

Social Responsibility Fulfillment by the Deanships of Community Service and Continuing Education at Saudi Public Universities

Dr. Issa bin Khalaf Al-Dossary

1Department of Educational Sciences, College of Education,
Prince Sattam bin Abdulaziz University, Kingdom of Saudi Arabia, e.aldossri@psau.edu.sa

ABSTRACT

This study set out to detect the degree to which the Deanships of Continuing Education and Community Service at public universities in the Kingdom of Saudi Arabia fulfill social responsibility. It also aimed to identify both the requirements for these deanships to fulfill social responsibility and the obstacles to fulfillment. The study population was comprised of all Community Service and Continuing Education Deans and Vice-Deans (males and females) at Saudi public universities during the second semester of the academic year 2019/2020. For this study, the researcher adopted a descriptive method that was supported by a questionnaire. The most important results of the study are: first, the deans in the study fulfill social responsibility by providing programs to various community strata; second, paucity of allocated financial resources is the primary factor constraining deans in carrying out their social responsibility; third, building an integrated strategy of social responsibility at the universities is the most important factor that would help deanships fulfill their social responsibility.

Keywords :social responsibility, community service, continuing education, training and educational programs

Article Received: 24 October 2020, Revised: 13 December 2020, Accepted: 06 January 2021

1. Introduction

Universities are considered the most influential institutions in local communities and they play a major role in community development [1]. With their human and financial resources, universities help communities and community members achieve goals that contribute to community growth and help to create the economic, cultural, and social well-being that communities seek. Universities also have the specific mission of preparing the community's artistic, professional, and intellectual leaders [2].

Universities consider social responsibility to be an accepted part of their culture and a commitment that is placed among their strategic planning priorities [3]. Many studies have recommended that social responsibility be adopted by universities and sustained more robustly in local communities. These recommendations have led many universities (including Ohio University and the Massachusetts Institute of Technology in the United States, Maastricht University in the Netherlands, and the University of Monterrey in Mexico) to incorporate social responsibility into strategies and plans [4].

The Ministry of Education in the Kingdom of Saudi Arabia has launched an initiative entitled "Promoting Social Responsibility at Saudi Universities" to achieve sustainable development and ensure the survival of the universities. Another aim of the initiative is for universities to adopt community responsibility as a strategic factor that helps them achieve their mission,

raise their profile, and foster institutional and moral value in society [5].

The Deanships of Community Service and Continuing Education at universities hold are the most important positions within the universities in terms of social responsibility; the issue of social responsibility is tasked to them. Universities and deans must highlight this critical role and social responsibility practices, emphasizing social responsibility in all programs offered.

1.1 Statement of the problem

Sustainable development has become a basic requirement of developed communities. The university is one of the most significant community institutions working to promote sustainable development in communities. However, studies in Saudi Arabia have pointed out the weak and inadequate fulfillment of social responsibility by universities [5, 6].

The principal obstacles to universities fulfilling social responsibility are: the lack of a vision for its application, increases in bureaucratic red tape [5], the lack of regulation governing social responsibility at universities [6], and the gap between university programs and the true needs of local communities [6, 7]. In [8], it is emphasized the need to strengthen the link between the community and targeted university programs. In [9-10], proved the compelling need to develop the quality of what the university offers, thereby meeting the realistic expectations of the community.

1.2 Study objectives

This study set out to reveal the degree to which the Deanships of Community Service and Continuing Education at Saudi universities fulfill social responsibility. It also aimed to identify the most important requirements of social responsibility fulfillment as well as impediments and difficulties associated with fulfillment.

1.3 Study questions

This study attempted to answer the following primary question: *How is social responsibility fulfilled by the Deanships of Community Service and Continuing Education at Saudi public universities?*

This question was divided into the following sub-questions:

- *To what extent do the Deanships of Community Service and Continuing Education at Saudi public universities fulfill social responsibility?*
- *What are the difficulties that hamper Deanships from fulfilling social responsibility?*
- *What are the needs or requirements that should be met so that Deanships fulfill social responsibility?*

1.4 Significance of the study

1.41 Theoretical importance

- This study helps to identify the requirements that the Deanships of Community Service and Continuing Education at Saudi public universities should meet in order to fulfill social responsibility, as well as the extent to which deanships have fulfilled social responsibility and the difficulties encountered in the process.
- This study also highlights the characteristics of social responsibility.

1.42 Practical importance

- This study contributes to the development of the roles performed by the Deanships of Community Service and Continuing Education in fulfilling social responsibility.
- The study provides information that can be used as a mechanism that helps Deanships perform their developmental roles in communities in which universities are located. It also contributes to the development of the local community (members or institutions) and to the

required well-being and integration objectives of the Kingdom's Vision 2030.

- The study offers appropriate solutions that can be used to overcome difficulties in fulfilling social responsibility.

1.5 Parameters of the study

1.51 Objective parameters

This study is limited to highlighting the most important levels of social responsibility achieved by the Deanships of Community Service and Continuing Education. It reveals only the main obstacles hampering the Deanships and highlights the requirements that the Deanships should meet to fulfill social responsibility.

1.52 Human parameters

Male and female Deans and Vice-Deans of Community Service and Continuing Education at Saudi public universities.

1.53 Time parameters

Second semester of the academic year 1440-1441 AH.

1.54 Spatial parameters

Deanships of Community Service and Continuing Education at Saudi public universities.

2. Theoretical Framework and Literature Review

2.1 The concept of social responsibility

Many researchers, specialists, and educators have attempted to provide a clear definition of social responsibility. At the university level, the term is defined as a university's morality policy for building a community [11] or as an ethical and rational approach to the management of the university that is fulfilled through university service-oriented and academic programs, units, professors, and students so that the needs of the community are met and the welfare of its members are promoted [12].

At the local community level, social responsibility is generally defined as the exercise of the third function of the university, namely, serving the community [13]. It is the commitment, through partnership with the local community institutions, to raise living standards [14]. Social responsibility consists of all of the activities carried out by institutions of higher education that are offered to communities, such as teaching and conducting research, among other services

[15]. More specifically, it can be defined as the commitment of the university to apply principles and foster values in order to fulfill social responsibilities such as justice, equality, citizenship, and more, inside and outside the university [16].

2.2 The principles of social responsibility

In this context, social responsibility is regarded as a contract between the university and the community in which it is located whereby the university is committed to satisfying members of the community and contributing to its well-being. According to [17], the most important principles of social responsibility are:

- Supporting various community activities.
- Adopting the idea of social solidarity.
- Implementing voluntary programs for local community service.
- Spreading the culture of social responsibility among all employees of the university.
- Supporting infrastructure in the areas surrounding the university in order to solve problems facing the community and to adhere to the principle of community engagement.
- Supporting scientific, cultural, and sports clubs in the surrounding community.
- Supporting programs related to poor families and to the role of social welfare.

2.3 The role of the university in community service in light of its social responsibilities

Community service represents all of the efforts undertaken by the university for the advancement of society, its individuals, groups, or institutions [18]. The university has a role in community service, as it attracts the most educated and knowledgeable people. The university is part of society and its relationship to society is like a part-to-whole relationship. Bakir added that the role of the university in community service, in light of its social responsibility, consists of:

- Preparing persons capable of proceeding with the desired development through preparing a workforce able to face contemporary, scientific, and technological changes.
- Asking experienced faculty members' advice to benefit from their expertise in the fields of production and services.
- Holding conferences that contribute to the progress of society and solve its problems.
- Adopting a strategy aimed at providing continuing education to adults of all ages and

continuous training to professionals in order to raise their competence and allow them to acquire necessary expertise.

- Disseminating knowledge in the local community, through lectures and seminars, to help society reach a level at which its members can cope with their community.
- Holding panel discussions, seminars, and conferences for graduates to update their knowledge in their fields of specialization and to address the problems they face in their academic life.
- Offering educational programs to raise the cultural level of the members of the community and connect them to their environment and community.
- Offering services to the local community through voluntary work in public and private institutions.
- Offering appropriate opportunities to members and institutions of the community so as to benefit from the research capacity of the university, its central laboratories, and research units.

2.4 The criteria of social responsibility

The social responsibility of universities is based on a set of criteria [19]:

- Moral values
- Collaborative relationships
- Quality services
- Protection and restoration of the environment
- Accountability
- Community links
- Empowerment
- Financial performance and results
- Workplace specifications

2.5 Literature review

The topic of social responsibility in universities has been studied from different perspectives. According to [20] studied the degree to which the dimensions of social responsibility at Al-Baha University in the Kingdom of Saudi Arabia (KSA) were achieved in light of a number of variables. A questionnaire was used as a tool to collect data. The study sample consisted of 160 graduate students at Al-Baha University and 30 members of the social development and charitable committees at the university. Study results showed that the degree of achievement of social responsibility dimensions (the

administrative and procedural dimension, the moral and ethical dimension, and the societal dimension) for Al-Baha University as a whole was high, as it reached an overall arithmetic mean of 3.56.

Al-Nabrawi [21] investigated the trends of the preparatory year at Imam Abdulrahman bin Faisal University toward social responsibility. A questionnaire was used as a tool to collect data, and the study sample consisted of 351 preparatory-year students. The arithmetic mean of students' attitudes toward social responsibility as a whole was found to be of a high degree. The highest attitudes were associated with citizenship and belonging, and then with social solidarity, followed by with the environmental and educational fields.

Idris [22] studied the roles of strategic mission, vision, and objectives in fulfilling social responsibility according to faculty members in Saudi universities, focusing particularly on the point of view of the faculty members of Taif University. Those study results showed that the faculty members agreed that the university has a clearly written mission, vision, and objectives. However, faculty members acknowledged that they participate to a very limited extent in the formulation of the mission, vision, and objectives. They reported shortcomings in

carrying out social responsibility (such as building partnerships with institutions within the local community or providing institutions with scientific consultations) and that they face obstacles to carrying out community responsibilities.

In [23] assessed the added value of the programs adopted by continuous training centers in universities for community development in Spain, and the extent to which they achieved quality standards. The interview was used as a tool to accumulate study data, and a sample of 22 faculty members and stakeholders was selected. The results demonstrated that quality standards were applied to a moderate degree in training programs of both types. The researchers offered a proposal to increase the added value of training programs using quality standards.

In [24] investigated the value of Canadian university inclusion of community service programs in its educational programs (the courses and curricula that students study inside the university campus). The experience was found to be relevant. The inclusion of community-service programs within the curricula in a systematic, educational, theoretical framework in which practice followed the activities of the university had a powerful impact on the process of enriching the partnership between the community and the university.

Method

The descriptive approach was applied in this study. This approach is based on the collection, classification, organization, and expression of data and information in quantitative and qualitative terms. The goal with the descriptive approach is to reach conclusions and generalizations that help to understand and develop society [25].

3.1 Study population

The study population consisted of all (N=81) of the Deans and Vice-Deans (male and female) of Community Service and Continuing Education at Saudi public universities.

3.2 Study sample

Due to the small size of the study population and the researcher's desire to obtain scientific results that can be generalized beyond the study population, the researcher accepted all members of the study population. Therefore there was no sample for this study; instead, the entire study population was examined.

3.3 Study tool

3.31 Constructing the study tool

For the purpose of the study, the researcher prepared a scientific questionnaire. In its initial form, the study tool contained two parts. Part I included the title of the study, the study objectives, and instructions for answering the items within the questionnaire. Part II included 31 phrases distributed on different axes.

The aim was to reveal how far the Deanships of Community Service and Continuing Education at Saudi public universities fulfilled social responsibility. To that end, the phrases of the questionnaire were formulated in a closed format that pre-determined possible answers. This construction allowed members of the study population to answer the questions based on the options offered. The researcher designed the questionnaire using a graded five-point scale to determine the degree to which members of the study population responded to each phrase, as follows:

- strongly agree / very high (5 degrees)
- agree / high (4 degrees)

- neutral /medium (3 degrees)
- disagree / low (2 degrees)
- strongly disagree / very low (1 degree)

(1) Class length = (maximum value - minimum value) ÷ number of alternatives for the tool
 = (5-1) ÷ 5 = 0.80.

Answers were then classified into five equal levels through the following equation:

The classifications are presented in Table 1.

Table 1. Distribution of answer categories based on research tool gradient

| Description | Description | Overall Averages |
|-------------|------------------------|------------------|
| Very high | Strongly Agree | 4.21 – 5.00 |
| High | Agree | 3.41 – 4.20 |
| Medium | Neither Agree/Disagree | 2.61 – 3.40 |
| Low | Disagree | 1.81 – 2.60 |
| Very Low | Strongly Disagree | 1.00 – 1.80 |

3.32 Apparent validity

After the initial design of the study tool, the researcher submitted it for arbitration. To ensure its apparent validity, the tool was sent to specialists and experienced Deans of Community Service and Continuing Education. In response to the feedback and suggestions from these arbitrators, the researcher rewrote the terms of the questionnaire.

3.33 Internal consistency validity

In order to ascertain the internal consistency of the study tool, Pearson correlation coefficients were calculated to measure the association between the tool items and the overall degree of the axis to which the items belonged. Those coefficients are presented in Table 2.

Table 2. Correlation coefficients of the items of the study tool, primarily for the axis belonging to it

| Axis | No. | Correlation coefficient | M | Correlation coefficient |
|--|-----|-------------------------|----|-------------------------|
| The degree to which the Deanships of Community Service and Continuing Education at Saudi public universities have fulfilled social responsibility | 1 | 0.5918 | 6 | 0.8332 |
| | 2 | 0.6171 | 7 | 0.8273 |
| | 3 | 0.7088 | 8 | 0.6433 |
| | 4 | 0.6458 | 9 | 0.6692 |
| | 5 | 0.7265 | 10 | 0.6685 |
| The obstacles hampering the Deanships of Community Service and Continuing Education at Saudi public universities from fulfilling social responsibility | 1 | 0.5517 | 6 | 0.6139 |
| | 2 | 0.7276 | 7 | 0.6911 |
| | 3 | 0.5622 | 8 | 0.7319 |
| | 4 | 0.5964 | 9 | 0.7419 |

| | | | | |
|---|---|--------|----|--------|
| | 5 | 0.5249 | 10 | 0.6360 |
| The requirements for the Deanships of Community Service and Continuing Education to fulfill social responsibility | 1 | 0.8193 | 7 | 0.7130 |
| | 2 | 0.6185 | 8 | 0.7879 |
| | 3 | 0.8003 | 9 | 0.7797 |
| | 4 | 0.8342 | 10 | 0.6723 |
| | 5 | 0.8482 | 11 | 0.6881 |
| | 6 | 0.8315 | | |

**

function at the level of 0.01

Table 2 demonstrates that all correlation coefficients were statistically significant at the 0.01 level, indicating internal consistency between the paragraphs of the axis and the overall degree of the axis.

3.34 Tool reliability

To ascertain the reliability of the study tool and its ability to reach the same, or similar, results if it were to be reapplied, the Cronbach's alpha reliability coefficient was utilized, as presented in Table 3.

Table 3. Cronbach's alpha reliability coefficients for the axes of the questionnaire

| Axis | Number of items | Cronbach's alpha factor |
|---|-----------------|-------------------------|
| The degree to which the Deanships of Community Service and Continuing Education fulfilled social responsibility | 10 | 0.88 |
| The obstacles hampering the Deanships of Community Service and Continuing Education from fulfilling social responsibility | 10 | 0.83 |
| The requirements for the Deanships of Community Service and Continuing Education to fulfill social responsibility | 11 | 0.93 |

Table 3 demonstrates that the reliability coefficient value of the first, second, and third

axes were 0.88, 0.83, and 0.93, respectively. As all of the values were high, these results indicate that the study tool has a high degree of reliability.

3.4 Sample description: background

Table 4. Distribution of the study sample by academic rank

| Academic Rank | Quantity | Percentage (%) |
|---------------------|----------|----------------|
| Professor | 3 | 8.3 |
| Associate professor | 19 | 52.8 |
| Assistant Professor | 14 | 38.9 |
| Total | 36 | 100.0 |

Table 4 presents the number of associate professors (19), representing 52.8% of the total study population; assistant professors ranked

second (14), representing 38.9% of the total population; professors ranked last (3), representing 8.3% of the total population.

Table 5. Distribution of the study sample by specialization

| Specialization | Quantity | Percentage (%) |
|----------------|----------|----------------|
| Humanities | 30 | 83.3 |
| Geometrics | 5 | 13.9 |
| Health Science | 1 | 2.8 |
| Total | 36 | 100.0 |

Table 5 shows that the number of study sample members in the humanities specialization was the highest of the categories (30), representing 83.3% of the total study population; sample members specializing in geometrics

ranked second (5), representing 13.9% of the total population; sample members in the health science specialization ranked last (1), representing 2.8% of the total population.

Table 6. Distribution of the study sample by position and gender

| Position | Quantity | Percentage |
|------------------|----------|------------|
| Dean | 20 | 55.6 |
| Female Dean | 2 | 5.6 |
| Vice-Dean | 10 | 27.8 |
| Female Vice-Dean | 4 | 11.1 |
| Total | 36 | 100.0 |

Table 6 shows that the number of male deans was (20), representing 55.6% of the total study population; male vice-deans ranked second (10), representing 27.8% of the total study population. Female vice-deans ranked third (4), representing 11.1 % of the total study population; female deans ranked last (2), representing 5.6% of the total study population.

4. Results and Discussion

4.1 Answers to the study questions

4.11 Question 1: *To what extent have the Deanships of Community Service and Continuing Education at Saudi public universities fulfilled social responsibility?*

Table 7. Distribution of answers to Question 1: Extent of fulfillment

| No. | Phrase | | Extremely High | High | Medium | Low | Very Low | Arithmetic average* | Standard deviation |
|-----|---|-----|----------------|------|--------|-----|----------|---------------------|--------------------|
| 1 | Participate in solving the social problems facing community members | r** | 2 | 14 | 17 | 2 | 1 | 3.39 | 0.80 |
| | | % | 5.6 | 38.9 | 47.2 | 5.6 | 2.8 | | |
| 2 | Provide quality educational programs that suit the needs of the local community | r | 8 | 20 | 8 | | | 4.00 | 0.68 |
| | | % | 22.2 | 55.6 | 22.2 | | | | |
| 3 | Provide development programs to achieve well-being required for the local community | r | 2 | 15 | 16 | 3 | | 3.44 | 0.73 |
| | | % | 5.6 | 41.7 | 44.4 | 8.3 | | | |
| 4 | Implement training programs that contribute to raising the level of individuals' performance. | r | 9 | 18 | 9 | | | 4.00 | 0.72 |
| | | % | 25.0 | 50.0 | 25.0 | | | | |
| 5 | | r | 4 | 8 | 14 | 9 | 1 | 3.14 | 1.02 |

| | | | | | | | | | |
|------------------------|---|---|------|------|------|------|-----|-------------|-------------|
| | Hold conferences that contribute to the progress of society and solve its problems. | % | 11.1 | 22.2 | 38.9 | 25.0 | 2.8 | | |
| 6 | Make it easier for local community institutions to benefit from the university facilities | r | 9 | 8 | 10 | 7 | 2 | 3.42 | 1.23 |
| | | % | 25.0 | 22.2 | 27.8 | 19.4 | 5.6 | | |
| 7 | Participate in the governorate councils and boards of charities management | r | 1 | 9 | 13 | 10 | 3 | 2.86 | 0.99 |
| | | % | 2.8 | 25.0 | 36.1 | 27.8 | 8.3 | | |
| 8 | Provide training and educational programs for members of the local community in the field of family counseling and guidance | r | 11 | 17 | 7 | 1 | | 4.06 | 0.79 |
| | | % | 30.6 | 47.2 | 19.4 | 2.8 | | | |
| 9 | Raise awareness of important issues among members of the local community, such as terrorism, chronic diseases | r | 3 | 16 | 14 | 3 | | 3.53 | 0.77 |
| | | % | 8.3 | 44.4 | 38.9 | 8.3 | | | |
| 10 | Adopt implementation of continuing education programs for adult education and continuing training for professionals. | r | 11 | 9 | 11 | 4 | 1 | 3.69 | 1.12 |
| | | % | 30.6 | 25.0 | 30.6 | 11.1 | 2.8 | | |
| Overall Average | | | | | | | | 3.55 | 0.62 |

* Arithmetic average of 5 degrees

** r = repetition

Table 7 reports the answers to the questionnaire's Question 1. The Table reflects the degree to which the Deanships of Community Service and Continuing Education at Saudi public universities fulfilled social responsibility, and by what means.

- Provided training and educational programs for members of the local community in the field of family counseling and guidance. The arithmetic average for this phrase was (4.06), indicating that the degree of fulfillment for this action is high. The Deanships of Community Service and Education appear to realize the importance of training and educational programs offered by the deanship. This offering is an essential tool for advancing members of the local community, developing their skills, and qualifying them adequately. A significant amount of attention was allotted to these programs by the Deans.
- Implemented training programs that contribute to raising the level of individuals' performance. The arithmetic average for this phrase was (4.00), indicating that the degree of fulfillment is high. Members of the study population were convinced of the necessity of providing training programs to develop individuals' skills and to qualify them academically so that community members could cope with current job requirements.
- Provided quality educational programs tailored to the needs of the community. The arithmetic average was (4.00), indicating that the degree of fulfillment is high. The Deanships focused on individuals' educational needs, offering quality programs that serve modern specialties.
- Adopted implementation of continuing education programs for adults and continuing training for professionals. The arithmetic average was (3.69), indicating that the degree of fulfillment is high. Study participants prioritized providing programs that serve

adults and members of the local community and help them keep pace with recent changes at work. These programs help the Deans reach the social responsibility goals pursued by the universities where they are employed.

- Contributed to raising the awareness of critical issues among the members of the community. The average arithmetic was (3.53), indicating that the degree of fulfillment is high.
- Provided development programs that achieve the required well-being for the community. The average arithmetic was (3.44), indicating that the degree of fulfillment is medium.
- Facilitated community institutions benefitting from the university facilities. The arithmetic average is (3.42), indicating that the degree of fulfillment was high.
- Contributed to solving the social problems encountered by members of the community. The arithmetic average is (3.39), indicating that the degree of fulfillment was high.
- Held conferences and seminars that help achieve progress of society and solve its problems. The arithmetic average is (3.1), indicating that the degree of fulfillment was medium.
- Participated in the governorate councils and boards of charities management. The arithmetic average is (2.86), indicating that the degree of fulfillment was high.

4.12 Question 2: *What are the obstacles hampering the Deanships of Community Service and Continuing Education at Saudi public universities from fulfilling social responsibility?*

Table 8. Distribution of answers to Questions 2: Obstacles, including frequencies, percentages, and arithmetic averages listed in descending order

| No. | Phrase | Strongly agree | Agree | Neither Agree nor Disagree | Disagree | Totally Disagree | Arithmetic average* | Standard deviation | Order |
|-----|--------|----------------|-------|----------------------------|----------|------------------|---------------------|--------------------|-------|
| | | | | | | | | | |

| | | | | | | | | | | |
|----|---|-----|------|------|------|------|-----|------|------|----|
| 1 | The ambiguity of the concept of social responsibility among the employees of the deanship | r * | 4 | 9 | 12 | 8 | 3 | 3.08 | 1.13 | 10 |
| | | % | 11.1 | 25.0 | 33.3 | 22.2 | 8.3 | | | |
| 2 | The lack of a clear strategy for community responsibility | r | 2 | 17 | 10 | 5 | 2 | 3.33 | 0.99 | 6 |
| | | % | 5.6 | 47.2 | 27.8 | 13.9 | 5.6 | | | |
| 3 | Deficiency of regulations governing social responsibility | r | 4 | 16 | 9 | 7 | | 3.47 | 0.94 | 4 |
| | | % | 11.1 | 44.4 | 25.0 | 19.4 | | | | |
| 4 | Paucity of allocated financial resources | r | 11 | 17 | 5 | 2 | 1 | 3.97 | 0.97 | 1 |
| | | % | 30.6 | 47.2 | 13.9 | 5.6 | 2.8 | | | |
| 5 | Shortage of specialized human resources | r | 9 | 13 | 9 | 5 | | 3.72 | 1.00 | 2 |
| | | % | 25.0 | 36.1 | 25.0 | 13.9 | | | | |
| 6 | Poor interest in voluntary work | r | 7 | 12 | 10 | 7 | | 3.53 | 1.03 | 3 |
| | | % | 19.4 | 33.3 | 27.8 | 19.4 | | | | |
| 7 | Diminished awareness of the role of the deanship in the development of the local community | r | 4 | 12 | 15 | 5 | | 3.42 | 0.87 | 5 |
| | | % | 11.1 | 33.3 | 41.7 | 13.9 | | | | |
| 8 | Poor communication between community institutions and Deanship of Community Service | r | 5 | 11 | 12 | 7 | 1 | 3.33 | 1.04 | 6 |
| | | % | 13.9 | 30.6 | 33.3 | 19.4 | 2.8 | | | |
| 9 | Little community confidence in the importance of the services provided by the Deanships of Community Service and Continuing Education | r | 2 | 10 | 16 | 6 | 2 | 3.11 | 0.95 | 9 |
| | | % | 5.6 | 27.8 | 44.4 | 16.7 | 5.6 | | | |
| 10 | | r | 4 | 11 | 13 | 8 | | 3.31 | 0.95 | 8 |

| | | | | | | | | | | |
|------------------------|---|---|------|------|------|------|--|-------------|-------------|--|
| | Most programs offered by the Deanships of Community Service and Continuing Education are paid | % | 11.1 | 30.6 | 36.1 | 22.2 | | | | |
| Overall Average | | | | | | | | 3.43 | 0.63 | |

* Arithmetic average of 5 degrees

Table 8 presents data related to the obstacles hampering the Deanships of Community Service and Continuing Education at Saudi public universities from fulfilling social responsibility.

- Financial resources allocated are weak, as the arithmetic average was (3.97), indicating that the rate of approval is high. This result underscores the importance of financial allocations toward the implementation of social responsibility programs; members of the study population believe that these programs are important means of helping to provide qualitative learning and training programs and attracting skilled, experienced, high-level trainers who can advance the community, develop its members, and achieve community goals.

- Another obstacle is the shortage of human resources, as the arithmetic average was (3.72), indicating that the rate of approval is medium. Members of the study population realized the importance of providing qualified human resources professionals who are capable of planning and implementation as well as the importance of offering programs that bring about the desired development to keep pace with rapid changes in the local community.

- The arithmetic average for poor interest in voluntary work was (3.35), indicating that the rate of approval is medium. Members of the study population realized the importance of voluntary work, which could, to some extent, solve the shortage of financial resources. A culture of volunteerism contributes to a positive interaction between the Deanships of Community Service and Continuing Education and members of the local community, which in turn creates an ideal environment where desired goals can be achieved efficiently.

- The arithmetic average of shortage of regulations governing social responsibility is (3.47), indicating that the rate of approval is medium.

- Results included weak awareness of the role of the deanship in the development of society, as the arithmetic average is (3.42), indicating that the rate of approval is medium.

- In regard to the lack of a clear strategy for social responsibility, the arithmetic average is (3.33), indicating that the rate of approval is medium.

- The arithmetic average of poor communication between community institutions and the deanship of community service, was (3.33), indicating that the degree of approval is high.

- Regarding the potential obstacle that most of the programs offered by the deanship of continuing education and community service are paid, the arithmetic average was (3.31), indicating that the degree of approval is medium.

- The arithmetic average of little community confidence in the importance of the services provided by the Deanships of Community Service and Continuing Education was (3.11), indicating that the degree of approval is medium.

- In terms of the ambiguity of the concept of social responsibility for the employees of the deanship, the arithmetic average was (3.08), indicating the degree of approval is medium.

4.13 Question 3: *What are the requirements that should be met so that the Deanships of Community Service and*

Continuing Education at Saudi public universities fulfill the community responsibility?

Table 9. Distribution of answers to Question 3: Requirements, including frequencies, percentages, and arithmetic averages listed in descending order

| No. | Phrase | | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Totally Disagree | Arithmetic average* | Standard deviation |
|-----|--|---|----------------|-------|----------------------------|----------|------------------|---------------------|--------------------|
| 1 | Build an integrated strategy for social responsibility at the university | r | 22 | 12 | 1 | 1 | | 4.53 | 0.70 |
| | | % | 61.1 | 33.3 | 2.8 | 2.8 | | | |
| 2 | Establish a specialized department of community responsibility in the Deanship | r | 16 | 12 | 5 | 3 | | 4.14 | 0.96 |
| | | % | 44.4 | 33.3 | 13.9 | 8.3 | | | |
| 3 | Find effective channels of communication with local community institutions | r | 18 | 13 | 3 | 2 | | 4.31 | 0.86 |
| | | % | 50.0 | 36.1 | 8.3 | 5.6 | | | |
| 4 | Conduct scientific research that meets the actual needs of the local community | r | 14 | 13 | 7 | 2 | | 4.08 | 0.91 |
| | | % | 38.9 | 36.1 | 19.4 | 5.6 | | | |
| 5 | Seek the help of distinguished members of the local community for the councils of the Deanship | r | 15 | 13 | 5 | 3 | | 4.11 | 0.95 |
| | | % | 41.7 | 36.1 | 13.9 | 8.3 | | | |
| 6 | Offer the local community institutions an opportunity to take advantage of various university facilities | r | 14 | 16 | 4 | 2 | | 4.17 | 0.85 |
| | | % | 38.9 | 44.4 | 11.1 | 5.6 | | | |
| 7 | Provide an integrated database shared between the deanship and community institutions | r | 16 | 12 | 5 | 3 | | 4.14 | 0.96 |
| | | % | 44.4 | 33.3 | 13.9 | 8.3 | | | |
| 8 | | r | 19 | 12 | 3 | 2 | | 4.33 | 0.86 |

| | | | | | | | | | |
|------------------------|--|---|------|------|------|-----|--|-------------|-------------|
| | Benefit from international and local successful experiences in the field of community service | % | 52.8 | 33.3 | 8.3 | 5.6 | | | |
| 9 | Conduct a detailed scientific study to identify the actual needs of the community | r | 16 | 13 | 5 | 2 | | 4.19 | 0.89 |
| | | % | 44.4 | 36.1 | 13.9 | 5.6 | | | |
| 10 | Contract quality partnerships with community institutions. These partnerships rely on implementing advanced programs such as: Artificial intelligence and “cybersecurity.” | r | 18 | 13 | 4 | 1 | | 4.33 | 0.79 |
| | | % | 50.0 | 36.1 | 11.1 | 2.8 | | | |
| 11 | Add courses to the syllabus offered by the university that define the role of social responsibility in the development of the local community | r | 13 | 17 | 5 | 1 | | 4.17 | 0.77 |
| | | % | 36.1 | 47.2 | 13.9 | 2.8 | | | |
| Overall Average | | | | | | | | 4.23 | 0.66 |

* Arithmetic average is calculated per 5 degrees

Table 9 presents phrasing related to the obstacles hampering the Deanships of Community Service and Continuing Education at Saudi public universities from fulfilling social responsibility.

- The arithmetic average for the option to devise an integrated strategy for social responsibility at universities was (4.53), indicating that the rate of approval is medium. Members of the study population realized the importance of devising a strategy based on studies and specialized work teams capable of satisfying the needs of the local community, organizing work, attaining the deans' objectives of fulfilling social responsibility, all in a clear scientific, limited, measurable and applied manner. Through this strategy, the needs of local communities, including individuals and government or private institutions, can be prioritized.

- The arithmetic average of the option to benefit from international and national experiences in local

community service was (4.33), indicating that the degree of approval is high. Members of the study population realized that there are many international universities with distinct experiences in the field of social responsibility. These experiences can contribute to the development of their communities, the development of their members, and the well-being of both. Therefore, Saudi universities should learn about these special experiences and benefit from their programs and plans.

- The arithmetic average of the option to contract quality partnerships with community institutions, including partnerships that rely on implementing advanced programs such as: artificial intelligence and “cybersecurity,”

- was (4.33); the degree of approval is high. Members of the study population believed that while local communities no longer need traditional programs, the search for other quality programs has become vital. Quality programs make significant contributions to the fulfillment of requirements and give communities confidence in the ability of the universities to deliver programs that meet their needs.

- The arithmetic average of the option to find effective means of communication with the local community was (4.31), indicating that the degree of approval is high.

- The arithmetic average of the requirement to conduct a detailed scientific study to identify the actual needs of the local community was (4.19), indicating that the degree of approval is high.

- The arithmetic average of the option to add courses to the syllabus of the university colleges to underline the importance of social responsibility to the development of the community was (4.17), indicating that the degree of approval is high.

- The arithmetic average for the option to facilitate community institutions to benefit from the university facilities was (4.17), indicating that the degree of approval is high.

- The arithmetic average of providing a full database shared between the deanship and local community institutions was (4.14), indicating that the degree of approval is high.

- The arithmetic average of the option to establish a specialized department affiliated with the deanship was (4.14), indicating that the degree of approval is high.

- The arithmetic average for the option to seek the help of distinguished members of the local community, having them contribute to the councils of the Deanship, was (4.11), indicating that the degree of approval is high.

4.2 Synopsis of the findings and recommendations

4.2.1 Synopsis of the findings

The most important findings of the study can be presented by survey question.

For the first question (*What is the degree to which the Deanships of Community Service and Continuing Education at public Saudi universities have fulfilled social responsibility?*), the key findings are:

- Provide training and educational programs for members of the local community in the field of family counseling and guidance.
- Implement training programs that contribute to raising the level of individuals' performances.
- Provide quality educational programs that suit the needs of the local community.

For the second question (*What are the obstacles hampering the Deanships of Community Service and Continuing Education at Saudi public universities from fulfilling social responsibility?*), the significant findings are:

- Paucity of allocated financial resources.
- Shortage of human resources.
- Poor interest in voluntary work.

For the third question (*What are the requirements that should be met so that the Deanships of Community Service and Continuing Education at Saudi public universities fulfill social responsibility?*), the important findings are:

- Build an integrated strategy for social responsibility at the university.
- Benefit from international and local successful experiences in the field of community service.
- Contract quality partnerships with community institutions. These partnerships rely on implementing advanced programs such as artificial intelligence and "cybersecurity."

4.2.2 Recommendations

In light of the study findings, the following recommendations are suggested:

- The Deanships of Community Service and Continuing Education should review their objectives with regard to social responsibility, programs, and the mechanism for the implementation of these programs, and conduct an evaluative study, as specialized committees do. These studies may ascertain what programs meet the needs of the local community and help to reformulate goals if results indicate a fragile relationship between the goals and the developmental needs of the community.
- The deanships should attach importance to offering quality training programs that keep pace with rapid changes in technology and that complement the KSA 2030 vision.

- Universities should prioritize assigning specialized deans to the Deanships of Community Service and Continuing Education.
- Universities should attach importance to providing specialized human resources in the subspecialties of quality and strategic planning so that there can be an integrated professional plan with the ability to evaluate and follow up implementation.
- Universities can train and qualify the Deanships of Community Service and Continuing Education in human resources so that they are able to keep up with the latest changes in the field of community development and its requirements.
- Universities should conduct an evaluations and studies to measure the level of contribution made by the Deanships of Community Service and Continuing Education in support of development programs for local communities.

5.0 Conclusion

After explaining some of the words deviates from the rules of orthography, this research has resolved that writing has come after speaking. It is found that scholars differ regarding the evolution of writing. They follow two doctrines which are the syncretic doctrine, and the idiomatic and moderation doctrine. The writing at the beginning was not in the way we see today. It has passed through several phases, such as the symbolic phase, the syllabic phase, the phonetic phase, and the alphabetical phase. The Arabs have drawn their words consciously and they do not like verbal confusion in speech and writing. The drawing of the Qur'an is recognized, and it is not permissible to relinquish it even if it is contrary to the rules of orthography drawing. By contemplating the reasoning in contrary to the rules of orthography, it is found that avoiding confusion is the common explanation of a deviation of the rules of orthography. Moreover, the attempt to condense the abundant use of the frequent word has derived from the rules of orthography. Besides, looking at the structure of the word and attaching it to other words has also violated the rules of orthography sometimes. It is strongly recommended to conduct similar studies on reasoning the deviates from the rules of orthography.

6.0 Acknowledgement

This project is supported by the Deanship of Scientific Research at Prince Sattam Bin Abdulaziz University in the Kingdom of Saudi Arabia.

References

- 1) Al Shobaki, M. J., & Abu-Naser, S. S. (2017). The Role of the Practice of Excellence Strategies in Education to Achieve Sustainable Competitive Advantage to Institutions of Higher Education-Faculty of Engineering and Information Technology at Al-Azhar University in Gaza a Model.
- 2) Jacobs, J., & Worth, J. (2019). The evolving mission of workforce development in the community college. *13 Ideas That Are Transforming the Community College World*, 167.
- 3) Stahl, G. K., Brewster, C. J., Collings, D. G., & Hajro, A. (2020). Enhancing the role of human resource management in corporate sustainability and social responsibility: A multi-stakeholder, multidimensional approach to HRM. *Human Resource Management Review*, 30(3), 100708.
- 4) Hernández-de-Menéndez, M., Guevara, A. V., Martínez, J. C. T., Alcántara, D. H., & Morales-Menendez, R. (2019). Active learning in engineering education. A review of fundamentals, best practices and experiences. *International Journal on Interactive Design and Manufacturing (IJIDeM)*, 13(3), 909-922.
- 5) García-Morales, V. J., Martín-Rojas, R., & Garde-Sánchez, R. (2020). How to encourage social entrepreneurship action? using web 2.0 technologies in higher education institutions. *Journal of business ethics*, 161(2), 329-350.
- 6) Wang, X., Zhang, G., & Xian, D. (2020). Research on Influencing Factors of Construction Enterprise Social Responsibility Behavior Differences in Countries along the Belt and Road. In *ICCREM 2020: Intelligent Construction and Sustainable Buildings* (pp. 712-718). Reston, VA: American Society of Civil Engineers.
- 7) Ali, I., Ali, M., & Badghish, S. (2019). Symmetric and asymmetric modeling of entrepreneurial ecosystem in developing entrepreneurial intentions among female university students in Saudi Arabia. *International Journal of Gender and Entrepreneurship*.
- 8) Rose, H., & McKinley, J. (2018). Japan's English-medium instruction initiatives and the globalization of higher education. *Higher Education*, 75(1), 111-129.
- 9) Inkelas, K. K., Jessup-Anger, J. E., Benjamin, M., & Wawrzynski, M. R. (2018). *Living-learning communities that work: A research-based model for design, delivery, and assessment*. Stylus Publishing, LLC.
- 10) Brint, S. (2020). *Two cheers for higher education: Why American universities are stronger than*

ever—and how to meet the challenges they face (Vol. 117). Princeton University Press.

11) Rathbun, B. C., & Stein, R. (2020). Greater goods: morality and attitudes toward the use of nuclear weapons. *Journal of conflict resolution*, 64(5), 787-816.

12) Barry, M. M., Clarke, A. M., & Dowling, K. (2017). Promoting social and emotional well-being in schools. *Health Education*.

13) Bavik, A. (2019). Corporate social responsibility and service-oriented citizenship behavior: A test of dual explanatory paths. *International Journal of Hospitality Management*, 80, 173-182.

14) Staniškienė, E., & Stankevičiūtė, Ž. (2018). Social sustainability measurement framework: The case of employee perspective in a CSR-committed organisation. *Journal of Cleaner Production*, 188, 708-719.

15) Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2020). Online university teaching during and after the Covid-19 crisis: Refocusing teacher presence and learning activity. *Postdigital Science and Education*, 2(3), 923-945.

16) Wang, F. (2018). Social justice leadership—Theory and practice: A case of Ontario. *Educational Administration Quarterly*, 54(3), 470-498.

17) Mahmood, M. M., AL-Abady, A. W. H., & AL-Keeki, G. M. A. (2020). The extent to which production and operations managers are aware of social responsibility principles of supply chain management: a pilot study in karwanchi company for soft drinks, health water, juices, ltd. *AL-Anbar University journal of Economic and Administration Sciences*, 12(29).

18) Huda, M., Jasmi, K. A., Alas, Y., Qodriah, S. L., Dacholfany, M. I., & Jamsari, E. A. (2018). Empowering civic responsibility: Insights from service learning. In *Engaged Scholarship and Civic Responsibility in Higher Education* (pp. 144-165). IGI Global.

19) Freeman, R. E., & Dmytriyev, S. (2017). Corporate social responsibility and stakeholder theory: Learning from each other. *Symphonya. Emerging Issues in Management*, (1), 7-15.

20) Khazaaleh, W. M. (2020). Measuring the Cognitive Outcome in Scientific Research for Graduate Students at the Colleges of Physical Education. *Journal of the Association of Arab Universities for Research in Higher Education* 40(4), 163-182.

21) Alblowi, A. (2016). An evaluation of the effectiveness and validity of the preparatory year programme in preparing students for studying in Taibah

University in Saudi Arabia (Doctoral dissertation, Dublin City University).

22) Idris, JAM (2017). The role of mission and vision and the strategic objectives of the university on the social responsibility of faculty members in Saudi universities. *Journal of Economic, Administrative and Legal Sciences*, 1 (5).

23) Halibas, A. S., Mehtab, S., Al-Attili, A., Alo, B., Cordova, R., & Cruz, M. E. L. T. (2020). A thematic analysis of the quality audit reports in developing a framework for assessing the achievement of the graduate attributes. *International Journal of Educational Management*.

24) Sharipov, F. (2020). Internationalization of higher education: definition and description. *Mental Enlightenment Scientific-Methodological Journal*, 2020(1), 127-138.

25) Mohajan, H. K. (2018). Qualitative research methodology in social sciences and related