Responsible Leadership and its Impact on Achieving an Entrepreneurial University

An Applied Study at Al-Mustaqbal University

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ABSTRACT
The research aims to identify the intellectual and theoretical basis of the entrepreneurial university in light of sustainable development and to learn about the concept of responsible leadership and its role in achieving the entrepreneurial university. The research problem was represented by a modern research trend, which is the entrepreneurial university, and the desire of universities to contribute to this trend in a way that enhances the culture of sustainable development through leadership . Therefore, the research addresses the contribution of responsible leadership in achieving the entrepreneurial university. In order to test its hypotheses and achieve its goals, the researchers resorted to distributing (60) questionnaires to workers at Al-Mustaqbal University. (57) questionnaires were retrieved, of which (53) were suitable for analysis. The research reached a set of conclusions, the most important of which is The University of the Future is keen to establish partnerships and carry out activities that contribute to achieving university leadership. The research has reached a set of recommendations, including that universities must take their role in achieving sustainable development, and that this role begins with spreading the culture of sustainable development, and to achieve this, they must have responsible leadership.

KEYWORDS: Responsible Leadership, Entrepreneurial University, Al-Mustaqbal University.

INTRODUCTION

The First Axis
Research Methodology

The Research Problem

Modern entrepreneurial universities seek practical uses for their findings to promote social growth and go beyond information creation and education. Universities are natural incubators, providing a framework to help academics and students launch new businesses through the cross-fertilization of ideas. They are also a rich environment for new scientific topics and industrial sectors. Knowledge - technology in society and the economy, in addition to these innate traits of entrepreneurship (Marques, 2016:2)

Third generation higher education institutions are knowledge-based institutions that rely on creativity, human resource practices, discovery and novelty to survive and thrive. These universities are active in economic development, entrepreneurship , and wealth generation , and rely on human resource practices and creativity as driving forces behind exploiting research results, transforming knowledge into technology, commercializing research, and creating startups. Third generation organizations facilitate communication and promote entrepreneurship, as well as provide professional assistance in knowledge- based business areas (Sanadgol , & Dadfar , 2020:448).

In recent years, universities have witnessed a significant shift from traditional knowledge-based institutions to more dynamic and entrepreneurial entities. This shift was driven by the recognition that universities play a pivotal role in promoting innovation, economic development and social progress. One of the key drivers of this transformation is responsible leadership, which includes a commitment to ethical values, sustainability and community engagement. This problem statement aims to explore the relationship between responsible leadership and the achievement of an entrepreneurial university, and to identify challenges and opportunities in this journey.

Research questions

From the above, the problem of the current research can be summarized by raising the following main question: What is the impact of responsible leadership in achieving the entrepreneurial university ? The following sub question emerges :

1-   What is the impact of the dimensions of responsible leadership in achieving an entrepreneurial university?

Third. research importance

The importance of the research is as follows:

1.   A research hall It deals with responsible leadership as a fundamental variable that has not received sufficient attention from researchers, which is what made researchers... y wad n In it experimentally to study the relationship between it and... Pioneering university .

2.   search It helps in addressing problems that service institutions may face in terms of the entrepreneurial university that contributes to developing and strengthening the entrepreneurial university And its effect on Organizational results .

3.   The research contributes to providing a

theoretical framework for the variables of the study by presenting summaries of researchers' ideas in the field of responsible leadership and the entrepreneurial university .

4. The research seeks to increase the awareness of Iraqi universities about the importance of adopting a responsible leadership style as a work philosophy and how it affects the behavior of employees.

5. The research seeks to shed light on educational organizations, which are one of the most important sectors at the national and regional levels.

research aims

The current research has a set of objectives that it seeks to achieve, as follows:

1- Providing a conceptual framework on the research variables (responsible leadership, entrepreneurial university)

2- Identifying the availability of research variables (responsible leadership, entrepreneurial university) at the study sample institution

3- Determining the impact of responsible leadership and its dimensions in achieving an entrepreneurial university.

hypotheses

Main hypothesis : Responsible leadership influences the entrepreneurial university . The following sub-hypotheses emerge from it:

1) Stakeholder culture influences the entrepreneurial university.

2) Human resource management practices influence the entrepreneurial university.

3) Administrative support affects the entrepreneurial university.

Sixth: Hypothetical research plan.

The default search schema includes two sets of proxy variables:

1) Independent variable: Responsible leadership: includes (stakeholder culture, human resources practices, administrative support)

2) The dependent variable: Entrepreneurial University: It includes (leadership and guidance at the Entrepreneurial University, capacity building and investment in entrepreneurship, encouraging and developing entrepreneurship and the culture of entrepreneurship, paving the entrepreneurial path at the university, external relations for entrepreneurship development, and an entrepreneurial university with international interactions)

The standards of previous studies were adopted in measuring the variables of the current research , as the responsible leadership variable was measured through the scale ((Haque , Fernando, & Caputi , 2021) , which includes three sub-dimensions , while the entrepreneurial university variable was measured through the scale (Sanadgol , & Dadfar 2020) which includes six sub-dimensions, as in Table (1)

Table (1) Research standards

Metrics	The dimension	T	variable	T
(Haque , Fernando,& Caputi , 2021)	Stakeholder culture	1	Responsible driving	a
	Human resources practices	2		
	Administrative support	3		
(Sanadgol,& Dadfar 2020)	Leadership and direction at the Entrepreneurship University	1	Pioneering university	B
	Capacity building and investment in entrepreneurship	2		

	Encouraging and developing entrepreneurship and an entrepreneurial culture	3		
	Paving the pioneering path at the university	4		
	External relations for entrepreneurship development	5		
	A pioneering university with international interactions	6		

Likert :scale gradient will be adopted for all variables as follows

Table (2) Scale gradation

Totally agree	I agree	not sure	I do not agree	I don't agree at all
5	4	3	2	1

Eighth: Limits of research

Our research has many spatial, temporal and human limits, which will be clarified as follows:

Cognitive boundaries: The cognitive scope includes the following : dimensions of responsible leadership and dimensions of the entrepreneurial university.

Spatial boundaries: The study model and hypotheses were chosen for a spatial field in the Iraqi environment, which is the University of the Future.

Time limits: The study extended to distribute and collect the final questionnaire from 9/10/2023 until 2/1/2024 .

Spatial boundaries : This study included a sample of (53) employees at Future University .

Ninth: An overview of the institution under research.

was established under the name Future University College in 2010 pursuant to Council of Ministers Resolution 427 of 2009. The Council of Ministers decided in its 45th regular session held on 12/12/2009 to approve granting an establishment license to the university in Babylon Governorate after it fulfills the basic requirements stipulated in Article (6). (Clause First) of the Private Colleges and Universities Law No. 13 of 1996, as amended, and it was converted into a university on 5/15/2023 (the official website of the University of the Future).

The presidency of the University of the Future aspires for the university to become a leader in teaching and learning locally and nationally in medical, engineering, legal, and administrative specializations, and to excel in providing academic programs in accordance with international standards of quality, openness to society, advancing scientific research, and adopting creative ideas that contribute to developing infrastructure and improving job performance (The official website of Future University.

In 2015, all UN member states adopted the Sustainable Development Goals (SDGs) Sustainable Development Goals , also known as the Global Goals, are defined as a global call to

action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030. The 17 Sustainable Development Goals are integrated – that is, they recognize that action in one area will affect outcomes in areas others, and that development must balance social, economic and environmental sustainability. By pledging to leave no one behind, countries have committed to accelerating progress for those still behind. This is why the Sustainable Development Goals are designed to make the world zero in on many life- changing aspects, including extreme poverty, hunger, AIDS and discrimination against women and girls. Everyone needs to reach these ambitious goals. Creativity, knowledge, technology and financial resources from all of society are essential to achieving the Sustainable Development Goals in every context . The College of the Future also adopts sustainable development goals and works to achieve them. Source: The official website of Al-Mustaqbal University College
(https://uomus.edu.iq/Sustainability.aspx)

The Second Axis
Theoretical Framework for the Research
The First Topic
Responsible Leadership

First: The concept of responsible leadership
Leadership is the process of directing, inspiring and influencing individuals or groups to achieve a common goal or goal. It involves the ability to provide direction, make decisions, and create a vision for the future. Leadership is a fundamental aspect of human society and is essential in various contexts, including business, politics, education, and community organizations. (NAUSHAD, 2021:2)

Leadership is a social influence process in which a leader seeks the voluntary participation of subordinates in an attempt to reach the organization's goals. Today's organizations need effective leaders who understand the complexities of the rapidly changing global environment. Different leadership styles in organizations may affect organizational effectiveness or performance. Leadership and entrepreneurship are critical concepts in academic research. Leadership is a mature field of entrepreneurship and a relatively young field. (House, et al, 2004:3) .

Leadership has been one of the most widely studied and written about concepts in the behavioral sciences. Leadership is "the ability to influence a group to achieve goals." The GLOBE study of 62 societies clarified the definition of leadership by describing it as "the ability of an individual to influence, motivate, and enable others to contribute to the effectiveness and success of the organizations of which they are members" (Jagdale , & Bhola , 2014:1).

Responsible leadership is defined as leadership capable of maintaining human resource practices and adapting in uncertain, high-speed environments. Researchers have highlighted business leaders' abilities to identify and exploit opportunities and solve complex business, social, and environmental problems (Bagheri, & Harrison, 2020:3).

As it is known (NAUSHAD, 2021:2)Responsible leadership refers to guiding young entrepreneurs to achieve goals and objectives while taking advantage of entrepreneurial opportunities .

Second : The importance of responsible leadership

Responsible leadership is an important factor in creating the future for organizations, which indicates the role that responsible leadership plays in the journey of success in completing plans and achieving goals to bring about clear change by creating a healthy climate for every person working in the organization and the contribution of leaders in encouraging workers to enhance their performance to achieve goals. (Van Kleef et al., 2010:1829) Visser et al., 2013:174 believes that effective responsible leadership can be a powerful tool to motivate the performance of employees working hard to achieve goals and improve collective performance because it makes employees feel satisfied, which raises their Their level of performance to achieve goals. Mubarak (2014:22) also indicates that effective

responsible leadership is the heart of any organization in the business world today. It helps positive leaders to be successful and also helps improve the performance of workers within any organization.

While (Arham, 2014:128; Jordan, 2011:2) added the importance of responsible leadership as follows:

1.Responsible leadership includes establishing clear goals and tasks for organizations and workers to serve society .

2.Establishing a standard for individual success through which employees can advance within the organization or even change their career paths to meet individual learning and development desires.

3.Responsible leadership is one of the most important factors affecting an organization's creativity, if not the most important.

4.Responsible leadership encourages subordinates to think critically and develop new ideas and approaches to existing practices.

5.Useful for any innovation implemented by an organization in the era of competition that can facilitate the advancement of HR practices And changes through evaluating and expanding the vision and encouraging subordinates to pursue that vision.

While (Williams, 2014:48) emphasized the importance of responsible leadership through the easy accessibility of the leader and his display of friendliness and emotional intelligence in motivating others towards excellence with the following:

1.He is very approachable and easy to talk to.

2.Provides feedback in a constructive manner.

3.Displays energy in personal and work goals.

4.Motivates team members and provides support for personal development.

5.Anticipating and managing conflicts.

While (Dartey-Baah et al., 2019:76) pointed out the importance of responsible leadership through the following:

1.The role of responsible leadership in achieving integration between the interests of subordinates and the interests of the organization in order to direct the efforts of subordinates towards achieving goals.

2.The role of responsible leadership as a link between subordinates and the organization's plans and future visions.

3.The role of responsible leadership in the planning, organizing and monitoring process to influence the achievement of the organization's goals.

4.The ability of responsible leadership to solve problems, resolve disputes, and bring the viewpoints of subordinates and the organization closer together.

5.The role of responsible leadership in developing and training subordinates as they are among the organization's most important resources , and the subordinates take the leader as their role model.

6.The role of responsible leadership in keeping pace with various environmental changes and employing them to serve the organization. And establishing mutual human relations with followers.

Researcher Tan believes that there is great importance to leadership behavior in directing the efforts of subordinates and motivating them to perform tasks according to plans drawn up to achieve goals, because subordinates act according to the degree of their influence by the responsible leadership that the leader takes, and this in turn is considered feedback from which the leader benefits in improving his decisions in the future .

Third: Dimensions of responsible leadership
Interestingly, entrepreneurship and leadership have gone through the same path of historical development. To better understand the two phenomena and utilize the synergy to better the two disciplines, scholars have combined them into a new paradigm, "Entrepreneurial Leadership." By definition, responsible leadership is creating an entrepreneurial vision that is responsible and inspiring for the team to activate the vision in high-speed and uncertain environments. Responsible leadership consists of three main components: stakeholder culture, human resources practices, and administrative support (Haque et al., 2021:7)

1. Stakeholder culture: Responsible leaders can also attract followers to foster a positive stakeholder culture. Because individual and organizational values are aligned, these employees are more likely to be committed to their organizations, and followers' interest in and connection to their leader and organization may increase their satisfaction and involvement. As a result, responsible leaders can reinforce the three-component model of organizational commitment to their employees. Employees inspired by leaders' accountability are more likely to align with their beliefs and, as a result, be motivated to continue their organizational membership.

2. Human Resources Practices: Human resources practices are based on legal compliance requirements, university goals, and best practices related to human resources professions. Human resources departments use these practices to guide their activities, which include hiring, firing, payroll, benefits, health, morale building, and other daily tasks.

3. Administrative support: Administrative support can take many different forms, including effective communication between workers and managers, involving workers in important decisions, giving workers clear feedback about their performance, and helping them with complex tasks.

The second topic
The theoretical framework of the dependent variable, the entrepreneurial university
First: The concept of the entrepreneurial university
entrepreneurial university can practice human resources, collaborate, seize opportunities, take risks, and respond successfully to difficulties. Entrepreneurial universities will survive in a highly competitive market with clear plans to demonstrate teaching, research, and entrepreneurship excellence. Entrepreneurial universities strive to become "stand-alone" universities that play an essential role in their own right and offer and support various support measures for entrepreneurial activities through close cooperation. With partners and networks with public and private sector organizations by investing in their social capital to facilitate the creation and exploitation of knowledge and technology (Papa, 2018:378).

An entrepreneurial university is defined as one that focuses on the economic impact of societal contributions, entrepreneurship development in education, commercialization of research, and entrepreneurship as a priority in its activities (Sanadgol & Dadfar 2020:2).

Second: Levels of pioneering university
The entrepreneurial university consists of three levels, known as the individual, organizational, and systemic levels, which are as follows (Audretsch & Belitski, 2022: 6-7)

1- System level (individual)
At the system level, opportunities for knowledge transfer are shaped by the framework and systemic conditions of regional economic development, market requirements, and the entrepreneurial ecosystem. The system level includes demands for university knowledge, legal and institutional conditions, and social and cultural factors. Individual researchers are more likely to create value. It is obtained if the university's ecosystem is growth-oriented and supportive. This will increase institutional support for innovation in universities by the general public, scientific communities, industry, and local government. Strong communities in entrepreneurially developed contexts will be able to select the best projects and allocate resources to them, eliminating market failures. These market failures can also be eliminated through unity between the system, university, and individual levels of the university and in collaboration with stakeholders. Stakeholder demands for knowledge are addressed through entrepreneurial actions in the university, where they invest in knowledge and return it to the market and society using commercial and non-financial practices. Universities contribute to human resource practices and value creation by investing in expertise and commercializing knowledge through university-industry

collaboration and science-based entrepreneurship activities (entrepreneurship education, business incubation, entrepreneurship competitions, and engagement with venture capital). External risks, business networking, etc.) . Less densely located universities and individual researchers focusing on educational and industrial linkages may be essential in promoting industrial clusters leading to regional capacity building.

2- Organizational level

At the organizational level, entrepreneurial universities aim to develop more robust internal and external innovation mechanisms, such as investing in entrepreneurship education and creating an entrepreneurial mindset. They can also link research to industry and disseminate research outputs via scientific publications, conferences, and reports. The university must track its scientific publications on its web pages and the number of citations to scientific publications resulting from university research. This may be the first step toward a dimensional understanding of the social benefits of scientific journals as a mechanism for external innovation. Another dimension may require supporting students, entrepreneurial initiatives, and ideas from all backgrounds, as universities offer a wide range of modules that build core entrepreneurial skills and competencies, including social enterprise and social entrepreneurship. Additional programs taught by specialists are needed for students who wish to move forward and pursue entrepreneurial careers. The internal open HR practice includes practical business activities and discussion sessions for students, the local entrepreneurship community, scholars, and other stakeholders. These activities may include presentations of successful knowledge transfer and projects, case studies, role models in business and social engagement, and promotions targeting centers and incubators. Technology, interventions with start-ups, and a range of international study visits organized by program and unit managers. Leaders should work with early-stage technology entrepreneurs or mentor social enterprises within an educational initiative.

3- Organizational level

As for the organizational level, the process through which knowledge is disseminated is influenced by the legal frameworks and institutional characteristics of the region and country where the university is located. Researchers, departments, research support groups, and the central university administration will have differing views about aligning the university's individual and systemic efforts to become a genuinely entrepreneurial university. It produces and disseminates scientific knowledge to increase its economic and societal impact. Therefore, formulating a strategy to achieve more robust integration between organizational incentives and individual capabilities requires more effort at the entrepreneurial university's individual (micro) level. The demand for university knowledge at the system level creates commercial and non-commercial incentives at both the organizational and individual levels. Demand influences at the individual level through activities organized by the entrepreneurial university, such as entrepreneurial efforts by faculty and students to launch new projects that change system-level incentives. Determinants of knowledge creation by individual researchers in activities ranging from participation in grants Externally funded government or voluntary research leads to new technology licensing and start-ups. As scientists disseminate their scientific knowledge commonly through formal and informal knowledge transfer mechanisms, participation in knowledge creation and commercialization can be increased among researchers, lecturers, and students at the university when the creation of a group follows investment in knowledge. Various entrepreneurship opportunities are available for scholars (conferences, research grants, publications, industry contracts) and students (starting their first job, consulting, internships, and employment). The interaction between the university's individual, organizational, and

institutional levels is essential, as it allows all elements of internal and external human resource practices At the university to work together.

Third: Dimensions of the Entrepreneurial University

According to (Sanadgol, & Dadfar 2020:5), the entrepreneurial university consists of six dimensions:

1 . Leadership and direction at the Entrepreneurship University Leadership and guidance at the entrepreneurial university

2. Capacity building and investment in entrepreneurship Capacity building and investment in entrepreneurship

3. Encouraging and developing entrepreneurship and the culture of entrepreneurship Promotion of entrepreneurship and entrepreneurial culture and development

4. Paving the entrepreneurial path at the university Smoothing the entrepreneurial path in the university

5. External relations for entrepreneurship development External relationships for entrepreneurship development

6. A pioneering university with international interactions Entrepreneurial university with international interactions

The third axis

The applied aspect of research

Evaluating the structural model and testing hypotheses

After the first step of structural equation modeling has been completed using the partial least squares method (PLS-SEM), the second step is to evaluate the structural model. This includes finding path coefficients through which direct effects can be measured and extracting the value of the interpretation factor R_2, which is used to determine the extent of interpretation—the independent variable of the dependent variable.

Testing the main hypothesis

The main hypothesis stated, "There is a positive, significant influence relationship for entrepreneurial leadership in the entrepreneurial university." To test this hypothesis, the structural model shown in Figure (2) was built, the results of which are presented in Table (5).

R_2 rate	Coefficient of determination nR_2	Effect size f_2	The result	pValue	tValue	Path parameter	VIF	Track	Hypothesis	Matching quality SRMR
0.497	0.659	0.682	Acceptance	0	19.782	0.812	1	X→Y	H1	0.0 1 7

SmartPLS output

Table (5) presents the results of evaluating the structural model for the first central hypothesis, which showed that the SRMR standard of 0.07 1 achieves the required standard for the goodness of conformity. The path coefficient reached (0.812), which achieves the required t and p values standards, indicating a significant relationship. The effect, therefore, accepts the first central hypothesis. Also, the coefficient of determination R 2 reached 65%. Therefore the independent variable explains the dependent variable by 65%, and the rest of the value represents other factors not addressed in the study.

Third: Testing the sub-hypotheses of the central hypothesis

The two researchers built the structural model that appears in Figure (3) for the purpose of testing the sub-hypotheses of the first main hypothesis (H1-1 , H1-2, H1-3), and its results are presented in Table (6).

Table (6): Results of evaluating the structural model for the sub−hypotheses

R2 rate	Coefficient of determination nR2	Effect size f2	The result	pValue	tValue	Path parameter	VIF	Track	Hypothesis	Matching quality SRMR
0.793	0.858	0.537	Acceptance	0.000	5.103	0.241	1.238	X1→Y	H1-1	7 6 0.0
		0.406	Acceptance	0.000	7.886	0.435	1.271	X2→Y	H1-2	
		0.326	Acceptance	0.000	3.937	0.293	1.251	X3→Y	H1-3	

SmartPLS output

Table (6) presents the results of evaluating the structural model for the sub-hypotheses of the first central hypothesis, which showed that the SRMR criterion of 0.0 67 achieves the required standard for goodness of fit. The path coefficients for the three hypotheses achieved the necessary p and t values standards, indicating the significance of these relationships. Thus, It accepts the sub-hypothesis emanating from the central hypothesis. Also, the coefficient of determination reached R 0.858 %. Therefore, the dimensions of the responsible leadership variable explained 85% of the factors that explain the entrepreneurial university variable, and the rest represent factors not addressed in the study.

fourth Axis
Conclusions and recommendations
First: conclusions
This section presents a set of conclusions reached by the research, which are as follows:
1-Responsible leadership is essential to entrepreneurial success: It is clear that responsible leadership is not just a complementary element in the journey towards entrepreneurial university; It is vital to this process. Ethical decision-making, sustainability, and social responsibility are foundations for building trust, promoting innovation, and engaging with society. Universities that prioritize responsible leadership are better

placed to achieve their entrepreneurial goals.
2-Stakeholder engagement is crucial: Universities seeking responsible and entrepreneurial leadership must actively engage all stakeholders—students, faculty, staff, alumni, local communities, and industry partners. These stakeholders play a pivotal role in influencing the direction and success of the university. Their engagement and alignment with the university's values are essential.
3-Future University is keen to establish partnerships and carry out activities that contribute to achieving university leadership
4-The research results indicate the availability of the current research variables represented by responsible leadership and the research organization's pioneering university.
5-Entrepreneurship leadership has a solid moral impact on the university's achievement, as a university that is a pioneer in adopting entrepreneurial activities contributes to drawing the community's attention to its activities.
6-Responsible leadership is not an obstacle but an incentive to develop the entrepreneurial university. When universities are committed to ethical values, sustainability, and social responsibility, they are better equipped to foster innovation, establish fruitful partnerships, and drive economic growth. The quest to create an entrepreneurial university guided by the principles of responsible leadership is a complex and ongoing journey. Still, it offers the ability to

develop institutions that contribute positively to society, the economy, and the well-being of their communities while simultaneously achieving entrepreneurial goals. Universities that successfully navigate this path are well-positioned to become leaders in the evolving landscape of higher education and innovation.

Second: Recommendations

Based on the conclusions reached by the two studies, a set of recommendations was presented as follows:

1-The necessity of universities adopting the dissemination of entrepreneurial universities is a source of spreading positive phenomena in society.

2-Researchers should contribute significantly to conducting more research in responsible leadership because it represents a distinct research trend in our current era and contributes to achieving the pioneering university.

3-Establish a comprehensive framework for responsible leadership that includes ethical guidelines, sustainability practices, and social responsibility initiatives. This framework should guide decision-making and operations throughout the university.

4-Encouraging interdisciplinary cooperation between departments and colleges. Entrepreneurial success often depends on diverse perspectives and skill sets, and responsible leadership can benefit from a holistic approach.

5-Effectively engage all stakeholders, including students, faculty, staff, alums, and local communities, in ongoing dialogue about the university's goals, values, and priorities. Ask for their input and feedback to foster a sense of shared ownership.

By implementing the above recommendations, universities can effectively balance responsible leadership with entrepreneurial goals, positively impact their communities, promote innovation, and contribute to economic development while maintaining ethical values and sustainability. Striving to create an entrepreneurial university guided by the principles of responsible leadership is a strategic advantage and a moral imperative in today's complex and interconnected world.

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