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**"The Impact of Social Responsibility on Perceived Service Quality  
among Graduates of Onaizah Colleges in Saudi Arabia"**

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**Abstract:**

The study aims to determine the relationship between social responsibility and perceived quality of service from the point of view of graduate students, a sample of 180 graduates from one college. The only response was 82.5% 148 and the survey list was designed using Google models to measure study variables. Statistical analyses were conducted using (SPSS.V.25), and study assumptions were tested using descriptive methods such as averages, percentages, and standard deviation, as well as analytical methods such as simple linear regression, and study results: most important: 1. The social responsibility dimensions of qualified colleges have a morally positive impact on the perceived quality of service from the perspective of graduate students. The study made many recommendations that could help relevant colleges strengthen the dimensions of social responsibility and improve the quality of service, most importantly by providing standards and methods for measuring social responsibility and perceived quality of service to college clients periodically.

**Keywords:**

Responsibility, social, social responsibility, quality, perceived service quality, Onaizah Colleges, graduates, Saudi Arabia.



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أثر المسؤولية الاجتماعية علي جودة الخدمة المدركة لدي خريجي كليات عنيزة  
الأهلية بالمملكة العربية السعودية

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ملخص البحث :

هدفت الدراسة إلى التعرف علي أثر المسؤولية الاجتماعية لكليات عنيزة الأهلية بمنطقة القصيم بالمملكة العربية السعودية علي جودة الخدمة المدركة من وجهة نظر الطلبة الخريجين ، تم استخدام المنهج الوصفي التحليلي واستهدفت الدراسة عينة حجمها 180 مفردة من خريجي كلية عنيزة في الفترة (من 2019إلي 2022م) وبلغت الاستجابة 148 مفردة، وتم تصميم الاستبانة باستخدام نماذج جوجل (Google Forms) لقياس متغيرات الدراسة تم عمل التحليل الإحصائي باستخدام SPSS.PC 25، وتم اختبار فرضيات البحث باستخدام الأساليب الوصفية مثل المتوسطات، والنسب المئوية، والانحراف المعياري، بالإضافة لاستخدام الأساليب التحليلية مثل الانحدار الخطي البسيط. واستخلص البحث العديد من النتائج أهمها: يؤثر تبني أبعاد المسؤولية الاجتماعية لكليات عنيزة الأهلية تأثيراً إيجابياً معنوياً في جودة الخدمة المدركة من وجهة نظر الطلبة الخريجين، وقدمت الدراسة عدداً من التوصيات التي يمكن أن تساعد الكليات محل الدراسة في تعزيز أبعاد المسؤولية الاجتماعية وتحسين مستوى جودة الخدمة المدركة ومن أهمها العمل علي توفير معايير وأسابيل لقياس المسؤولية الاجتماعية وجودة الخدمة المدركة بصفة دورية .  
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Introduction:



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Educational institutions are considered among the most important institutions that provide their services to the society as a whole and receive all kinds of support from governments. They are a beacon that illuminates the way for future generations, and the functions and goals practiced by universities are diverse, including education, scientific research, and community service. It is difficult to separate any of them from the other, and community service is one of the most important functions and tasks performed by the university, which distinguishes it from others. Community service is a fundamental and important component of these educational institutions, which has driven researchers and scientific studies to find the best ways to improve the performance quality of educational institutions and increase the quality of the educational process (Bokhari, 2017).

Therefore, research has begun on administrative practices that can achieve this role, including the subject of the university's social responsibility in promoting and developing education and facilitating the quality of life of the community through the level of education and research provided to the surrounding community. Social responsibility is based on the pursuit of knowledge, and truth, the development of social awareness, and the long-term development of society (Hung et al, 2022).

The concept of university social responsibility is considered an extension of the spirit of corporate social responsibility, through which interest in this concept began. The focus of university social responsibility is on the need to involve universities in regional and global community services, sustainable economic development, and environmental, social, and technological community development. Responsible university administration must implement academic learning methods that affect work, environmental development, teaching, research, service, and interaction with community and business environments (Sánchez, 2016).

The success of universities now depends on the level of quality of administrative and educational services they aim to provide to beneficiaries, which leads to achieving their goals efficiently in a way that affects the quality of their outputs and results. The essential axis of contemporary educational institutions is based on developing an organizational environment that works to crystallize their orientations toward adapting their work to society (Al-Khaza'i, Al-Shibli, 2011).





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In confirmation of this, the Saudi Ministry of Education believes in the need to involve universities in regional and global community services, sustainable economic development, and environmental, social, and technological community development. Therefore, responsible academic learning management is implemented at Onaizah Colleges in ways that affect work, environmental development, teaching, scientific research, community service, and interaction with business environments in the region served by the colleges, as well as neighboring regions in Saudi Arabia.

Many researchers have discussed the literature related to social responsibility, and each study has addressed the concept from a specific perspective, with different points of view presented by those who presented them. This difference may be due to the fundamental changes that societies undergo over time and the continuous development of their expectations, or due to the presence of a large number of stakeholders whose goals vary and sometimes contradict each other. The concept has a long and diverse history (Carroll, 1999), and therefore, the researchers present these concepts as follows:

Ayala, (2019) defined it as a policy of adequate quality for the performance of the university community, comprising students, teachers, and administrative staff, and aims, through responsible management, for the educational, cognitive, operational, and environmental effects that put the university in a participatory dialogue with society to enhance sustainable human and community development.

Yin and Jamali (2016) defined social responsibility as the organization's ability to make discretionary decisions and design social responsibility as a precise and appropriate relationship between the organization's mission, and goals, and predicting economic, technological, social, and political trends.

The World Business Council for Sustainable Development defined social responsibility as the continuous commitment by the institution to adopt ethical behavior and contribute to economic development, improving the quality of life for employees and their families, as well as the local community (Al-Sayrafi, 2007).



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Robbins defined social responsibility as based on social and ethical considerations focused on the long-term commitment to goals that the organization fulfills, supporting its image in the community as a whole (Dhiafhi, 2010).

Kotler and Lee (2005) defined social responsibility as a self-organizing business model that helps the organization to be socially responsible to stakeholders, employees, and the public by practicing the dimensions related to organizational social responsibility, also called organizational citizenship. Organizations can realize the nature of their impact on all aspects of society, including environmental, economic, social, and ethical.

Based on the above concepts, the researchers define social responsibility as:

"The colleges' continuous commitment to adopting ethical behavior and contributing through their resources to achieving social, economic, and environmental development under the organized work laws, and seeking to improve the living conditions for students, employees, their families, and the local community served by the colleges and the community."

## 1. Literature review

### 1.1 Theoretical background of social responsibility

Several previous studies have attempted to address the topic of social responsibility from various perspectives. (Sherif,2022) aimed to study the social responsibility of universities in Egyptian society, with a sample of 212 faculty members from two universities (one private and one government). The study found that the universities' practice of social responsibility was moderate in four dimensions, namely responsibility towards human resources, responsibility towards the community, responsibility towards the environment, and responsibility towards beneficiaries. The statistical results showed significant differences between the government and private universities in adopting the dimensions of responsibility.

Jie and Huam,(2019) conducted a study to identify the role of social responsibility of universities from the perspective of students and stakeholders, especially customers. The questionnaires were distributed to a sample of 400 valid responses for statistical analysis. The study confirmed that all dimensions of university social responsibility, including operational responsibility, stakeholder responsibility, the



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relationship between the university and the student, legal responsibility, environmental values, charitable responsibility, and community participation, had positive and moderate relationships with the university's reputation.

Similarly, Fathallah, (2019) sought to identify the degree of practicing responsibility by faculty members in their scientific, academic, ethical, human, developmental, legal, and community-related fields from the perspective of both faculty members and students. The study used a questionnaire to collect data and found that the degree of practicing responsibility from the perspective of faculty members was high, but from the perspective of students, it was high in ethical responsibility, moderate in academic responsibility, and low in community responsibility.

Furthermore, Al-Hajji, (2017) conducted a study to propose a proposed vision for the social responsibility of King Faisal University by identifying the concepts of university social responsibility and the degree of availability and importance of social responsibility practices in the university from the perspective of faculty members working there. The study used a descriptive method and a questionnaire as a tool for data collection. The study found that the level of availability of social responsibility dimensions was 40.45%, and the importance ratio was 95.36%. The study also found no statistical differences according to the demographic variable (nationality) but found significant differences according to the academic degree, gender, and college.

Finally, Hallo and Essam, (2013) aimed to identify the role of Palestinian universities in serving the local community and their social responsibilities from the perspective of faculty members. The study distributed 190 questionnaires using a stratified sample and found that the university played a role in serving the community, but its role did not reach a high level, with 60% of respondents agreeing. The study attributed this to the weak culture of social responsibility and the lack of qualifications that enable the university to play a role in serving the community. The study also found a significant relationship between the university's role in supporting and promoting social responsibility and personal variables such as gender, age, years of experience, and workplace location. The study recommended the need to





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strengthen the relationship with the local community and to establish a partnership between the university and production and service institutions.

## 1.2 Social Responsibility in Onaizah Colleges

Based on what was previously mentioned, the dimensions of social responsibility can be addressed as follows:

**1. Environmental dimension:** It can be said that adopting environmental responsibility is mandatory for educational institutions, especially private ones, and has become an important indicator of their competitiveness with other organizations and a significant variable in sustainable development, despite its voluntary nature. Adopting it within the colleges of Onaizah would contribute to supporting preparedness and management in environmental areas and achieving sustainable development. Therefore, private colleges must consider the environmental impacts resulting from the operations and services they provide and achieve maximum efficiency in the use of available resources, while reducing practices that may negatively affect future generations. The colleges must be aware of all direct and indirect environmental aspects related to their activities, services, and product manufacturing and use standards that target identifying those environmental aspects with an impact to enable effective continuous improvement of environmental performance (Al Hamouri, 2014).

**2. Social dimension:** This dimension requires educational institutions to contribute to the well-being of the community in which they operate and raise the level of care and support for their employees, which positively reflects on increasing their productivity and developing their technical capabilities, providing job and professional security, health care, contributing to the community (Martinez, 2017). This dimension focuses on the commitment of educational institutions to the community in fulfilling their obligations and the necessity to achieve the desired benefit for the community they serve. The neediest community to overcome its problems and crises requires this dimension to take into account the prevailing social customs and values in the community by respecting customs and traditions in providing services according to the resources of community members. Therefore, the focus is also on providing basic needs in the community through scientific research provided by colleges (Jie & Huam, 2019).



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**3. Economic dimension:** This dimension refers to the optimal use of available resources by colleges rationally and systematically to provide high-quality services without affecting the profit limit that helps them to perform their business. Private colleges must commit to making their work productive and profitable (Azzawi, 2011). The social contribution pattern depends only on the superficial results of the economic dimension. The social responsibility of its economic dimension is through achieving the profit that enables the organization to cover its costs in the future. If it cannot cover the costs through profit, it will not be able to fulfill any other social responsibility. In addition, achieving profit for other affected parties through decisions is a fundamental pillar for work and continuity for the educational institution, which will help it to be able to meet its requirements and fulfill the other dimensions of social responsibility (Matten, 2004).

**4. Legal dimension:** The legal dimension is a conscious and voluntary commitment by educational institutions to the rules and laws governing society, which are regulated by the Ministry of Education, whether related to investment, wages, work, or competitive environment. It is the educational institution's commitment to the state, prevailing laws, and the submission of colleges to the laws of production, consumption, taxes, and state fees (Idris, 2015), and these laws are binding for educational institutions as they are specific and written laws accepted in their activities, services, and products provided to the local community, but they do not lead to any harm. This behavior not only reflects its relationship with society but also protects organizations from unfair competition practices that may occur (Atarawneh et al., 2013).

### 1.3 Theoretical Background of perceived service

On the other direction, many studies have addressed the concept of perceived service quality. The definitions that addressed the concept of quality in service, especially in educational institutions, have varied due to the different needs and expectations of service recipients when seeking the desired service.

Devinder and Datta, (2003) defined it as "the process of setting policies and objectives for managing and monitoring the institution in terms of quality, and in practical terms, it is the policies and objectives set by university heads to control the





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educational institution and achieve its goals. Kiker and Santos (2000) defined it as the activities carried out by the educational institution to achieve a certain value for all parties concerned with the institution, including university management, employees, and students.

Jones and Sandra, (2003) defined it as the effectiveness of the university education system in achieving its goals and the mission entrusted to it by the community and many stakeholders interested in education. Beattie and Collins (2000) defined quality in education as at least five meanings: excellence in service, compatibility, value addition, suitability for purpose, and change.

Based on the above, the researchers formulated a procedural definition of perceived service quality that is consistent with the nature of the study: perceived service quality refers to the extent to which the service provided by colleges conforms to established educational standards and meets the needs of service beneficiaries through factors such as tangibles, reliability, responsiveness, assurance, and empathy. In this study, the researchers focus on using the Servperf scale to measure service quality by excluding expectations and only focusing on actual performance as perceived by beneficiaries.

Many studies have addressed perceived service quality. For example, a study by Blood (2022) explored perceived service quality in terms of formulating indicators and models, as well as its impact on service and achieving customer loyalty to the brand from the perspective of a sample of customers of the National Materials Production Corporation. The study found that the corporation focuses on the reliability, tangibility, and empathy dimensions, which affect customer loyalty to the brand. In contrast, the study showed that response, assurance, and safety dimensions do not affect customer loyalty to the brand.

A study by Vu Nguyen (2021) addressed the factors that affect customer attitudes and recognized widely the importance of perceived service quality and customer satisfaction as fundamental factors in shaping purchasing intentions, acquiring long-term competitive advantage, and retaining customers. The study referred to the five dimensions of service quality: assurance, tangibles, responsiveness, reliability, and



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empathy, and found that the level of perceived service quality has a significant impact on achieving customer loyalty.

Similarly, a study by Al-Obaid, (2019) sought to determine the impact of perceived service quality (tangibles, reliability, responsiveness, assurance, and empathy) on the intention to renew insurance. The study distributed the sample (155), customers of Shikan Insurance Company, with a response rate of (96.7%). The study found a significant relationship between perceived service quality and the intention to renew insurance through the empathy and assurance dimensions.

A study by Sumaedi, (2012) sought to identify the perceived dimensions of service quality among university students and the dimensions that contribute more than others to the perceived service quality of students. The research showed that seven perceived dimensions of service quality are important to university students: curriculum, facilities, communication staff, social activities, educational consultants, evaluation, and teaching methods. The most important dimension in perceived service quality is tangibility (facilities). Additionally, the research also showed that university students with different study periods have different levels of quality in the social activities dimension.

A study by Musleh, (2010) was conducted to determine the level of actual service quality perceived by employees and patients in hospitals in the city of Qalqilya. The sample included 126 employees and patients. To measure perceived and actual service quality, the researcher used the descriptive approach and the SERVPERF scale. Actual and perceived services by employees and patients were high, and the study found significant differences in response strength, safety, trust, and empathy due to gender differences in favor of males.

#### **1.4 Perceived Service in Onaizah Colleges**

In addition, many previous studies have addressed the dimensions of perceived service quality. The development and use of a service quality scale can be traced back to the study conducted by Parasuraman et al. (1985) on service quality using customer feedback. This scale consists of five dimensions after modifications and includes many items or variables. The five dimensions are as follows:



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- 1. Tangibility of educational service:** This dimension refers to the visible aspects of the educational service provided and includes several dimensions that can be used to judge the actual quality of the service, such as modernity in the appearance and equipment of the colleges, attractive facilities, elegant appearance of college staff, and the attractiveness and impact of the facilities associated with its services (Kayabaşı, 2013).
- 2. Reliability in perceived service:** This dimension indicates the ability of colleges to provide educational services efficiently, correctly, and accurately, which can be relied upon by students and beneficiaries. It focuses on the extent to which colleges fulfill their obligations to their beneficiaries (graduates), the availability of required specializations in the labor market, the colleges' interest in solving their problems, their commitment to providing services on time, and the accurate record-keeping of their contents and services provided.
- 3. Responsiveness in perceived service:** This dimension focuses on the speed of response by colleges and includes variables that measure the extent to which colleges are committed to informing beneficiaries (graduates) of the time of service provision, the readiness of their employees to provide immediate services, the immediate response to complaints and suggestions, and the employees' non-occupation with immediate response to beneficiaries' requests.
- 4. Assurance (trust and safety) in perceived service:** In this dimension, educational service providers must possess the knowledge and the ability to convey confidence and reassurance to graduates. It measures the eagerness of college employees to inform graduates of their confidence in dealing with colleges and their feeling of security in dealing with college staff. This dimension also focuses on continuously dealing with graduates with tact, being familiar with the knowledge that enables them to perform their tasks and answer beneficiaries' questions, and continuing to follow up with graduates and communicate with them continuously while maintaining the confidentiality of their data and information.
- 5. Empathy in perceived service:** This is the human and social aspect of service, which focuses on the degree of personal attention and care that colleges show to their graduates and their concern for their interests. This dimension focuses on the degree





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of personal attention that college employees show to beneficiaries, their understanding of their needs, the prioritization of graduates' interests in college's concerns, the personal care for them, and the suitability of working hours to suit all beneficiaries, as well as the availability of distinctive educational programs (lectures, seminars, workshops, etc.) at these colleges to meet the requirements of graduates (Vallejo, 2020)

## 2. Research Gap

Through the previous presentation of literature and previous studies related to study variables, the researchers benefited from the presentation of those studies in identifying the areas of agreement and disagreement between previous studies and the current study, where:

- Most studies focused on the fact that the most successful educational institutions and companies are those that are most interested in corporate social responsibility, due to the positive impact on improving the performance of educational institutions and companies.
- Adopting social responsibility in institutions helps in innovation, creativity, development, renewal, and achieving their goals.
- The interest of all institutions in providing high-quality services to improve the beneficiaries' mental image has become a necessity in light of competition and technological developments.
- Most studies focused on identifying the dimensions of adopting corporate social responsibility, as well as service quality, whether in the service or industrial sector.
- Previous studies helped the researchers to familiarize themselves with the study tools, access the study problem, and identify the study variables and how to measure them.
- The point of difference appears in addressing the issue of corporate social responsibility for the Onaizah Private Colleges and its impact on perceived service quality.
- The study is applied to Onaizah Private Colleges, which are private colleges in the Qassim region, Saudi Arabia.



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- Therefore, the current study differs from previous studies in terms of focusing on the research objective and the field of research application Secondly: The study problem, objectives, questions, and hypotheses:

### 3. Research Design:

The study adopted a descriptive-analytical method, the questionnaire was the study's main tool for collecting data; where (180) questionnaires were distributed, and (148) questionnaires were retrieved for analysis, the rate was (82.5%) of the distributed questionnaires. Analyzing data was conducted using a set of statistical methods including a normality test, along with Cronbach's alpha, means, standard deviation, confirmatory factor analysis, exploratory factor analysis, and multiple and simple linear regression using SPSS-V25.

### 4. Research Problem:

Educational institutions play a pivotal role in raising social awareness of responsibility among their students, faculty members, and employees in a way that makes them act as community figures who embrace collective opinions and do not choose or adopt individual thinking. Therefore, the success of universities is linked to their readiness to serve the surrounding community and to devote much of their time and energy to serving the community (Malik, 2010).

Despite the importance of social responsibility in the success and development of universities, the changing and renewed circumstances that educational institutions are experiencing today, whether they are political, cultural, social, or economic, require them to respond to changes in a renewed way. The process of realizing the importance of social responsibility for workers in educational institutions plays a significant role in determining the level of quality of the services provided, which affects improving the performance of workers and the educational institution. There is a growing interest in the social responsibility of educational institutions among academics and practitioners. It is not expected that private colleges now only be responsible to their shareholders but also to the community in general (Zygiaris, 2022).

Based on the above, it becomes essential to consider the role of Onaizah Colleges in supporting and promoting the Saudi community through the adoption of social



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responsibility concepts and their impact on the perceived service quality of college graduates. Therefore, the study problem highlights the need to identify and measure the impact of the adoption of social responsibility concepts on enhancing the perceived service quality of Onaizah College graduates.

## 5. Research Questions

This study attempted to determine:

- What is the extent of Onaizah Colleges' practice of social responsibility dimensions towards the community?
- What is the perceived service quality level provided by Onaizah Colleges from the beneficiaries' perspective?
- Is there a statistically significant relationship between the practice of social responsibility dimensions and the perceived service quality in the studied colleges?
- What is the impact of adopting social responsibility dimensions by colleges on improving the perceived service quality provided to the Saudi community?

## 6. Objectives of the Research

This study attempted to determine:

- Assess the extent of awareness of the importance of social responsibility for colleges.
- Evaluate the perceived service quality provided by the studied colleges.
- Determine the nature of the relationship between social responsibility dimensions and perceived service quality.
- Measure the impact of adopting social responsibility dimensions on enhancing the perceived service quality.
- Present the study results and provide recommendations that will help the colleges achieve their objectives and take the necessary actions to apply them.

## 7. Research Hypothesis





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Based on the study problem and objectives, and previous studies' review, the study

hypotheses are formulated and tested as follows:

- **The basic hypothesis:** There is a statistically significant effect of social responsibility on perceived service quality at Onaizah Colleges at a significance level of (0.05).

## 8. Research Methodology

### 8.1. Population and Sample

The population of the study consists of all graduates of Onaizah colleges from 1440 to 1443. The study sample was represented by graduates from the Colleges of Humanities and Administration. The reason for choosing this sample is that it contains the necessary information to determine the extent to which Onaizah colleges adopt concepts related to corporate social responsibility and the perceived service quality, as they have spent a long time within the colleges and are familiar with what is happening there. A total of 180 questionnaires were distributed to the sample, and 150 were retrieved. After examining the returned questionnaires, it was found that 2 of them were invalid for analysis due to not completing all the information required. Therefore, the number of valid questionnaires for analysis was 148, which represents 82.5% of the total number of distributed questionnaires. This percentage of responses is considered valid for statistical analysis of the study hypotheses (Sekaran & Bougie, 2013). Modern technology was used to collect data quickly and inexpensively by designing the questionnaire list using Google Forms, and the respondents were asked to access the questionnaire link and answer the closed questions that measure the study variables.

Table (1) Population and Sample of the Study

Table (1). Population and Sample of the Study					
Sample	Number of Distributed Questionnaires	Number of Retrieved Questionnaires	Number of Excluded Questionnaires	Valid Responses	Response Rate
Graduate Students	180	150	2	148	82.5%

Source: Prepared by the researchers.



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From the above table, it can be observed that the response rate was high due to the researchers having significant communication with the community in the study area where these organizations are located. This is because the study area is geographically close to the researchers' work, which led to an increase in the response rate.

## 8.2. Study Tool

The current study relied on a Likert five-point scale consisting of five options ranging from "strongly agree" to "strongly disagree," weighted proportionally (1-5). The questionnaire was divided into two main sections: one section focused on the corporate social responsibility variable, and the other section focused on the perceived service quality variable. Each section included a group of items related to two dimensions: the independent variable (corporate social responsibility), which includes environmental, economic, social, and legal dimensions; and the dependent variable (perceived service quality), which includes tangibility, reliability, responsiveness, assurance, and empathy dimensions, as shown in the following table:

Table (2) Distribution of Study Questions on Independent and Dependent Variables			
Variable	Dimension	Number of Study Questions	Total
Independent	Social Responsibility	Environmental	47
		Economic	
		Social	
		Legal	
Dependent	Perceived Service Quality	Tangibility	27
		Responsiveness	
		Reliability	
		Assurance	
		Empathy	

**Table (2): Distribution of Source: Prepared by the researchers based on previous studies.** Carroll, A. B. (1999). ‘ Kotler, P., & Lee, N. (2005)‘ Dužević, I., Delić, M., & Knežević, B. (2017). Adil, M., Al Ghaswyneh, O. F. M., & Albkour, A. M. (2013). Taylor, S. A., & Cronin Jr, J. J. (1994).

## 8.3. Evaluating Reliability and Validity



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The internal consistency coefficient was calculated for the study tool, based on Cronbach's alpha coefficient for each of the study variables in all its dimensions. The reliability coefficients were high, indicating stability and consistency among the tool's items. Table 2 shows the reliability of Social Responsibility and Perceived Service Quality:

**Table (3). Reliability of Social Responsibility and Perceived Service Quality**

Variable	No of Dimensions	Cronbach Alpha coefficient	Reliability Coefficient
Social Responsibility	4	0.924	0.961
Perceived Service Quality	5	0.930	0.964
<b>Total Measurement</b>	<b>9</b>	<b>0.935</b>	<b>0.966</b>

Source: Statistical analysis results.

From the previous table(3) , it can be seen that the reliability coefficient for the questionnaire was high at 0.935, indicating a high degree of consistency in responses. This high-reliability coefficient also had a positive impact on the validity coefficient, which was 0.966, indicating that the questionnaire items are valid and can be relied upon in the analysis process. Therefore, the reliability and validity coefficients for the questionnaire were acceptable for the survey questions as a whole. All the reliability and validity coefficients exceeded 0.5, indicating good significance for research purposes. Therefore, they can be relied upon in the analysis process without excluding any elements of the study variables in the study category.

### 8.4. Evaluating Validity

In this research, all scales for measuring study variables constructs have content validity since the development of these measurement items was based mainly on an extensive review of the literature, all questionnaire items judged by arbitrators with experience in an academic and professional field

### 8.5. Descriptive Statistics

In this section, the researchers present a descriptive analysis of the study variables through the actual practices of social responsibility in the colleges of Onaizah, the study location. Table (4) shows this analysis, where the social responsibility practices in the colleges of Onaizah were measured and the actual practices were explained based on the answers of the graduates of the colleges.





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*1. Analysis of the: (Social Responsibility of the Colleges of Onaizah):*

The researchers used the mean, standard deviation, and variance to determine whether the average agreement score reached the average score (3), increased, or decreased. Table (4) shows the mean and standard deviation for the social responsibility variable:

**Table (4). Mean and Standard Deviation of the Social Responsibility Variable**

Variable	Mean	Standard Deviation	Variance Statistic
Economic	4.1842	.45579	.208
Social	4.2046	.38226	.146
Legal	4.2161	.41254	.170
Environmental	4.4966	.35986	.130
<b>Total</b>	<b>4.151975</b>	<b>0.622725</b>	<b>.061</b>

Source: Results of Statistical Analysis

The results of the study on the degree of social responsibility practices in Onaizah colleges showed that the environmental dimension was ranked first by the graduates, with a total average of 4.49 and a standard deviation of 0.35. This indicates a high level of agreement among the study sample members in their answers to this dimension. On the other hand, the economic dimension was ranked last with an average of 4.18, which can be attributed to the fact that private colleges aim to make a profit to carry out their social responsibility activities. The private colleges in Onaizah were found to be committed to providing environmental support, implementing green practices, preventing damage to the environment, and preserving natural resources. They also provide social support to stakeholders and offer qualitative research that solves societal problems, while complying with the regulations of the Ministry of Education and all laws in Saudi Arabia. Overall, the findings suggest that private colleges in Onaizah are performing visible and hidden functions related to social responsibility.

*2. Analysis of the: (level of perceived service quality among the colleges in Onaizah):*



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The reality of practicing perceived service quality in the colleges of Onaizah, from the perspective of graduates, can be clarified through Table (5) below. Perceived service quality in the colleges of Onaizah was measured through five dimensions that illustrate the attitudes of the study sample individuals towards perceived service quality in Onaizah colleges:

Table (5). Mean and Standard Deviation of the Perceived Service Quality Variable

Variable	Mean	Standard Deviation	Variance Statistic
Tangibles	4.5186	.47111	.222
Responsiveness	4.1117	.63240	.400
Reliability	3.9000	.54677	.299
Assurance	4.3483	.52729	.278
Empathy	4.1690	.51613	.266
Total	4.2095	.38118	.145

Source: Results of Statistical Analysis

The study analyzed the perceived service quality among graduates of colleges in Onaizah. The results showed that the physical tangible aspects were ranked first with an average of 4.5 and a standard deviation of 0.47, indicating a high level of agreement among the sample individuals in their answers to this dimension. On the other hand, the responsiveness dimension was ranked last with an average of 3.9 and a standard deviation of 0.54. However, this can be attributed to the fact that certain documents may require a series of procedures and signatures, causing a delay. Overall, the perceived service quality was found to be of an acceptable average and standard deviation, indicating a high degree of compatibility and satisfaction among graduates towards the services provided by the colleges.

## 8.6. Correlation Matrix

Tables (6) present the correlation analyses for the industrial sub-sample and service sub-sample respectively. This analysis is essential to measure the strength of the association between study variables and the direction of the association



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• *Measuring the relationship between the practices of social responsibility*

*dimensions and perceived service quality dimensions from the perspective of graduates of Onaizah:*

Table (6) shows the correlation coefficients between the independent variable (social responsibility dimensions) and the dependent variable (perceived service quality dimensions) as follows:

**Table (6). PEARSON CORRELATION MATRIX OF THE VARIABLES**

Variable	Social Responsibility	Environmental	Economic	Social	Legal
Tangibles	.636	.585	.530	.371	.541
Responsiveness	.641	.503	.545	.305	.833
Reliability	.585	.375	.674	.436	.115
Assurance	.530	.319	.365	.744	.061
Empathy	.471	.164	.173	.033	.490
Perceived Service Quality	.785**	.641	.729	.688	.629
Total		.785**			

\*. Correlation is significant at the 0.05 level (2-tailed).

Source: Statistical Analysis Results

Table (6) shows that the economic dimension has the strongest correlation with perceived service quality, with a correlation coefficient of 0.729 at the 0.05 significance level. The legal dimension also achieved a statistically significant relationship with perceived service quality, with a correlation coefficient of 0.629 at the 0.05 significance level. Additionally, the social and environmental dimensions achieved statistically significant relationships with perceived service quality, with correlation coefficients of 0.688 and 0.641, respectively, at the 0.05 significance level. The results suggest that improving perceived service quality can be achieved by relying on these dimensions. Overall, the study found a positive relationship between social responsibility and perceived service quality, with a correlation coefficient of 0.785 at the 0.05 significance level. This indicates that private colleges can enhance the perceived service quality of their beneficiaries by practicing social responsibility.

**9. Empirical Results** This part of the study examines the regression analysis and its results to test the hypotheses of the research.

*Measuring the impact of social responsibility on perceived service quality:*

The study aimed to examine the effect of social responsibility, including its dimensions (environmental, economic, social, and legal), on perceived service quality





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among graduates of Onaizah Private Colleges. The main hypothesis of the study was that social responsibility affects perceived service quality. To test this hypothesis, the researchers used simple regression to determine the regression coefficient of perceived service quality (dependent variable) on social responsibility (independent variable). The results of the simple regression coefficients are presented in Table (11).

Table (7) Results of Simple Linear Regression Coefficients for Simple Linear Regression

Model				
Model	R	R Square	Adjusted R Square	Std. Error
1	.785a	.616	.614	.23691

a. Predictors: (Constant), Social Responsibility

Source: Statistical Analysis Results (N = 148) P\*\*≤0.05

Based on the above test, the results show that: it is evident that the correlation coefficient between the independent variable of social responsibility and the dependent variable of perceived service quality is .785<sup>a</sup>, indicating a strong positive correlation. The determination coefficient is .616, meaning that the independent variable can explain 61.6% of the variations in the dependent variable, while the remaining percentage is due to other factors that did not enter the regression relationship between the two variables.

Table (8) shows the ANOVA test results for the regression model to test its significance

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	12.897	1	12.897		
Residual	8.026	143	.056	229.800	.000 <sup>b</sup>
Total	20.923	144			

a. Dependent Variable: Perceived Service Quality

b. Predictors: (Constant), Social Responsibility

Source: Statistical Analysis Results (N = 148) P\*\*≤0.05

The result indicates that the model is significant, with an F-value of 229.800 and 1 degree of freedom, at a significance level of .000. This suggests that the independent



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variable (social responsibility) has a significant effect on the dependent variable (perceived service quality), supporting the main hypothesis of the study.

Table (9) presents the regression analysis results of the impact of social responsibility on perceived service quality, where the equation of the regression line is:

	Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.680	.343	.785	9.458	0.000
	Social Responsibility	1.214	.080		5.859	0.000

a. Dependent Variable: Perceived Service Quality

Source: Statistical Analysis Results (N = 148)  $P^{**} \leq 0.05$

To test the first hypothesis, the researchers developed a null hypothesis stating that there is no significant effect of social responsibility on perceived service quality in Onaizah colleges. To verify this hypothesis, a simple regression test was conducted using social responsibility as the independent variable and perceived service quality as the dependent variable. The results presented in Table (9) showed a statistical value (T) of 5.859 with a significance level of less than 5% ( $p \leq 0.05$ ). Based on these results, the null hypothesis was rejected, indicating that there is a statistically significant impact of social responsibility on perceived service quality. Therefore, the study supports the hypothesis that social responsibility has a significant effect on perceived service quality in Onaizah colleges.

Based on the above table, the Regression equation is:

$$y = \alpha + BX$$

Perceived Service Quality = 0.680 + 1.214 Social Responsibility.

By using the regression equation, it is possible to make predictions about the extent of changes in perceived service quality. Specifically, the results indicate that a one-unit increase in social responsibility is associated with a 0.680-unit increase in perceived service quality.

## 10. Results

Based on the data analysis and hypothesis testing, the researchers have drawn the following conclusions:

- There is a positive correlation between Social Responsibility and Perceived Service Quality, the higher the level of the total Social Responsibility, the higher the level of Perceived Service Quality.



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- There is a statistically significant impact of Social Responsibility on the Perceived Service Quality
- There is a statistically significant impact of the dimensions of Social Responsibility (Environmental, Economic, Social, and Legal) on the Perceived Service Quality
- The study indicates that the emphasis on social responsibility by colleges provides an effective communication channel that supports communication and interest between graduates and colleges. This suggests that those responsible for the colleges understand the importance of adopting social responsibility dimensions.
- The adoption of social responsibility dimensions in Onaizah colleges was found to be at a high level overall and for each dimension. This reflects a high level of commitment by colleges to the standards and directives of the Ministry of Education in Saudi Arabia.
- The adoption of perceived service quality dimensions in Onaizah colleges was also found to be at a high level overall and for each dimension. This reflects a high level of commitment by colleges to the standards and directives of the Ministry of Education in Saudi Arabia.
- The study found a statistically significant relationship between social responsibility and perceived service quality in Onaizah colleges at a significance level of 0.05 or less. This is consistent with previous studies that have shown a positive relationship between responsibility and service quality.
- The results indicate a strong positive effect of the social responsibility variable on perceived service quality in Onaizah colleges, which was found to be 61.6%. This suggests that adopting social responsibility dimensions, including environmental, economic, social, and legal dimensions, can effectively enhance the level of perceived service quality among college graduates.

## 11.Recommendations

The following recommendations are suggested based on the findings of the study regarding the impact of social responsibility on perceived service quality in Onaizah colleges:





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- Promote a culture of social responsibility among the staff of Onaizah Colleges and encourage a culture of quality through continuous workshops and training courses.
- Provide more programs that focus on increasing the efficiency of perceived service performance in the colleges.
- Conduct periodic programs aimed at researching the changing needs of beneficiaries and seeking to meet them regularly.
- Onaizah Colleges should be committed to providing services to the community at a reasonable cost and with good quality on an ongoing basis without compromising the levels of employee wages.
- Establish a specialized unit responsible for measuring and monitoring the adoption of social responsibility concepts by the colleges and their implementation.
- Attempt to apply social, economic, legal, and environmental standards that allow for improving the performance of colleges.
- Develop a system through which colleges can focus on protection laws against occupational hazards and work-related accidents.
- Maintain continuous communication with environmental authorities to reduce pollution by using clean materials.
- Expand support operations provided to the community and focus on social issues such as providing transportation and housing for the staff of the colleges.
- Encourage the exchange of experiences between staff at non-profit institutions in Saudi Arabia by linking them with programs and meetings periodically.

## 12. Conclusion and future studies

- The study reveals the importance of social responsibility and perceived service quality in educational organizations, particularly in Onaizah Private Colleges. The increasing influence of educational organizations on society and the environment has led to a growing need for colleges to enhance their social



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performance and fulfill their responsibilities towards society. Therefore, Onaizah Private Colleges need to broaden their perspective and improve their humanitarian performance towards different segments of society.

- Future research can focus on testing the proposed model on a larger sample size to examine the relationships between social responsibility, perceived service quality, and leadership. This would provide a more comprehensive understanding of the impact of leadership on the adoption of social responsibility and the enhancement of perceived service quality in educational organizations.
- Overall, the study's findings are consistent with previous research emphasizing the significant and effective role of social responsibility in supporting and enhancing the quality level in institutions.

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