

THE IMPACT OF CONSCIOUS LEADERSHIP BEHAVIORS ON ACHIEVING FINANCIAL SUSTAINABILITY OF UNIVERSITIES: AN ANALYTICAL STUDY AT MIDDLE EUPHRATES TECHNICAL UNIVERSITY AND UNIVERSITY OF KARBALA

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Abstract

The research seeks to shed light on the vital role played by conscious leadership behaviors with its six dimensions (physical, emotional, cognitive, spiritual, social, and subjective) in promoting financial sustainability within academic institutions, and by applying it to Middle Euphrates Technical University and University of Karbala. The research problem was the increasing financial challenges and economic crises facing universities, which necessitated the need to abandon traditional leadership styles and pursue a more conscious and adaptive leadership.

The analytical method was applied and the questionnaire was used as a tool to collect data, and it was distributed to the heads and holders of administrative positions in the research sample, and the responses of the sample were analyzed using the statistical software (SPSS V.25). The research reached a set of results, most notably the existence of a positive correlation and impact with statistical significance between practicing conscious leadership and achieving financial sustainability, as it was found that the most conscious leaders are the most able to innovate non-traditional solutions to diversify sources of income and rationalize expenditures. The research concluded with recommendations that emphasize the need for university leaders to adopt the perspective of comprehensive awareness as a strategic option to face the financial deficit and ensure the continuity of the educational institution in performing its mission.

Keywords: Conscious Leadership, Financial Sustainability, Universities.

Introduction

The global context is witnessing rapid changes in the business environment represented by globalization, technological developments, competition, complexity, challenges, threats, and transformations at all levels, as Information and communication Technology have taken over all sectors of society, including educational institutions that are not isolated from these. Financial sustainability is one of the main challenges facing most universities as a result of successive economic and social developments and crises, so many institutions have sought to make structural changes by abandoning traditional leadership methods and introducing conscious leadership as one of the latest leadership theories capable of achieving the success and sustainability of institutions. In order for a leader to be more aware, he or she must be more aware of the world around him, fully understand the conditions of his environment, and be aware of how to deal with his dynamics in a way that responds to any emergency situation or brings up any opportunity. The challenges a leader faces are infinitely permanent and varied, so it is the decisions he or she makes that make the difference in the success of any organization, however, the relationship between a leader's level of involvement and effectiveness in achieving multifaceted goals is complex. Therefore, ineffective leadership can significantly increase the risk of an organization failing. To cover the intellectual content and theoretical foundations, this research was divided into four sections, the first section was dedicated to presenting and discussing the research methodology, the second section was dedicated to the theoretical aspect of the research, and the third section included the presentation and discussion of the research results, and the research concluded the conclusions and recommendations in the fourth and final section.

1. MATERIALS AND METHODS

First: The research problem

Higher education institutions are currently facing increasing pressure to secure sustainable financial resources in light of declining government support and increasing global competition. The problem is that traditional leadership styles may not have the mental flexibility or awareness to deal with these complexities. Through this, the basic question of the research is formulated as follows.

What is the role of conscious leadership behaviors in enhancing the financial sustainability of universities?

Second: Research Objectives

The most important objectives that the current research seeks to achieve:

1. Determining the level of university Leadership's practice of conscious leadership behaviors in universities Research Sample.
2. Measuring the impact of conscious leadership behaviors on achieving financial sustainability indicators.
3. Conducting statistical analysis to indicate the level of application of conscious leadership behaviors in the universities of the research sample and the level of achieving financial sustainability in them.

4. Providing scientific recommendations to decision-makers in universities to adopt leadership models that enhance financial sustainability.

Third: The importance of the research

The research seeks to enrich the scientific literature by linking modern variables, namely (conscious leadership behaviors and financial sustainability), as two topics of continuous development in the local and global academic environment. Providing insights on how to employ the skills of conscious leaders in achieving financial sustainability for educational institutions with recent developments in various fields, which contributes to improving academic and administrative performance and enhances their role as a major source of professional and intellectual development in society. It also reduces the pressure on educational institutions imposed by the accelerating economic challenges and helps universities find non-traditional solutions to financial crises through the development of leadership behavior, which ensures the continuity of providing their educational and research services.

Fourth: Research Hypotheses

Based on the research problem and for the purpose of achieving its goals of exploring the relationship between conscious leadership behaviors and financial sustainability in university institutions, the research relied on a main hypothesis that states (there is a correlation and impact with significant and statistical significance between conscious leadership behaviors and financial sustainability of universities) and branches into the following sub-hypotheses:

- 1- There is a positive correlation with significant significance between the variable of conscious leadership and the financial sustainability of universities.
- 2- There is a positive and significant effect of the variable of conscious leadership behaviors in achieving the financial sustainability of universities.

Fifth: Research Population and Sample

The research selected an intentional sample represented by a group of heads of scientific departments in both Middle Euphrates University and the Polytechnic College - Karbala, the size of the community reached (89) heads of scientific departments, and (89) questionnaires were distributed, of which (88) questionnaires were retrieved, and the number of questionnaires valid for statistical analysis was (87), and the sample was determined based on what was stated in previous studies related to the variable of conscious leadership, taking into account that the measurement of the financial sustainability variable does not conflict with what the research adopted in determining its sample.

Sixth: Statistical Methods Used

1- Analysis of the honesty and stability of the research tool:

The researcher used the stability coefficient (Cronbach's alpha) to measure the consistency of the answers to the paragraphs of each of the questionnaire variables, and acceptable values greater than (0.70) were considered as evidence of the reliability of the tool.

2- Descriptive statistics

The arithmetic mean and standard deviation were used to analyze the responses of the sample members to the questionnaire paragraphs, with the aim of determining the level of agreement with the paragraphs of each of the research variables.

3. Statistical methods for testing hypotheses

The Pearson Correlation Coefficient was used to measure the strength and direction of the relationship between the independent variable (conscious leadership behaviors) and the dependent variable (the financial sustainability of universities). Simple linear regression analysis was used to measure the impact of conscious leadership behaviors on the financial sustainability of universities and to determine the extent to which the independent variable was able to explain the variance in the dependent variable.

RESUIES

Section Two: The Theoretical Aspect of the Research

First: The Concept of Conscious Leadership

Due to large-scale climate change, such as natural disasters, including hurricanes, droughts, and tsunamis. Economic and geopolitical challenges, such as financial crises and ongoing wars, are exacerbated and addressing these challenges in an integrated manner requires not only huge capital, but also higher levels of awareness, as the challenges faced by any leader are constant and infinitely changing, however, it seems that the integrated approach taken by a conscious leader is what makes the essential difference in his success and therefore, the conscious leader realizes that change has become inevitable To achieve sustainability, Nobel Peace Prize laureate Albert Gore argues, we must all have a drive to change, otherwise we will not survive economically, geopolitically, or environmentally[1]. As we enter the Age of Knowledge that will be replaced by the Information Age, this transformation has given rise to the need for leaders to be more aware and creative[2], conscious leadership means the ability to take concrete actions rather than standing idly by or acting out of self-interest, accompanied by a team mentality and a holistic outlook that goes beyond individualism[3]. While Ward & Haase [4] defined it as the practice of maintaining a state of increased awareness of thought, emotion, and experience on a moment-to-moment basis. Voss[5] defined it as one of the theories that focuses on the technical and ethical aspects of the role of the leader with its origins in human development research[6]. A transformative educational model that emphasizes contextual understanding and critical thinking, while at the same time validating meaning and developing the mind [7]. A holistic approach that can lead others on the basis of self-awareness and personal responsibility.

The importance of conscious leadership:

The importance of conscious leadership stems from the need to equip leaders with the knowledge and awareness to lead themselves and the individuals around them to succeed in the workplace. Because practicing conscious leadership helps transform leaders for the better by building the cognitive capacity needed to expand their ability to think consciously[5]. Mackey emphasizes the importance of conscious leadership and points out that various

stakeholders in the organization including employees aspire to lead, and requires senior leadership to embody conscious leadership in the performance of their jobs. It shows from this point of view that CEOs and senior leaders have a great responsibility to articulate and implement the organization's vision and work towards achieving its goals, rather than seeking to maximize personal influence and power or to compensate during their leadership in general, we can conclude that Conscious leadership engages and motivates the members of the organization, building trust and team spirit, which promotes the achievement of shared goals, growth and financial sustainability. Conscious leadership provides future generations with a sustainable life and a better future, as conscious leaders can use the principles of sustainability to maximize profit while minimizing harm to humans and the planet. The importance of conscious leadership behaviors lies in the following points[8]:

1. Create an ethical climate by embracing values that are in line with serving the world, namely integrity, authenticity, truthfulness, honesty, humility, and awareness of unity This high level of ethics and ethical standards allows conscious leaders to do the right thing regardless of whether it is supported or not.

2- Increase self-confidence by moving from being ego-driven to a point of satisfaction while increasing their awareness and thus being able to more fully advertise what they think is needed. Developing attendees have a sense of connection with the understanding that success is a team effort.

3- Achieving more with minimal effort and hardship by not trying to control people and situations Changing their focus allows for the generation of new solutions.

4. Openness and creativity that is shown in an entrepreneurial spirit that can identify synergies and opportunities that they were not aware of in the past.

In light of the above, researchers note that conscious leadership is essential to achieve success and excellence in any organization or society, through conscious leadership, it is possible to highlight the vision and strategic goals, and guide and motivate employees to work towards achieving these goals.

Dimensions of Conscious leadership

Due to the relatively novelty of the concept of conscious leadership, the opinions of scientists, researchers, and specialists in the field of management and organizational behavior differ regarding its dimensions , the current research adopted the model [2], which included six dimensions , namely (physical awareness, emotional awareness, cognitive awareness, spiritual awareness, social awareness, and self-awareness), and each dimension will be clarified as follows:

1- Physical Consciousness:

According to the Oxford Dictionary, the word "physical" does not refer to the mind, but to things perceived by the senses[9]. In this context, the consideration of the nature and role of the body emphasizes that it is not just a means of perception and vision, but also a means of interpreting and embodying our thoughts, because the human body is not just a physical structure, but rather a cognitive system and a means of self-expression and the formation of our existence in the world[10]. Based on the above, physical awareness can be defined as belonging to the physical world, i.e. one's perception of one's body as a physical body that

involves experiencing or experiencing one's own property. Considering the nature and role of the body confirms that it is not just a means of perceiving and seeing, but also a means of interpreting and embodying our thoughts, because the human body is not just a physical structure, but rather a cognitive system and a means of self-expression and the formation of our existence in the world, such as temperature, pain, itching, tickling, hunger, and thirst and muscular sensations and vascular movement[11].

2- Emotional Consciousness :

Although emotions or feelings are the most important events in our lives, there is relatively little connection between theories of emotions and emerging theories of consciousness in cognitive science, which claim that emotions are innately programmed in the brain[12]. The theory of emotional awareness focuses on the individual's ability to develop self-awareness, self-management, and control skills in social relationships, and this type of awareness depends on the effectiveness of the individual himself, as he develops his thinking and skills to reach the level of success, and is defined as the ability to understand, control, and deal with personal emotions positively, thanks to emotional awareness, a person can develop self-awareness and social awareness skills, which helps him to Build and manage positive relationships with others effectively[13].

3- Mental (Cognitive) Consciousness:

Cognitive awareness reflects the accumulation of knowledge and understanding that range between cognitive and emotional states, in cognitive states, an individual can be aware of the facts and information around them, while in emotional states, cognitive awareness may be colored with emotions and feelings, cognitive and emotional states interact together to form a comprehensive cognitive awareness, which combines the ability to mental comprehension and emotional interaction with the environment and experiences[14]. Mental awareness is defined as the ability to consciously think and analyze situations and make decisions based on critical and logical thinking, which helps the individual to achieve a balance between mind, emotions, and behavior, and contributes to a deep and comprehensive understanding of the world. And [15] explained that people with good cognitive ability show good performance on tasks even if they don't think much about their abilities. In contrast, people with low cognitive ability may have difficulties learning tasks even if they think intensely about their abilities .

4- Spiritual Consciousness:

Spiritual awareness reflects individual abilities that allow individuals to think and extrapolate regarding spiritual and existential issues, and the ability to use spiritual abilities in facing challenges and problems and finding appropriate solutions. Spiritual abilities are learned through education, as they are related to culture and upbringing, and vary from one individual to another, as the main source of crystallized abilities is in the individual's culture and cultural growth[16]. stressed the existence of a high spiritual awareness that is one of the useful skills that help to achieve balance and stability in the individual's life and realize the positive and joyful aspects of life, and gives the individual a sense of enthusiasm, energy, determination, and determination. This effect can be most pronounced in people working in modern professional or commercial fields showing that there is an opportunity for religious and spiritual individuals to share their beliefs and experiences with their co-workers, which can contribute to building a work environment that encourages spirituality and solidarity[17].

5- Social-Relational Consciousness:

Relational awareness is defined as a description of perception and is a dynamic interaction between the self and parts of the physical world, mediated by an understanding of sensory-motor conditions, and is usually carried out through exploratory work, relational awareness focuses not only on the inner state of the conscious self, but also emphasizes the extended interactive engagement loops that essentially involve the world and are replicated during perception and [18] believe that the social awareness of the leader leads to organizational social awareness, i.e. the organization's awareness of its position and contribution to the larger system in which it exists, and is developed through the organization's social responsibility, ethics, culture, values, and the viewpoint of its stakeholders. [19] noted that social awareness helps to analyze information and develop personal perspectives and values that meet the requirements of society.

6- Self-Consciousness:

The Roman psychologist Brazdua, who introduced the theory of quotient of consciousness (CQ), explained that the levels of consciousness in individuals are measured through six main dimensions and nine subcategories, and self-awareness was one of these main dimensions, and also the English philosopher John Locke He is considered one of the first thinkers in the modern era that the state of self-awareness is acquired through two sources, the first is experience and the second is meditation or thinking. [20] . [21] views the concept of self-awareness as having two dimensions: first, self-awareness, which is a state of consciousness that focuses attention on a person's external events, and second, objective self-awareness, which focuses exclusively on the self.

Second: The Concept of Financial Sustainability in University Institutions

Opinions on the concept of sustainability differed and its concepts varied by field, resulting in the concept of financial sustainability differing from one scientific field to another, and from one university to another according to the societal and environmental context and ideologies [22]. One university may identify sustainability as a vital educational topic and thus offer programs and courses that support it, while another university may link sustainability to campus planning and development and offer green building initiatives, recycling programs, and energy reduction programs, while another university may define sustainability economically, reducing budgets, and reducing programs. This means that sustainability encompasses several dimensions and includes elements of the entire system, such as project sustainability, human resource sustainability, institutional sustainability, market sustainability, and financial sustainability [23].

As defined as the ability to manage a university institution in a sustainable manner, through which it can recover its economic costs for all its activities, and invest in its infrastructure, in a way that maintains its future productive capacity, and suits its strategic needs, the needs of students and stakeholders [24], Sustainability refers to the ability of the institution to continue to operate in the future without consuming or destroying existing vital resources [25]. Is also defined as "a situation in which a borrower is able to repay its debts without the need to make a significant change in the balance of expenditure and revenue in the future" [26]. As defined by Said [27], it is the ability of an organization to generate revenue from its operations to

cover its current and future expenses. As defined by [28] Financial sustainability is defined as the ability to achieve the goals of the educational and research process of educational institutions, provided that a balance is achieved between the total income and the cost of operational expenses for all activities and services provided by educational institutions

Financial Sustainability Goals and Their Importance for Universities:

Sustainability in all its fields represents a major goal and direction that organizations and institutions of different types seek to achieve, especially financial sustainability, which is becoming increasingly important as organizations look for new financial sources in order to diversify their sources of funding, as well as achieve a financial position for long periods of time.

A study [29] indicates that financial sustainability aims to ensure the achievement of the visions, aspirations, and goals of institutions by ensuring that they have the financial resources that enable them to invest in their academic, research, and future activities, and to continue sustainable financial growth. Therefore, the investment of internal funds owned by universities should be considered, in addition to the fact that financial sustainability also aims to overcome the risks that universities may face that may threaten their long-term continuity and effectiveness [30]. Therefore, it can be said that financial sustainability aims to maintain the ability of university institutions to operate in the future without depleting their current resources and achieving any damage to them, and financial sustainability provides university institutions with opportunities to invest in the institution's resources, properties, intellectual and material assets, in addition to diversifying sources of income and achieving the necessary cash to carry out the projects and activities provided by university institutions. The importance of achieving financial sustainability for universities stems from the increasing interest in the issue of financing and spending on education and the availability of the necessary financial resources, as funding is one of the main factors that contribute to achieving the efficiency of the educational process and meeting the requirements of its development. In this regard, a study indicates [31] that the importance of achieving financial sustainability – in general – is linked to intergenerational justice, which requires meeting the needs and requirements of the current generation, taking into account the needs of future generations. In particular, at the level of university institutions, the study [32] identifies the importance of achieving financial sustainability in the ability to maintain a sustainable and stable financial situation in light of the resources available to these institutions, as well as their continued work, and the preservation of their tangible and intangible assets and long-term investment attractiveness within the limits of the acceptable level of the financial crisis, which in turn leads to the achievement of educational institutions to their current and future goals. In the same context, the importance of achieving financial sustainability for universities lies in the fact that it is the main pillar of their financial stability, which enables them to create an academic, competitive and attractive environment, at the level of academic staff or students as well as the administrative staff, which requires attention to diversifying and innovating new financial resources, investing in the university's assets and properties, and raising the efficiency of operating and capital expenditure. Achieving financial sustainability also contributes to

achieving economic growth and consolidating the role of the higher education sector in society, by raising the status of universities and educational institutions economically[33].

In addition, financial sustainability allows universities to implement their academic practices and scientific research activities without being restricted to external support that affects their financial independence and limits their values on controlling their budget.

Hence, it can be said that financial sustainability lies in being a prerequisite for the survival of educational institutions themselves, and their ability to bring about the desired and targeted change on the ground, by securing and providing the necessary financial resources for universities with their roles and functions as funded and desired to be achieved, in addition to generating the necessary revenues to inform educational institutions of academic tasks, activities and scientific research without relying on external sources. Move forward towards achieving its ambitions and future plans.

Dimensions of Financial Sustainability of Universities :

Financial sustainability has basic dimensions that help to achieve it, as some call it the pillar of financial sustainability, and some call it financial sustainability indicators, and although the names and views are different, it is unified in terms of content and achieving financial sustainability for university institutions, and these dimensions are as follows:

1- Diversification of sources of income and providing liquidity:

The university's reliance on a single source of income to increase its income represents a great risk of its continuation in the long future, and therefore it is necessary to diversify internal and external sources of income and find additional income in addition to the main source of income through new unrelated sources of income that add to the total basic income of the institution, and in order for the institutions to continue in the long term, strategies must be needed to diversify the sources of funding, to achieve additional revenues to meet various demands, and the resource base for survival and success. The ability of the institution to diversify its income is an important determinant of financial sustainability, as it gives the institution freedom and flexibility in its own projects[34], as the provision of cash helps educational institutions to pay their financial obligations at the due date quickly, easily and with the least possible loss, and liquidity shows the extent of the university's ability to generate cash from internal sources in addition to the ability to obtain external funding, which is essential for paying short-term commitments, as it is one of the main criteria that determine and affect financial sustainability. Liquidity is one of the main determinants of financial sustainability, and liquidity risk lies in the liquidity gap and its ratio, where the liquidity gap expresses the difference between assets and liabilities in current and future times, while the liquidity ratio is the amount of capital available for investment and spending. The concept of liquidity ratio also refers to whether or not a university institution has the ability to meet its short-term financial obligations, including its existing or projected cash resources[32]. At the same time .

2- Rationalization of expenses:

The lack of funding in most institutions is a stumbling block to the implementation of many projects and investment activities that they seek to achieve, as well as the achievement of the hopes, ambitions and desired and expected goals of the educational systems in most countries,

and then universities and educational institutions do not stop at the limit of development or the search for financial resources, but the demand has become a demand to rationalize the use of their resources, while adopting the most economically appropriate methods, and directing them towards optimal employment in various uses, in order to achieve financial sustainability[35].

Rationalization of expenditures means the policy aimed at reducing the cost of the educational unit and the judiciary and reducing educational waste, by making appropriate use of the available resources by obtaining the best possible and lowest cost. The rationalization of expenditures within university institutions is achieved through several steps, including: determining the cost of various educational activities in universities, imposing fees on some recreational and recreational activities within the university, privatizing some services provided by the university, and redirecting the institution's resources after determining its priorities, in addition to exploiting assets Permanent or temporary materialism. In the same context, the study pointed out several steps that should be followed in order to rationalize educational expenses within university institutions, most notably: simplifying and integrating similar administrative structures and procedures, using modern administrative techniques, reducing the intensity of daily operation to reduce the increase in expenses,[36] in addition to strengthening partnership in university properties and resources, and shifting from government cost to cost based on partnership with students and affairs.

Section Three: Presentation and Discussion of Research Results

First- Natural Distribution Test :

"Table (1) shows that the value of the test statistics reached (0.069 and 0.050) respectively for the current variables (conscious leadership and financial sustainability) while the level of probability significance of the test statistic was (0.200, 0.200) respectively, and these levels are more than (0.05) and therefore the distribution of the data is not significant in terms of significance, which confirms that all the data of the research variables fall within the moderation of the distribution, and this allows the adoption of parametric analysis methods in all analysis procedures."

Table 1 : Kolmogorov-Smirnov test for research variables

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Conscious Leadership	.069	88	.200*	.983	88	.328
Financial Sustainability	.050	88	.200*	.982	88	.252

Source: Program Outputs (*SPSS V.25*)

Second: Exploratory Factor Analysis

1. Exploratory Factor Analysis of the Conscious Leadership Variable

This scale includes (29) items divided into six sub-dimensions, the extent of their validity in the measurement of conscious driving is tested, as table (2) shows that the adequacy of the sample size has reached (0.787), which is a statistical value (KMO) which is greater than

(0.50), which is an acceptable value, and this confirms that the sample is consistent with the exploratory analysis test. As for Bartlett's test, it is clear that the significance level of the Chi-Square value has reached (0.000), which is less than (0.05), and this indicates that the correlation matrix was not a unit matrix, which makes the relationships between the paragraphs of the variable significant.

Table 2: Statistical Value (KMO) and Bartlett's Test for the Conscious Driving Scale

Kaiser Meyer Scale for Sufficient Sample Size	.787
Bartlett Test	856.475
Degrees of Freedom	406
Morale level	.000

Source: Program Outputs(SPSS V.25)

As for the saturation rates of the paragraphs of the Conscious Driving Scale according to the results of the factor analysis, they recorded high percentages that exceeded the specified percentage of the significant significance of (0.30), which is as shown in Table (3) and according to the six factors produced by the exploratory factor analysis.

Table 3: Saturation Ratios for Conscious Leadership Paragraphs

Scale paragraphs		Saturation Ratios					
		The first dimension	The second dimension	The third dimension	The Fourth Dimension	The Fifth Dimension	The Sixth Dimension
Physical Awareness	PC1	.847					
	PC2	.718					
	PC3	.668					
	PC4	.635					
Emotional Awareness	EC1		.742				
	EC2		.730				
	EC3		.518				
	EC4		.430				
Mental Awareness	MC1			.849			
	MC2			.747			
	MC3			.576			
	MC4			.535			
	MC5			.421			
Spiritual Awareness	SC1				.733		
	SC2				.537		
	SC3				.487		
	SC4				.444		
	SC5				.404		
Social Awareness	SRC1					.836	
	SRC2					.663	
	SRC3					.613	
	SRC4					.499	
	SRC5					.420	
Self-awareness	SEC1						.820
	SEC2						.769
	SEC3						.608
	SEC4						.554
	SEC5						.501
	SEC6						.428

Source: Program Outputs(SPSS V.25)

Third: Confirmatory Factor Analysis

1. Confirmatory factor analysis of the conscious leadership variable

Table 4: Results of the Confirmatory Factor Analysis of the Conscious Leadership Variable

Tracks			Recognition Standard	Recognition Non- normative	Error Standard	Percentage Critical	Lineage Morale
Physical Awareness	---	PC1	.775	1.547	.424	3.650	***
Physical Awareness	---	PC2	.769	1.302	.358	3.639	***
Physical Awareness	---	PC3	.527	1.000			
Physical Awareness	---	PC4	.530	.795	.269	2.958	.003
Emotional Awareness	---	EC4	.623	1.000			
Emotional Awareness	---	EC3	.618	1.136	.229	4.972	***
Emotional Awareness	---	EC2	.852	1.471	.306	4.815	***
Emotional Awareness	---	EC1	.625	1.066	.273	3.901	***
Mental Awareness	---	MC5	.582	.853	.169	5.044	***
Mental Awareness	---	MC4	.653	1.000			
Mental Awareness	---	MC3	.700	.886	.196	4.526	***
Mental Awareness	---	MC2	.897	1.153	.214	5.393	***
Mental Awareness	---	MC1	.667	.838	.192	4.370	***
Spiritual Awareness	---	SC1	.621	1.025	.246	4.169	***
Spiritual Awareness	---	SC2	.526	.808	.227	3.555	***
Spiritual Awareness	---	SC3	.728	1.000			
Spiritual Awareness	---	SC4	.562	.747	.200	3.729	***
Spiritual Awareness	---	SC5	.702	1.007	.217	4.647	***
Social Awareness	---	SRC5	.671	1.098	.263	4.183	***
Social Awareness	---	SRC4	.465	.934	.314	2.974	.003
Social Awareness	---	SRC3	.958	1.698	.348	4.875	***
Social Awareness	---	SRC2	.605	1.000			
Social Awareness	---	SRC1	.700	1.295	.281	4.614	***
Self-awareness	---	SEC2	.555	.904	.218	4.151	***
Self-awareness	---	SEC3	.851	1.307	.196	6.671	***
Self-awareness	---	SEC4	.835	1.000			
Self-awareness	---	SEC5	.672	.904	.174	5.180	***
Self-awareness	---	SEC6	.658	.892	.177	5.045	***

Source: Program Outputs(SPSS V.25)

Table 5: Results of the Confirmatory Factor Analysis of the Financial Sustainability Variable

Tracks	Recognition Standard	Recognition Non-normative	Percentage Critical	Error Standard	Lineage Morale
Diversification of sources of income and liquidity ---> VI6	.632	1.066	.274	3.883	***
Diversification of sources of income and liquidity ---> VI5	.633	1.000			
Diversification of sources of income and liquidity ---> VI4	.655	1.193	.300	3.984	***
Diversification of sources of income and liquidity ---> VI3	.600	1.041	.281	3.704	***
Diversification of sources of income and liquidity ---> VI2	.693	1.240	.301	4.114	***
Diversification of sources of income and liquidity ---> VI1	.661	1.371	.346	3.961	***
Rationalizing expenses ---> LEA7	.851	1.709	.314	5.433	***
Rationalizing expenses ---> LEA6	.805	1.598	.308	5.188	***
Rationalizing expenses ---> LEA5	.845	1.611	.298	5.410	***
Rationalizing expenses ---> LEA4	.655	1.000			
Rationalizing expenses ---> LEA3	.511	.823	.207	3.981	***
Rationalizing expenses ---> LEA2	.693	1.021	.204	5.014	***
Rationalizing expenses ---> LEA1	.871	1.720	.310	5.545	***

Source: Program Outputs(SPSS V.25)

Fourth: Stability Test for Research Metrics

Based on the results of Table (6), the measures used in the research are ready for final application and are characterized by honesty and accuracy, and the values of the stability coefficient for the research variables and sub-dimensions ranged between (0.724 - 0.921), and these percentages are high as they depend on the acceptable stability values

Table 6 : Cronbach's alpha test values for search metrics

Key variables	Cronbach's alpha value of the variable	Subdimensions	Cronbach's alpha value of dimension
Conscious Leadership	0.920	Physical Awareness	0.724
		Emotional Awareness	0.792
		Mental Awareness	0.834
		Spiritual Awareness	0.766
		Social Awareness	0.801
		Self-awareness	0.812
Financial Sustainability	0.921	Diversifying sources of income and providing liquidity	0.831
		Rationalizing expenses	0.905

Source: Program Outputs(SPSS V.25)

Fifth: Description and Diagnosis of Research Variables

The weighted total mean of the variable of conscious leadership (4.029) and deviation (0.353), which requires the coefficient of difference to reach (8.761%) and achieve relative interest (80.580%), this confirms the agreement of the research sample on the high level of the variable in the sample university of the study sample.

It is clear from Table (7) that the order of the sub-dimensions of conscious leadership is as follows (social awareness, emotional awareness, mental (cognitive) awareness, self-awareness, spiritual awareness, and physical awareness) according to the sample answers in the heads of scientific departments and administrative positions in the university of the study sample.

Table 7: Descriptive Measures of the Conscious Leadership Variable

NO.	DIMENSIONS	WEIGHTED MEDIUM	STANDARD DEVIATION	VARIANCE FACTOR %	RELATIVE IMPORTANCE %	RANK
1	Physical Awareness	3.489	0.581	16.652	69.780	6
2	Emotional Awareness	4.198	0.519	12.363	83.960	2
3	Mental Awareness (Cognitive)	4.140	0.448	10.821	82.800	3
4	Spiritual Awareness	4.009	0.489	12.198	80.180	5
5	Social Awareness	4.262	0.424	9.948	85.240	1
6	Self-awareness	4.075	0.485	11.902	81.500	4
The weighted total mean of the conscious leadership variable		4.029	0.353	8.761	80.580	—

Source: Researcher preparation based on the outputs of Microsoft Excel (SPSS) programs

As for financial sustainability, it obtained a weighted total mean of (4.224) and it had a very high level with a deviation of (0.421), and this requires that the coefficient of difference reach (9.967%) and achieve relative interest (84.480%), and of course this confirms the agreement of the sample on what is included in the dimension at a very high level at the level of the opinions of the heads of scientific departments and holders of administrative positions in the university and the college of the research sample. is clear from Table (8) that the order of the sub-dimensions of financial sustainability was as follows (**Diversification of sources of income and provision of liquidity, rationalization of expenditures**) according to the responses of the sample in the opinions of the heads of scientific departments and holders of administrative positions in the university of the study sample. .

Table 8: Descriptive Measures of the Financial Sustainability Variable

NO.	Dimensions	Weighted Medium	Standard deviation	Variance Factor %	Relative Importance%	Rankg
1	Diversifying sources of income and providing liquidity	4.264	0.502	11.773	85.280	1
2	Rationalizing expenses	4.184	0.422	10.086	83.680	2
Weighted Mean of the Financial Sustainability Variable		4.224	0.421	9.967	84.480	—

Source: Researcher preparation based on the outputs of Microsoft Excel (SPSS) programs."

Sixth: Testing Research Hypotheses and Interpreting Their Results

1. Testing the first main hypothesis: (There is a positive correlation with significant significance between the variable of conscious leadership and the financial sustainability of universities)

"It appears from the table (9) that a strong and significant positive correlation level has been achieved between the independent variable (conscious leadership) and the dependent variable (financial sustainability), as the level of the correlation coefficient here reached (0.672) and this value is significantly significant at the significance level of (1%), and this establishes a high confidence rate in the results of the relationship of (99%), which indicates the availability of a level of compatibility and correlation between the two variables in practice according to the responses of the sample at the level of the heads of scientific departments and administrative positions in the university of the research sample (n=87)."

"This result indicates that the more the heads of scientific departments and those in managerial positions (the research sample) seek to adopt conscious leadership behaviors by enhancing their physical awareness and physical abilities in pursuing work, their emotional alertness to the feelings of others, the more their mental abilities are opened, and their spiritual awareness of the noble mission of education, as well as the support of social relationships, teamwork, and self-awareness of the details of work, this necessarily leads to the enhancement of the financial sustainability of the university."

"This is achieved through the ability of these conscious leaders to devise unconventional ways to (diversify sources of income) away from stereotypical sources, rationalize spending and optimize the use of available resources, ensuring the continuity and financial development of the educational institution."

"On the basis of the foregoing, the first main hypothesis can be accepted."

Table 9: Correlation between Dimensional Conscious Leadership and Financial Sustainability

Independent variable Variable Affiliate	Conscious Leadership	Dimensions of Conscious Leadership					
		Physical Awareness	Emotional Awareness	Mental Awareness	Spiritual Awareness	Social Awareness	Self-awareness
Financial Sustainability	.672**	.5**	.432**	.505**	.571**	.447**	.519**
Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
Outcome (decision)	There is a strong and significant positive correlation at the level of 0.01 between dimensional conscious leadership and financial sustainability.						

Source: Program Outputs(SPSS V.25)

n=87

Testing the second main hypothesis: "There is a positive and significant effect of the variable of conscious leadership behaviors in achieving the financial sustainability of universities."

The determination coefficient (R^2) has achieved a high level at (45%), which confirms the size and level of change that occurs in the variable dependent on financial sustainability, of which (45%) is due to the change in conscious leadership, while the rest of the explanation percentage of (55%) is due to the effect of other factors that are not included in the research, and it is also shown that the level of impact of the variable of conscious leadership in achieving financial sustainability was of a strong level, and this is inferred by the benchmark index, as it was (0.67) Thus, the variable of conscious leadership affects the variable of financial sustainability by (67%) at the level of heads of scientific departments and administrative positions in the university and the college of the research sample, and the impact factor here is considered a significant value because the level of the (C.R.) index has achieved a very high level of significance through its value of (8.411) at the level of significance of (0.000), which is as it is in Table (10)."In light of the above, it is evident that there is a significant positive effect of the variable of conscious leadership in achieving financial sustainability at the level of heads of scientific departments and administrative positions in the university of the research sample."

This establishes the support and acceptance of the second main hypothesis.

Table 10 : Parameters of the Conscious Leadership Impact Test on Achieving Financial Sustainability of Universities

Tracks			Standard Regressin Estimation S.R.W	Recogniti onNon- normatie Estimate	StandarError S.E	Critical Percentae C.R	Significat Percentae P-value
Conscious Leadership	--->	Financial Sustainability	.672	.862	.102	8.411	***
Conscious Leadership	--->	PC	.611	1.030	.144	7.167	***
Conscious Leadership	--->	EC	.709	.999	.107	9.321	***
Conscious Leadership	--->	MC	.718	.980	.103	9.554	***
Conscious Leadership	--->	SC	.724	1.079	.111	9.730	***
Conscious Leadership	--->	SRC	.701	.782	.086	9.125	***
Conscious Leadership	--->	SEC	.764	1.130	.103	10.970	***
Financial Sustainability	--->	VI	.925	1.104	.049	22.653	***
Financial Sustainability	--->	LEA	.893	.896	.049	18.377	***

Source: Program Output (Amos V.25)

CONCLUSIONS

1. The results of the statistical analysis showed that the variable of conscious leadership behaviors had a fairly high level, and this indicates that the heads of scientific departments and managerial positions have a holistic awareness (physical, emotional, mental, spiritual,

and social). This maturity in leadership is reflected in their ability to manage available resources wisely, as self-awareness and rational self-management lead to balanced decisions that stay away from financial waste and ensure that efforts are directed towards activities that achieve academic and economic returns. sustainable for the department and the university.

2. The results showed a good availability of the financial sustainability variable, reflecting the keenness of the heads of departments to achieve a balance between scientific expenses and revenues. This is demonstrated by their investment of time and effort in promoting scientific research , developing innovative learning methods that reduce operational costs in the long term, in addition to their efforts to improve individual and collective performance to ensure the continuity of financial flows .

3. The results of the statistical analysis showed that there is a strong positive relationship between conscious leadership and financial sustainability. This shows that the leaders' focus on mental and social awareness contributes significantly to investing in human capital, which increases the productivity of the university institution in a way that suits the requirements of the labor market, and enhances the ability of department heads to interact positively and collaboratively, which opens up horizons for external partnerships and investment projects and enhances the university's ability to finance itself and ensure its financial sustainability in the face of economic challenges.

RECOMMENDATIONS

1. The necessity for universities to hold periodic training courses and workshops for department heads and academic leaders that focus on (conscious leadership behaviors) to enhance their self-awareness in a way that reflects on the quality of their financial and administrative decisions.

2. Encourage department heads to innovate non-traditional ways to reduce operational costs and maximize scientific revenues, by granting them broader powers in building partnerships with the private sector and external institutions to support the financing of scientific research

3. Focusing on supporting the psychological and social environment within the scientific departments, as it has an impact on increasing institutional productivity and reducing waste resulting from job burnout or poor performance .

4. It is recommended to form committees or administrative units that work in coordination with conscious leaders to monitor financial sustainability indicators and liquidity flows periodically, ensuring proactive actions to address economic challenges.

5. Conduct future studies comparing universities with conscious leaders and those with traditional leadership, in order to identify the fundamental differences in achieving financial sustainability and identify best practices.

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