

The role of leadership styles in enhancing social responsibility in the Official Schools

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Abstract

The title of the study focus on the role of leadership styles in enhancing social responsibility in official schools in Lebanon through an applied study conducted on a number of official schools in south of Lebanon.

The study aims to:

- Determining of the percentage availability of different leadership styles in the official schools in south Lebanon.
- Revealing the level of the role of different leadership styles in the official schools in south Lebanon.
- Determining the relationship between the different leadership styles of social responsibility in the official schools of South Lebanon.
- Exiting the study with achievable and measurable recommendations that can be used in all official schools in Lebanon.

The study society consists of the administrative and teaching in the official schools in southern Lebanon. Affiliated to the Ministry of Education and Higher Education in Lebanon, the southern Lebanon, where a random sample of the teachers of these two schools is selected. In order to achieve the objectives of the study, a questionnaire is used to measure two tools: the first is to measure leadership patterns; the second is to measure social responsibility, and its implications were verified, validated and stability.

The results of the study were as follows:

- The role of democratic leadership styles is to promote social responsibility in the official school of the southern Lebanon.
- The role of autocratic leadership styles does not care about and evade the promotion of social responsibility in the official school of the south Lebanon.
- The role of Anarchist leadership styles do not pay attention to the promotion of social responsibility in the official school of south Lebanon.

Keywords: Leadership, social responsibility, official schools south Lebanon.

1. Introduction

To determine the concept of leadership patterns, a numbers of factors are controlled by set of variables such as environment, time, political, social and cultural factors, the national system in society and the objectives to be achieved, and that the school itself needs strong leadership to manage them. Therefore, leadership is a key factor that builds its basic base on the leadership style and style in time and the right place (Shahinaz, 2012, p. 12).

Therefore, the subject of leadership styles is one of the most important and fundamental topics in the official school. The director is the administrative leader who plays an important and fundamental role through his personal qualities and acquired qualities in creating a good atmosphere with which employees interact through psychological incentives such as mutual respect, spreading the spirit of cooperation, love, making the administrative and educational bodies feel loyal to and belonging to their school and the importance of their ideas that they pose and borrow, encouraging them to creativity, excellence, and their participation in decision-making, and a sense of social responsibility towards the work environment.

It is therefore imperative to find administrative leadership that bears both administrative and social responsibility. It accomplishes the functions efficiently and effectively, which is derived from its role and importance through its ability to make optimal use of the school's resources, in raising the level of performance by finding effective and productive leadership styles within the school.

The role of the leadership style in the public school emphasizes the enhancement of social responsibility, which is defined as: "the commitment of the business organizations towards the society in which they operate, and that this commitment is broadened by the breadth of the stakeholders in this society and their different orientations" (Mishnon, 2016, p. 16).

Therefore, the sense of social responsibility by individuals towards their society depends on the extent of their sense of loyalty and belonging to the community, because the more the sense of loyalty to the community, the more doubled the sense of social responsibility towards them, and doubled their willingness to do the required social responsibilities at different levels.

Since the school is the second home for students, the source of their social life, their scientific gain and the cultural heritage, because they spend a long time in school until they graduate from high school and go out to society after they have received the national education and education courses, the colors of science and knowledge, it is the primary and fundamental factor in the formation of their personal and social character, and their attitudes, behavior and relationship with the community. The school is the official national social institution that carries out the function of education and socialization, and the transfer of advanced culture, because of its importance to strengthen and promote positive social responsibility, and resist social pressures, and thus need leadership style closest to the introduction of the concept of social responsibility to the mind of every student. Therefore, this study is intended to shed light on the patterns of administrative leaders (principals) and to measure their active role in enhancing social responsibility through the leadership style adopted by the official schools in Lebanon.

2. Research problems and questions

The problem of the research was determined by presenting the following main problems:

What is the role of different leadership styles in enhancing social responsibility in the official schools of the south Lebanon?

Where the main problem arises from the following sub-questions:

- What are the different types of leadership in the official schools in Lebanon?
- What is the level of social responsibility in the official schools in Lebanon?
- Is there a relationship between the different leadership styles and social responsibility in the official schools in Lebanon?

2. Research Hypotheses

-First Hypothesis: There are no statistically significant differences between the role of different leadership styles in enhancing social responsibility in the official schools of the southern Lebanon.

-Second Hypothesis: There are no statistically significant differences in the role of leadership styles in the promotion of social responsibility in the official schools of South Lebanon Governorate, based on the following variables: (gender, age, academic qualification, job title, and years of experience).

3. Research Methodology

A-Research data collection

This study is based on two complementary approaches:

-The first approach of the study is based on a review of some previous studies related to the role of leadership styles in enhancing social responsibility in public schools in Lebanon in general, and reviewing books, publications, previous studies and articles. To preparing a theoretical framework for the study.

-The second approach of the study is based on a field study based on collecting basic, active and effective information on the role of leadership styles in enhancing social responsibility in official schools in Lebanon through a questionnaire prepared to highlight the importance of the study.

B – Research sample

The study is about the role of leadership styles in promoting social responsibility in public schools in Lebanon. A random sample is chosen because it homogenize all the members of the original community. The study include the representation of this sample to its original community.

The sample consist of 105 professors from the southern governorate of Lebanon, as an applied model for the study, to demonstrate the role of leadership styles in promoting social responsibility in official schools in Lebanon.

4. Research variables

Independent variable: leadership styles (democratic style - autocratic style - chaotic style).

Dependent variable: social responsibility.

5. Research objectives

The aim of the study to demonstrate the role of different leadership styles in enhancing social responsibility in the official schools in Lebanon through the following objectives:

- Determining of the percentage availability of leadership styles in the official schools in the southern governorate of Lebanon.
- Disclosure of the level of social responsibility in the official schools in the province of South Lebanon.
- Identify the relationship of leadership styles to social responsibility in the official schools in the governorate of South Lebanon.
- Determination of the impact of leadership patterns in enhancing social responsibility in official schools in the southern governorate of Lebanon.

6. Research importance

The study was important in the following points:

1.6. The theoretical importance

The study is contemporary studies that examine the relationship between leadership styles and the promotion of social responsibility in the official schools in Lebanon, in addition to combinant a clear Framework of knowledge framework on leadership stlyes and social responsibility.

2.6. Scientific importance

The study deals with a major and important sector of the Lebanese society, the education sector and the role of leadership styles in enhancing social responsibility in addition to encouraging administrative leaders to promote social responsibility and activate the official curriculum in Lebanon to serve the community.

7. Research Limits

Objective border: The study examine the role of leadership styles in enhancing social responsibility in the official schools in Lebanon.

Spatial boundaries: The study is applied to the schools located in South Lebanon official.

Human boundaries: The administrative and educational in the schools of the official of South Lebanon

Time limits: The study is applied in the southern Lebanon official, during the academic year 2018/2019.

8. Previous studies

A number of previous studies had addressed the leadership style of promoting social responsibility in official schools. In the Madhoun study, which amid to identify the leadership patterns prevailing in Al-Aqsa Media Network and the level of job satisfaction among its employees, the results showed that it is necessary to work on addressing the passive and autocratic style (Madhoun, 2015, p. 12), The study aimed to identify the prevailing leadership styles among officials in the directorates of education in Hebron governorate and their impact on the development of creative thinking among the general subordinates in the directorates of education in the governorate. One of the most important results was that the prevailing patterns of leadership among the officials in the directorates of education in Hebron governorate were respectively the democratic pattern, the autocratic style, and the slippery pattern. In the study Zinati referred to the role of ethics in promoting social responsibility in Palestinian public hospitals (Al-Zinati, 2015, p. 23), The study of Mekdad aimed at understanding the role of secondary school teachers in enhancing the social responsibility of their students and ways of developing them in the light of Islamic standards (Mekdad, 2014, p. 26), Another study (Heba ALHajri AlFahad & Abdulmuhsen salemm Alqahtani, 2013, p. 15) pointed to the relationship between leadership style and motivation of teachers in Kuwait. The most important result was that the transformational leadership style is the most prevalent among school principals. In (Ali Al-Taneiji & Shaikah Ibrahim, 2013, p. 6) Showed that the style of transformational leadership dominant style. Tatla and Iqbal concluded that there

was a statistically significant relationship between the leadership styles of high school principals and the effectiveness of the school (Tatla & Iqbal, 2012, p. 13).

Following the presentation of the previous studies, it was used to select the topic, in terms of the role of leadership styles in the public schools in Lebanon in enhancing their social responsibility. In terms of time, most of the previous studies took place in the period from 2012 to 2015, In terms of tools, most of the previous studies used the questionnaire as a study material, and in terms of the samples, because it dealt with employees in the schools and official governmental bodies. The study of the role of leadership styles in enhancing social responsibility in the official schools in Lebanon is one of the topics that I have discussed in terms of the role of leadership in the promotion of social responsibility in Lebanon Public schools.

9. Research terms

Leadership: It is the process of inspiring individuals to do their best to achieve the desired results, and the influence of the leader in his subordinates, to convince them and to encourage them to contribute to a cooperative activity.

Social responsibility: It is the responsibility of every individual towards the society in which he lives and to do his utmost to serve his community.

The Theoretical Framework

The first topic: the administrative leadership and its patterns

1. The definitions of leadership in contemporary administration

Leadership is defined as the process has a guiding effect on the behavior of employees, coordination of their efforts, and their relationships, which makes the subordinates accept the guidance of the leader to achieve the desired goals (Kandil, 2010, p. 15).

And the process of influencing the activities and operations of a group of members and directing them in specific directions (Tarawneh, 2011, p. 19), "The ability to influence the behavior of members of the group and coordinate their efforts and guide them to reach the desired goals (Hariri, 2012, p. 99). These definitions from suggest that there are three basic conditions that must be provided for the presence of leadership: the presence of a group of people, the existence of a member of the group capable of influencing the behavior of members, the process of influence aims to direct the group's activity and cooperation to achieve the common objective that Achieve.

2. Leadership styles

- **The Democratic style:** This pattern is known as a spirit of cooperation, and leads to the morale of the workers and push the organization to the maximum production and efficiency (Alwish, 2013, p. 39).

- **The Autocratic style:** "This pattern is based on the premise that a man lazy by nature tends to lack of work and evade responsibility" (Al-Raybak, 2004, p. 26).

- **The Chaotic style:** This mode states that: "the commander's intervention is not in the hands of the subordinates and leaves them free to act" (Hassan, 2004, p. 24).

3. Elements of leadership

- **Leader:** A person who is distinguished from his colleagues, and is characterized by his ability to influence them and their leadership.
- **Subordinates:** They are a group of people working in the organization, and they are fully prepared to obey the leader.
- **Objective:** is the goal that the leader and subordinates all seek to achieve by influencing their behavior.
- **The appropriate environment:** It is the environment of the situation in which the leadership is exercised, as there must be a circumstance, or an occasion to exercise (commander) his role in the leadership of these subordinates (Arabia, 2012, p. 78).

4. The importance of the leader

The importance of leadership lies in the following: the link between the employees and the plans of the institution and its future developments, the leadership of the institution in order to achieve the goals and objectives set, deepening the positive aspects in the institution, reducing the negative aspects in the institution, working on the development, training and care of individuals, the most important capital, and the highest supplier of the institution, keep pace with the surrounding variables, and employ them in the service of the institution.

The second topic: social responsibility

1. Definition of social responsibility

Social responsibility is “the individual's responsibility for himself and his responsibility towards his family and friends and towards his religion and his homeland” (Kassem, 2008, p. 8). It is a “self-obligation towards the community, including a sense of duty and doing it, as well as caring for others and cooperating with them for the benefit of the community” (Musharraf, 2009, p. 94).

2. The importance of social responsibility

The importance of social responsibility can be realized in the following points: Increase social solidarity between social norms and create a sense of belonging by individuals and groups, achieving social stability as a result of availability of social justice, improving the quality of life in society, positive for both employees.

3. Developing social responsibility

The most important factors that help to develop social responsibility are: Helping the members of the group to mature, develop their personalities, provide them with the collective expertise they need and raise their awareness, develop their innovative abilities, and practice the democratic methods of collective members, Respect individual differences on which the principle of equal opportunity is based.

Case study

Introduction

The research methodology and procedures are the main focus through which the applied framework of the study is completed, and the data required to conduct the statistical analysis to reach the results, which is interpreted in the light of the study literature on the subject of the study, is achieved.

1. The study methodology

In order to achieve the objectives of the study, the descriptive analytical approach was adopted, which is based on studying the phenomenon as it is, describing it accurately, expressing it in quantity, and clarifying its characteristics. The study adopted the following:

- Initial sources, which consisted in collecting preliminary data through a questionnaire that is prepared and adopted as a basic tool for study, is specially designed for this purpose after reviewing the previous studies that deals with the subject of the study and distributed to schools.
- Secondary sources that dealt with the theoretical framework of the study and are represented in books, publications, university letters and scientific journals).

2. Society and sample of the study

Based on the problem of the study and its objectives, the study population (in random-applied form) is represented by the administrative and educational bodies in the southern Lebanon governorate, which numbered 105 Teachers. They are distributed in the table as follows:

Educational Supervisor	headmaster	Teacher	Director	Totals
8	14	77	6	105

3. The study tools

A questionnaire is prepared on the role of leadership styles in the promotion of social responsibility in official schools in Lebanon, where the questionnaire is the main tool suitable for the field study to obtain the information and data that is being filled by the tests and is prepared based on the previous study and the theoretical framework. As follows:

- Part I: Personal data.
- Part II: Availability of different leadership styles (democracy - autocratic - anarchism).
- Part III: Social Responsibility.

4. The validity of the questionnaire and its stability

Paragraphs of the questionnaire	Alpha Cronbach	N of Items
First paragraph	.946	11
Second paragraph	.817	10
Third paragraph	.789	11

The following table shows the strength of the resolution paragraphs.

The alpha-Cronbach coefficient is calculated for internal patterns and the proportions (94.6% for the first paragraph, 81.7% for the second paragraph and 78.9% for the third paragraph) are very good.

5. Analysis of personal data

Personal data		Frequency	Percentage
Gender	Male	64	%61
	Female	41	%39
Qualification	Bachelor	17	%16.2
	BBA	56	%53.3
	M.A.	28	%26.7
	Ph.D.	4	%3.8
Job title	Supervisor	8	%7.61
	Headmaster	14	%13.3
	Teacher	77	%73.3
	Director	6	%5.7
Years of Experience	Less than 5 years	24	%22.9
	From 5 to 10 years	30	%28.6
	From 11 years to 15 years	20	%19
	16 years and more	31	%29.5

Results of the questionnaire:

Gender: The number of males is 64 out of 105 according to the study sample, and 41 are females. The results of the questionnaire shows that 16.2% have a baccalaureate degree, 53.3% have university degrees, 28% have a master's degree and 3.8% have a doctorate.

- Job title: The results are as follows: 8 supervisors, 14 teachers, 77 teachers, and 6 directors.

6. The availability of the pattern of democratic leader in public schools

N	Paragraph	Strongly Agree	Agree	neutral	disagree	Strongly Disagree	Mean & result	standard deviation
The availability of the democratic leader's leadership style in public schools								
1	The administrative leader participates with professors at social events.	%17.1	%21.9	%16.2	%20	%24	3.91 Strongly Agree	1.40
2	Helps teachers develop their abilities.	%20	%19	%19	%17.1	%24.8	3 neutral	1.39
3	Objective to meet the needs related to teaching.	%20	%15.2	%24.8	%11.4	%28.6	3 neutral	1.30
4	Using the views of professors in some decisions.	%21.9	%24.8	%6.7	%10.5	%36.2	3.11 neutral	1.38
5	Participation of professors in the planning of teaching.	%28.6	%23.8	%9.5	%10.5	%27.6	3.32 neutral	1.41
6	Hi is keen to coordinate the efforts of the professors	%18.1	%20	%17.1	%21.9	%22.9	2.9 neutral	1.42
7	He uses words of praise and praise to satisfy the psychological needs of professors.	%27.6	%6.7	%32.4	%10.5	%22.9	3.18 neutral	1.34
8	Encourages meaningful suggestions by professors.	%23.8	%21.9	%19	%21.9	%13.3	3.12 Neutral	1.47
9	Raises morale and confidence among professors.	%24.8	%15.2	%32.4	%10.5	%17.1	3.27 Neutral	1.29
10	Accepts the change proposed by teachers in the teaching method.	%20	%30.5	%12.4	%25.7	%11.4	3.08 neutral	1.50
11	Adopts the objective suggestions put forward by the professors.	%17.1	%13.3	%16.2	%34.3	%19	2.6 not agree	1.497

The above table shows that the Democratic Administrative Leader is a major participant in social events, which enhances social responsibility in public schools, helps teachers develop their abilities, seeks to meet the group's teaching needs, and sometimes uses the views of professors in some decisions, participates in the planning of teaching, adopts the suggestions of the proposed by professors, in addition is keen to coordinate the efforts of professors, and sometimes uses words of praise and praise to satisfy the psychological needs of professors, and always encourages the suggestions targeted by professors, of morale and a sense of trust between professors. Add to that he raises the morale and a sense of confidence among the professors.

7. The availability of the leader's autocratic and chaotic style of school

N	Paragraph	Strongly Agree	Agree	neutral	disagree	Strongly Disagree	Mean & result	standard deviation
The availability of the autocratic leader's leadership style in official schools								
1	The leader adopts the method of teaching and forbidding dealing with teachers	%25.7	%28.6	%12.4	%12.4	%21	3.34 Neutral	1.386
2	He is keen to be a spokesman for the professors	%13.3	%52.4	%15.2	%5.7	%13.3	3.54 Agree	1.065
3	Discussion is a waste of time	%34.3	%20	%13.3	%0	%32.4	3.56 Agree	1.263
4	Accuse teachers of laziness and escape of responsibility	%17.1	%39	%15.2	%8.6	%20	3.36 neutral	1.226
5	He will solve problems and study them himself to decide them	%25.7	%20	%23.8	%0	%30.5	3.41 Agree	1.174
Availability of anarchist leadership style in official schools								
6	Approves the methods chosen by the professors to accomplish their work.	%21.9	%44.8	%20	%13.3	%0	3.75 Agree	0.948
7	Time is wasted in various social activities during official working hours.	%31.4	%23.8	%18.1	%13.3	%13.3	3.47 Agree	1.401
8	Is hesitant in controlling the behavior of professors and their behavior.	%40	%17.1	%12.4	%13.3	%17.1	3.5 Agree	1.539
9	His absence impedes the work of the school.	%21	%30.5	%18.1	%16.2	%14.3	3.28 neutral	1.348
10	Usually influenced by the wishes of professors.	%31.4	%31.4	%8.6	%6.7	%21.9	3.44 Agree	1.531

The above table shows that: The autocratic administrative leader depends on the leader's method of forbidding in his dealings with the professors. He is keen to be a spokesman for the professors, and the discussion is a waste of time, and sometimes accuse the professors of laziness and escape from responsibility, which is solving problems and study them to decide.

While the chaotic administrative leader gives the leader discretion to professors, he is hesitant to make decisions, and is very lenient with teachers who fail in education, avoids interference in conflicts that occur between teachers, and often waste time in various social activities during the working hours.

8. Social Responsibility

N	Paragraph	Strongly Agree	Agree	neutral	disagree	Strongly Disagree	Mean	standard deviation
1	The Director participates in festivals honoring early students.	%27.6	%48.6	%15.2	%5.7	%2.9	3.9	1.028
2	The Director sponsors students with special needs.	%28.6	%15.2	%36.2	%17.1	%2.9	3.35	1.380
3	The Director gives various national events.	%31.4	%24.8	%10.5	%19	%14.3	3.35	1.519
4	The manager organizes leisure trips for students	%25.7	%12.4	%32.4	%9.5	%20	3.25	1.299
5	The manager conducts leisure trips for teachers.	%19	%16.2	%31.4	%14.3	%19	3.07	1.303
6	The Director develops the moral behavior of students	%34.3	%15.2	%13.3	%2.9	%34.3	3.44	1.344
7	The Director cooperates with civil society organizations in combating pollution.	%39	%13.3	%14.3	%10.5	%22.9	3.48	1.462
8	The Director provides periodic scientific and cultural publications and journals to promote citizenship and patriotism.	%11.4	%15.2	%28.6	%38.1	%6.7	3.55	1.421
9	The Director is keen to organize educational seminars against smoking and drugs.	%13.3	%39	%23.8	%10.5	%13.3	3.31	1.179
10	The director instructs teachers to instill social values among students such as justice, honesty and honesty.	%14.3	%19	%16.2	%21	%29.5	2.76	1.362
11	The manager communicates with various media to promote the concept of social responsibility.	%21.9	%21.9	%13.3	%40	%2.9	2.83	1.649

The above table shows:

- The result of paragraph (1) is (Agree) that the administrative leader participates in the director of festivals honoring the early students.
- Paragraph (2) is (neutral) in terms of the style of the administrative leader, the director sponsors the students with special needs.
- Paragraph (3) is (neutral) in terms of the leader's style, the director gives different national events.
- The result of paragraph (4) is (neutral) in terms of the style of the administrative leader evaluates the manager trips to the students.
- Paragraph (5) is (neutral) in terms of the style of the administrative leader evaluates the director trips of luxury teachers.
- Paragraph (6) is (Agree) for the type of administrative leader develops the moral conduct of students
- Paragraph (7) is (Agree) for the style of the administrative leader, the manager cooperates with civil society organizations in the fight against pollution.
- Paragraph (8) is (Agree) for the type of administrative leader provides the director publications and scientific journals and cultural periodic to promote citizenship and love of belonging to the homeland.
- Paragraph (9) is (neutral) in terms of the style of the administrative leader is keen on the director to conduct educational seminars against smoking and drugs.

- Paragraph (10) is (not agree) that the administrative leader director instructs teachers to instill social values among students such as justice, and honesty.
- Paragraph (11) is (disagree) that the administrative leader communicates with the different media to promote the concept of social responsibility.

9. Test hypotheses of the study

- First Hypothesis: There are no statistically significant differences between the roles of different leadership styles in enhancing social responsibility in the governorate of South Lebanon.

N	Paragraph	Pearson coefficient	p-value (Sig)	Result
1	The availability of the democratic leader style	0.665	0.000	There is a relationship
2	Availability of the autocratic leader style	0.664	0.000	There is a relationship
3	Availability of chaotic leader style	0.619	0.000	There is a relationship

The above table shows the following:

-There is a statistically significant correlation between the pattern of the democratic leader and the social responsibility, where correlation coefficient Pearson is (0.665) and the level of significance is (0.000), so it can be said that the relationship between the pattern of democratic leader and social responsibility is a very strong positive relationship.

-There is a statistically significant relationship between autocratic and social responsibility, where Pearson coefficient is (0.664) and level of significance is (0.000). Therefore, the relationship between the autocratic leader style and social responsibility is very positive.

-There is a statistically significant relationship between the chaotic leader and social responsibility, where correlation coefficient Pearson is (0.619) and the level of significance is (.000), so it can be said that the relationship between the pattern of chaotic leader and social responsibility is a very strong positive relationship.

- Second Hypothesis: There are no statistically significant differences in the role of leadership styles in enhancing social responsibility in the public schools in the governorate of South Lebanon, based on the following variables: (gender, age, academic qualification, job title, years of experience).

N	Variables	Leadership Patterns	Pearson coefficient	p-value (sig)	Result
1	Gender	Democrat	.442	.002	No relationship
		Autocrat	.182	.064	No relationship
		Chaotic	.301	.005	No relationship
2	Age	Democrat	.583	.009	No relationship
		Autocrat	.147	.134	No relationship
		Chaotic	.056	.570	No relationship

3	Qualification	Democrat	.191	.051	No relationship
		Autocrat	.104	.289	No relationship
		Chaotic	.019	.847	No relationship
4	Job title	Democrat	.089	.368	No relationship
		Autocrat	.160	.103	No relationship
		Chaotic	.026	.791	No relationship
5	Years of Experience	Democrat	.547	.003	No relationship
		Autocrat	.152	.121	No relationship
		Chaotic	.265	.006	No relationship

The above table shows that the value of p-value is greater than the significance of 0.01% in each of the following variables: sex, age, and years of experience, academic qualification, and job title. This means that it accepts the null hypothesis and rejects the alternative hypothesis that there are differences Statistical significance of the role of different leadership styles in enhancing social responsibility in official schools in Lebanon.

N	Variables	Pearson coefficient	p-value (sig)	Result	
1	Social Responsibility	Gender	.545	.006	No relationship
2		Age	.462	.008	No relationship
3		Qualification	.011	.907	No relationship
4		Job title	.099	.315	No relationship
5		Years of Experience	.544	.005	No relationship

The above table shows that p-value is greater than 0.01% in each of the following variables: This means that the null hypothesis is accepted. We reject the alternative hypothesis that there are statistically significant differences between social responsibilities in public schools in Lebanon based on the following variables: Gender, age, and years of experience, academic qualification, and job title).

10. Research Results

Results of the study shows:

- That is 40.62% of the opinions expressed by the administrative and educational bodies consider that the democratic leadership style is available in official schools and enhances the social responsibility in his school.

-That is 21.87% of the opinions expressed by the administrative and educational bodies consider that the style of the autocratic leader in public schools is of little interest and avoids the enhancement of social responsibility in his school.

- That is 37.5% of the opinions expressed by the administrative and educational bodies consider that the style of the apostolic leader does not intervene and leaves the freedom to act in the field of enhancing social responsibility in his school.

- There are statistically significant differences in the role of different leadership styles in enhancing social responsibility in Official schools in Lebanon based on the following variables: (gender, age, and years of experience).

The current study agree with the study of sentences. And the study of the good in that the prevailing patterns in schools are the democratic pattern in the first place, and then the autocratic style followed by the chaotic style. The study differs with the studies of Alfahad, Ali and others, Tatlah and Iqbal. These studies find that the prevailing patterns in schools are negative and transformational.

Recommendation

-Action to take appropriate measures in the official schools to strengthen the styles of democratic leader, where it is available 40.62% and obtained the first rank. It can be reinforced by certain actions.

-Action to take appropriate measures in the official schools to reduce the level of the chaotic leader, where it is available at 37.5%, and has the second rank, especially that has no relationship and no impact on the strengthening to social responsibility.

-Action to take appropriate measures in the official schools to reduce the level of the autocratic leader, where it is available at 21.87%, and has the third rank, especially since it has no relationship or influence on the strengthening to social responsibility.

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