees for decision making and strategic planning	2.77	1.05
4. Management depend on employees in improving performance and maintaining competitiveness	3.44	1.01

Descriptive analysis illustrates scale items comprising of 24 items exist in 6 dimensions that AIU supposed to applying them in its faculties. The fifth section four items scores are reflected at Table 13 that indicating the mean score and standard deviation scores for each item. So according to the AIU academic staff answers about building long objective principle inside the university we found that the university is helping its employees to find practical solutions to their problems better than enabling all staff to contribute to creating synergy between the long-term objectives of the organization and the short-term targets imposed by funding agencies.

Table 13: Descriptive analysis of long objective (n=27, source: developed by authors)

Building objective	**M**	**SD**
1. Management enables all staff to contribute to creating synergy between the long-term objectives of the organization and the short-term targets imposed by funding agencies.	2.92	1.07
2. Management helps us to find practical solutions to our problems	3.51	1.01
3. Management asks for employee ideas and inputs on upcoming plans and projects	3.07	1.20
4. Management builds a climate of trust that enables us to think differently and beyond the norm	3.03	1.05

Descriptive analysis illustrates scale items comprising of 24 items exist in 6 dimensions that AIU supposed to applying them in its faculties. The sixth section three items scores are reflected at Table 14 that indicating the mean score and standard deviation scores for each item. So according to the AIU academic staff answers about Innovation principle inside the university we found that the university is encouraging research and development practices better than encouraging the workers to invent new and different practices and products.

Table 14: Descriptive analysis of innovation (n=27, source: developed by authors)

Innovation	M	SD
1. Management encourages the workers to invent new and different practices and products	3.40	0.930
2. Management encourages research and development practices	4.18	0.878
3. Management incorporate knowledge from other disciplines such as process improvement financial management and technology into D&I efforts to foster innovation	3.51	0.802

Normality test. Before testing the research hypotheses, normality tests were performed to determine the selection of the statistical tests performed in this research study. Normality test was performed examining research variables. Shapiro Wilk test indicates that data is normally distributed were normality test for capacity building D (27) =.956, p=.302, normality test for diversity D(27) =.960, p=.367, normality test for conservation D(27) =.961, p=.389, normality test for strategic distribution D(27) =.947, p=.177, normality test for building objectives D(27) =.928, p=.062, normality test for innovation D(27)=.966, p=.497.

One Sample t test. One sample t -test is applied to test the research hypotheses to examine if there is significant difference between sample mean and population mean or not. In this research we applied T-test one sample on sample from AIU, so the results are the following.

To test the first hypothesis, one sample t test is conducted to examine the difference between the sample mean and population mean for perceived capacity building as the first dimension of sustainable leadership. The results for one sample t test for confirm that sample mean is not significantly different form population mean where t (26) -1.104, p=.280. This is confirming there is no significant difference between sample mean and population mean. According to one sample t test, we fail to reject the null hypothesis. This means that perceived capacity building does not have above average rating, and that it is moderately perceived among academic staff at AIU.

To test the second hypothesis, one sample t test is conducted to examine the difference between the sample mean and population mean for diversity as the second dimension of sustainable leadership. The results for one sample t test confirm that sample mean is significantly different from population mean, where t (26) 2.067, p=.049. This confirms there is a significant difference between sample mean and population mean. According one sample t test we reject the null hypothesis and accept the alternative hypothesis. This means that perceived diversity has above average rating, and that it is positively perceived among academic staff at AIU.

To test the third hypothesis, one sample t test is conducted to examine the difference between the sample mean and population mean for conservation as the

third dimension of sustainable leadership. The results of one sample t test confirm that sample mean is significantly different from population mean where t (26) 4.885, p=.000. This confirms that there is a significant difference between sample mean and population mean. According to one sample t test, we reject the null hypothesis and accept the alternative hypothesis. This mean that perceived conservation has above average rating and it is positively perceived among academic staff at AIU.

To test the fourth hypothesis, one sample t test is conducted to examine the difference between sample mean and population mean for strategic distribution as the fourth dimension of sustainable leadership. The results of one sample t test confirm that sample mean is not significantly different form population mean where t (26).941, p=.355. This confirms that there is no significant difference between sample mean and population mean. According to one sample t test, we fail to reject the null hypothesis. This means that perceived strategic distribution does not have above average rating and is moderately perceived among academic staff at AIU.

To test the fifth hypothesis, one sample t test is conducted to examine the difference between sample mean and population mean for building objectives as the fifth dimension of sustainable leadership. The results of one sample t test confirm that sample mean is not significantly different from population mean where t (26).767, p=.450. This confirms that there is no significant difference between sample mean and population mean. According to one sample t test, we fail to reject the null hypothesis. This means that perceived building objectives does not have above average rating and is moderately perceived among academic staff at AIU.

To test the sixth hypothesis, one sample t test is conducted to examine the difference between sample mean and population mean for innovation as the sixth dimension of sustainable leadership. The results of one sample t test confirm that sample mean is significantly different from population mean where t (26) 5.010, p=.000. This confirms that there is significant difference between sample mean and population mean. According to one sample t test, we reject the null hypothesis and accept the alternative hypothesis. This means that perceived innovation has above average rating and is positively perceived by academic staff at AIU.

Table 15: One-sample statistics (n=27, source: developed by authors)

Test value = 3			
Dimension	T	df	Sig (2-tailed)
Capacity Building	-1.104	26	.280
Diversity	2.067	26	.049
Conservation	4.885	26	.000
Strategic Distribution	.941	26	.355
Building Objectives	.767	26	.450
Innovation	5.010	26	.000

Notes: *** P< 0.000, *P< 0.1

In order to achieve some progress regarding sustainability issues all private universities, the private universities must take measures such as providing opportunities and motivating employees to develop their leadership and management skills in addition to providing a variety of training for its educational staff and working to provide all employees with job opportunities in other departments, which generates employees with high experience. That the university could be open to answer any question to help improve the work mechanism, the university can also participate with the employees in the decision-making process and strategic planning. The gathered sample was very small and from only one private university. In the future study, the sample size will be expanded to include samples from all private and public universities to work on generalizing the results after reaching the final results.

6. Conclusion

Sustainability working on regenerate social and natural environments. Through work on achieve the integrate between ecological, economic, social, and cultural pillars of sustainability. The social sustainability refers to embrace diversity and build community, and cultivate inclusive, responsive and transparent decision-making and empower participatory leadership and governance and ensure equal access to holistic education and healthcare and develop fair, effective and accountable institution. Cultural sustainability refers to connect to a higher purpose in life and respect cultural traditions that support human dignity and reconnect to nature and embrace low-impact lifestyles. Ecological sustainability refers to move towards 100% renewable energies and work with waste as a valuable resource and increase biodiversity and regenerate work and progress and cultivate social entrepreneurship to create sustainable solutions empower and strengthen local economies and generate wellbeing for all through economic justice (Hargreaves, 2003). In sum, we realize that private universities have great competencies, and therefore, pushing them in the right direction, they can spread awareness about providing opportunities, motivating employees to develop their leadership and management skills, providing their teaching staff with training courses of all kinds, learning from the past, and working to create a better future. From our research, we concluded that the AIU educational staff are able and willing to participate in this progress, and are working to provide clear educational content in addition to their participation in the development process, and this will benefit them greatly during their working and scientific lives. We can also see that social norms and cultural backgrounds influence how people think and how they behave. In the near future, the private universities are sure to have made at least some improvement regarding sustainability issues.

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