

# The Role of Faculty Members in Community Service at Imam Abdulrahman bin Faisal University

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This research aimed to identify the functional role of faculty members in community service (CS) at Imam Abdul Rahman bin Faisal University (IAU), and to reveal the nature of the differences between the average estimates of the research sample according to (gender, type of college, academic degree, and number years of experience), and to identify the proposals that can promote the development of the functional role of faculty members in (CS). To achieve the objectives of the research, the descriptive survey method was used, and a questionnaire was designed consisting of 35 phrases distributed on two main axes; the first axis: the reality of the functional role of faculty members in CS at IAU in three aspects (activities and programs for CS, administrative and financial support for CS, policies and regulations for CS). The data for this research was collected from a simple random sample of (423) full-time faculty members at IAU; it was statistically analyzed using the (SPSS) program. The findings of this study revealed a “high” level of participants’ approval on the overall aspects of CS at IAU with a mean=3.52 and SD of 0.66, their level of approval on faculty members’ activities and services in CS came with a mean of 3.91, and on the policies and regulations governing CS came with a mean of 3.37, and on the administrative and financial support for CS came with a mean of 3.34. Further findings revealed no statistically significant differences in the participants’ level of approval on the role of faculty members in CS according to gender, academic degree, and number years of experience

( $p > 0.05$ ), while findings revealed a statistically significant differences according to the type of college ( $p < 0.05$ ). On the other hand, finding revealed a “very high” level of approval on the proposals to develop the role of faculty members in CS with an average of 4.26 and SD 0.773. This study recommends reducing the number of teaching-hours, and administrative work so that faculty can practice their role toward CS, and that the university reviews the policies and regulations and overall programs governing CS and that the faculty and community members participate in this periodical process.

**Key words:** *Faculty members, Community service, Imam Abdul Rahman bin Faisal University, Saudi Arabia*

## Introduction

Today's world is witnessing revolutionary changes and quality transformations in all fields, that has an impact on society as a whole and on the educational systems in particular at all levels. Universities are exposed to internal and external challenges imposed by the global social, economic and political transformations and the rapid technological progress as well as demands from its local communities (Al-Mukhtar, 2015; Mosaeda, 2015). Despite the achievements accomplished by some universities in many areas, they are still unable to compete and influence the renaissance of societies; it seems as if there is an absence of a comprehensive strategic vision that defines the roles of universities in serving its communities (Al-Sahli, 2018).

It is hard for any university to achieve its expected role to its community to a high degree unless it has the needed qualified personnel who will contribute to these functions and participate in providing the work of continuing education that extends outside the framework of the traditional educational functions. Therefore, it is crucial to provide faculty with the knowledge, information and opportunities needed to develop their skills and involve them in the planning process of the many initiatives and projects that enhance their efficiency in serving their communities (Al-Harahsha, 2015).

In order for faculty members to achieve the university's role in community service (CS), universities must provide incentives to encourage faculty members to participate in CS and facilitate this role, provide the appropriate support systems, and make available the needed supplies, devices, laboratories, and halls that enable the desired outcome in CS (Kilani, 2005). This functional role of faculty members is essential in improving the efficiency of services provided to the community, which in turn contributes to the renaissance of societies.

However, some studies have mentioned a lack of the interaction and interest in that relationship in the Saudi educational setting. Alfares, Al Haboubi and Al Zahrani's (2013) findings showed that most universities' activities in CS are limited to providing short-term paid training courses, and only a few cultural, social, charitable, and voluntary services; and Bader & Khan (2015) pointed out that the role of many faculty members in CS is theoretical and not practiced due to its modernity and the lack of legislation that govern this role in some universities.

While findings of Al-Haron's (2015) and Salem (2014) confirmed that effective leadership practices must be directed towards enhancing CS and recommended empowering faculty members to activate their role by providing the needed support and authority. Other studies mentioned that faculty members in most local and regional universities are exposed to some obstacles that hinders their contribution to CS and reflects negatively on the university's achievement of its goals and missions (Al-Qahtani's, 2015; Al-Maliki's, 2018). The findings of other empirical studies showed a low response to the role of the university and faculty members in CS, such as the Al-Obaid (2012), Idris (2017), the Al-Ahmadi (2016), and Al-Salem (2019), despite the fact that Saudi universities have the needed human resources that enable them to achieve their function of CS (Al-Biladi, 2015). As a result of the new era of transformation undergone in all Saudi educational institutions in accordance with the launch of Saudi's new vision, Vision 2030, with its new educational goals, universities must undergo a period of reform and change to meet the challenges and possess the necessary ingredients for leadership and excellence in higher education (Al-Omari, 2018). Thus, this research seeks to answer the following questions:

1. What is the reality of the functional role of faculty members in CS at IAU from the viewpoint of the research sample?
2. Is there a statistically significant difference at the level of significance (0.05) of the functional role of faculty members in CS at IAU due to demographic variables (gender, type of college, academic rank, and the number of years of experience)?
3. What are the proposals for developing the functional roles of faculty members in CS at IAU from the viewpoint of the research sample?

### **Research Objectives:**

This research aims to achieve the following objectives.

1. Identifying the reality of the functional role of faculty members in CS at IAU in three aspects (activities and programs for CS, administrative and financial support for CS, policies, and regulations for CS).



2. Revealing the nature of the differences between the average estimates of the research sample towards the functional role of faculty members CS at IAU due to the variables (gender, type of college, academic degree, and the number of years of experience).
3. Identifying the proposals through which it is possible to develop the functional role in CS among faculty members at IAU.

### **Literature Reviews:**

#### **Community service (CS):**

The academic research that defined CS varied, no agreement between those interested and those concerned with CS on a specific definition. Therefore, any academic institution must clearly and precisely define CS from its own perspective in order to help the stakeholders to act accordingly to achieve its own vision and goals (Ghannam, 2007). The University of Massachusetts Amherst in the United States defines CS as the services provided by an institution of higher education through formal or informal consultation with local non-profit, governmental, and community organizations, to improve the quality of life in the community and population, especially low-income individuals, or to solve specific problems related to their needs (University of Washington 2006 as quoted in Ghannam, 2007). Since researchers in the field concluded that there was not one clear official definition of CS and university activities related to the community, however, they agreed it included carrying out the activities aimed at providing assistance to the local community in order to bring about cultural, social, and cognitive changes.

As for the Saudi universities, CS is largely limited to training and continuing education activities without confirming the role of activities outside its walls, the directives requiring faculty members in Saudi universities to participate in community activities and services are in the interest of building the educational institution, not the community in particular (Alfares & AlHaboubi & AlZahran,2013).

The CS importance lies in combining efforts between universities, represented by faculty members and those in their jurisdiction, and with the participation of individuals in the community side by side in ways that benefit the community, which enhances their sense of patriotism and increases their desire to participate and meet all needs in various roles and fields. Al-Sheshani (2009) indicated that universities are working to provide their services to their students, the residents around them, parents, and the institutions surrounding them in order to work on developing them and linking them to the overall constructive educational process. Hassan (2007) outlined the importance of CS to include:

- CS contributes to self-affirmation and development; through active participation in CS, individuals are exposed to the development of their abilities, skills, and competencies, and

valuable information, thus, may reach the maximum extent possible of their own advancement. The more people participate in a meaningful way, the greater their experience, competence, self-confidence become.

- Gaining the necessary expertise to fit in with the community; CS builds the ability to communicate and give to others and find suitable alternatives to problems solving.
- CS instill the spirit of giving in individuals and the love of volunteer work, while enhancing the sense of citizenship (Corporation for National, 2007)
- CS plays a positive role in satisfying the needs and desires of all participants, in a way that secure the success of educational and social programs.

### **Areas of CS:**

The CS areas fall into providing services that enhance awareness and meet societal needs with the surge of rapid global changes by organizing and implementing educational programs, scholarship programs, and administrative programs that contribute to creating huge and diverse new horizons that serve all sectors in the Kingdom. Sectors: the tourism sector, the technical sector, the engineering sector, the health sector, the scientific sector, and the humanitarian sector. The concept of CS expanded during the reign of King Salman, especially after Vision 2030, to include services provided to the entire community, as several universities effectively contributed to the integration of activities activating them inside and outside the system's walls; (Unified National Platform, 2019).

Community Service by universities has also withdrawn from providing support and care to neighboring countries, and unlimited support for Muslim issues in international forums, with the participation of student organizations that faculty members supervise in various universities in the Kingdom (Al-Duhaim, 2019).

Hence, we find that the university's service to society represents an actual translation of the university's functions; In order to adapt individuals to rapid changes and the cultural need to know how to deal with modern means of communication and methods of communication to build solid bridges that benefit civilized societies (Al-Jaad, 2002).

Faculty members usually provide CS by giving short courses, training programs for industry, conferences, cultural and social exhibitions, and newspaper articles that enhance public awareness. Ghannam (2007) classified the areas of CS at the university into:

- Local community school: in which university students, under the supervision of faculty members, provide educational courses for school students in the areas of mathematics, science, language, design of laboratory experiments, engineering exhibitions, and software training sessions.

- Students with special needs: many projects can be designed by engineering students under the supervision of faculty members for students with special needs; Such as electronic entertainment games, security systems to enhance student safety, electronic devices to aid communication, and learning disabilities; Such as blindness, deafness, disability.
- Local municipality projects: through which faculty members and students participate in some local municipality projects, Such as construction and reconstruction work, site assessment works, environmental impact assessments, or water and energy supply connections, among others.
- Rural areas projects: drinking water services, energy supply, improving the educational environment, and others are provided.

Al-Rawashdah (2011) indicated that the university offers several areas in CS, including organizing and implementing educational and training programs in order to achieve the principle of education and continuing education to meet the needs of society, and scientific consultations in a specific field of specialization for the various governmental and private institutions of a society or members of society, And applied research, which is research that seeks to solve society's problems, meet its needs, achieve social and economic sufficiency, and implement training and rehabilitation programs for workers in production institutions, in order to achieve the principle of continuous education and the professional growth that will follow, and the dissemination of science and knowledge among the members of the local community, through seminars and lectures programs. Continuing education and constructive social criticism to guide the movement of society within the framework of goals.

### **The functional role of faculty members in CS:**

The function of a faculty is of great importance in serving society, especially with the rapid changes in the world of knowledge and technology, in addition to the growing need to enhance the cultural role resulting from the need to accommodate globalization. Therefore, the fields of introduction to CS varied according to each university's circumstances and capabilities and the rapidly changing conditions of society. There is a clear discrepancy in what universities offer in this field, and these areas are contributions that do activities and practices; to achieve comprehensive community development and achieve it in various aspects (economic, social, political, and environmental) and benefiting from those capabilities, expertise and scientific and material resources of higher education institutions to improve the conditions of all societies (Al-Rawashdah, 2011). Al-Samadouni and Ahmed (2005) indicated that a member CS faculty at the university is no longer optional, but the main requirement, and universities must consider this when selecting the appropriate faculty member.



The quality of higher education institutions depends on the quality of teaching staff and their outputs, and the distinguished person can achieve the desired educational outcomes in society. What strengthens the relationship between it and the local community and contributes to the development of national development programs and scientific research; For pioneering scientific insights in solving human development problems; What is due to the reputation and lofty position of the academic institution to which he belongs (Wassous, Al-Jawzanah, and Al-Atiyat, 2015). The University Vice Presidency for Academic Affairs has stated in the Charter of Duties and Ethics of a Teaching Member at IAU the moral duties and responsibilities towards society and defined them as follows: (Charter of duties and ethics for a teaching member, IAU, 2019 pp. 22–33).

- To be keen to be an active community member and participate in its issues and concerns.
- respects the prevailing moral values in society, its traditions, and regulations and works to spread the desired societal moral values among students while being keen to adhere to them.
- Activates CS from the academic curricula, encourages students to take social responsibility and volunteer work, and monitors their contributions in this field.
- Adheres to the regulation of community learning, in addition to harmonizing the theoretical aspects with the knowledge needs of society.
- Contributes to identifying the problems that society suffers from, finding practical and practical solutions to them, and linking applied scientific research with the needs of society.
- Contributes to community awareness through public lectures and the media within the limits of his specialization in accordance with the system.

The Functional role of CS will be measured by identifying three aspects of CS (activities and programs for CS, administrative and financial support for CS, and policies and regulations for CS).

### **1. Activities and programs for CS:**

The faculty member seeks to achieve communication between the university and the various professional institutions and sectors in a way that contributes to cracking the problems facing these institutions and to participate in programs and seminars that discuss issues of interest to the community, contribute to its development and contribute to community projects and initiatives. (Charter of duties and ethics for a teaching member, IAU).

### **2. Financial support for CS:**

Providing the necessary capabilities for CS programs, with the expansion of continuous communication with community institutions, and providing financial and aid stimulation to participants in the field of CS. (Al-Ruqi,2021).



### **3.Policies and regulations for CS:**

Having a clear vision of the university towards its role in society and providing flexibility in the policies and regulations related to regulating the university's relationship with society and reviewing the policies and regulations that would contribute to strengthening and regulating the university's relationship with society. (Al-Ruqi,2021).

## **Methodology**

### **Sample and data collection**

The researchers used the descriptive survey method to achieve the research objectives and answer its questions. The research population consists of all full-time faculty members at IAU, who numbered (3468) members, according to the University Observatory of IAU statistics for the year 2020-2021. A simple random sample of (423) members participated in this study.

The questionnaire was distributed via internal e-mail of IAU, and three reminders two weeks apart were administered. Table 1 shows the number and percentage of the respondents grouped by the demographics of the study: (277) female members represent 65.5% of the total sample; (146) male members represent 34.5%; (177) of the members represent 41.8% are affiliated with colleges under the humanities; (187) of the members represent 44.2% hold a scientific degree as a lecturer/teaching assistant; (174) represent 41.1% as assistant professors; (151) of the members represent 35.7% have years of experience from 5 to less than 10 years; (115) of members represent 27.2% have work experience from 10 years to less than 20 years; (79) of sample represent 18.7% have years of experience less than 5 years; and (78) of sample represent 18.4% have experience of 20 years or more.

**Table -1 shows the demographics of the sample members (N=423)**

-	N	%
<b>Gender</b>		
Men	146	34.5
Women	277	<b>65.5</b>
<b>Type of college</b>		
Health	74	<b>17.5</b>
Scientific	104	<b>24.6</b>
Engineering	68	<b>16.1</b>
Humanity	177	<b>41.8</b>
<b>Academic rank</b>		
Professors	16	3.8
Associate professors	46	10.9
Assistant Professors	174	41.1
Lecturers/Teaching assistants	187	44.2
<b>Number years of experience</b>		
Less than 5 years	79	18.7
From 5 years to less than 10 years	151	35.7
From 10 years to less than 20 years	115	27.2
20 years and over	78	18.4

### **Research tool**

The researchers reviewed the theoretical literature and previous studies related to the subject, and in light of the research questions, data, and objectives, they developed the questionnaire divided into three sections:

**First Section:** It contains an introduction to the objectives of the research and the data and information that the researchers wish to collect from the sample members while providing all guarantees to preserve the confidentiality of the information provided by them, with a pledge to use it for this research only.

**Second section:** contains the initial data of the research sample members, represented in gender, type of college, academic rank, and the number of years of experience.

**Third section:** consists of the first axis (the reality of the functional role of faculty members in CS at IAU with (23) phrases divided into three aspects to evaluate the reality of CS; the second axis (the proposals for developing the functional role of faculty members in CS) with (12) phrases. The researchers used the five-point Likert scale; To obtain the responses of the research sample members, according to the scores: (very high - high - average - low - very low).

**The validity of the research tool:**

The researchers verified the validity of the research tool and ensured that it measured what it was designed to measure. The questionnaire was presented in its initial form to specialized arbitrators, and the number of arbitrators reached (10). The specialized evaluated the quality of the questionnaire by defining the clarity of the phrases, their belonging to the axis, linguistic integrity and their importance, and making the modifications they see, or deleting the inappropriate phrases or adding other appropriate phrases; the necessary modifications were made that were agreed upon by the majority of the arbitrators. To verify the internal consistency of the questionnaire and to identify the degree of correlation of each of the questionnaire terms with the total score of the axis, The researchers used Pearson's Correlation Coefficient, as shown in Table 2

**Table -2 Pearson correlation coefficients for the Aspects and axis expressions with the total degree of the axis**

<b>The first aspect of CS</b>			
<b>“Activities and services in CS”</b>			
<b>phrase number</b>	<b>Axis Correlation Coefficient</b>	<b>phrase number</b>	<b>Axis Correlation Coefficient</b>
1	0.769 **	5	0.645 **
2	0.785 **	6	0.767 **
3	0.761 **	7	0.704 **
4	0.814 **	-	-
<b>Second aspect of CS</b>			
<b>“Administrative and financial support for CS”</b>			
8	0.649 **	13	0.782 **
9	0.792 **	14	0.686 **
10	0.594 **	15	0.756 **
11	0.810 **	16	0.797 **
12	0.731 **	-	-
<b>Third aspect of CS</b>			
<b>“Policies and Regulations governing CS”</b>			

17	0.836 **	21	0.847 **
18	0.881 **	22	0.850 **
19	0.864 **	23	0.857 **
20	0.824 **	-	-
<b>Second axis</b>			
<b>Suggestions to develop the functional role of faculty members in CS at IAU</b>			
1	0.830 **	7	0.869 **
2	0.862 **	8	0.888 **
3	0.860 **	9	0.872 **
4	0.806 **	10	0.751 **
5	0.879 **	11	0.720 **
6	0.846 **	12	0.828 **

It appears from the table-2 the values of the correlation coefficient of each of the phrases with its axis are positive, more statistically significant at the significance level (0.01) or less. Indicates the internal consistency between phrases, and their suitability for measuring what they were prepared for.

#### **Data analysis:**

To analyze the data collected from the participants, SPSS was used, and mean scores and standard deviations were computed. T-test and ANOVA tests were utilized to investigate differences between the responses according to demographic variables. For interpretation purposes, the rating was segmented into five categories: according to the following: very high (averaged at least 4.50), high (averaged 3.50–4.49), average (averaged 2.50–3.49), low (averaged 1.50–2.49), very low (averaged <1.50).

#### **Research Outcomes:**

**The first question:** *“What is the reality of the functional role of faculty members in CS at IAU from the viewpoint of the research sample?”*

To define the reality of the functional role of faculty members in CS at IAU and the degree of approval of the study sample was calculated on the following aspects of CS (faculty members’ activities and services in CS, administrative and financial support provided to CS, policies, and regulations governing CS).

**Table -3 Descriptive statistics to the reality of the functional role of faculty members in CS at IAU**

No.	Aspects of CS	Mean	Standard deviation	Degree
1	Faculty's activities and services in CS	3.91	0.757	High
2	Administrative and financial support for CS	3.34	0.798	Average
3	Policies and regulations' governing CS	3.37	0.861	Average
Overall		3,52	3.52	High

The results show the approval of the research sample members, with a degree: (high) on the reality of the functional role of faculty members in CS at IAU, with an average of: (3.52 out of 5), and it became clear from the results the most prominent features of the reality of the functional role of faculty members in CS. The community at IAU was represented in the practices of faculty members for activities and services in CS with an average of (3.91), followed by policies and regulations encouraging CS with an average of: (3.37), and finally came to the administrative and material support provided to members of CS faculty average: (3.34; This result is explained by the keenness of faculty members to provide services and activities that meet the needs of society and its development. On the other hand, IAU was keen to provide and facilitate the policies and regulations that help the faculty member fulfill his functional role in CS and provide administrative and financial support, and This allows faculty members to transfer their experiences, services, and renewable ideas gained from attending scientific, literary, and social symposiums at the local and global levels. From informing them of the latest developments in their fields that contribute to the renaissance of an ambitious society with an ambitious leadership that elevates the children and generations of this country and provides them with the means and services to modeling Societal thought. This result differed from the result of the study (Al-Obaid, 2012), (Al-Harahsha, 2015), and (Bader Khan, 2015), which showed an average degree of the reality of the functional role of members affiliated with their societal role. Table (3) shows the results of this axis.

First: Faculty Members' Practices for Activities and Services in CS:

To identify the faculty members' practices in the application of community activities and services, we used frequencies, percentages, arithmetic averages, standard deviations, and ranks of the

responses of the research sample members to the phrases of members' practices for community activities and services were calculated, and the results were sorted as follows:

**Table -4 Descriptive statistics for the activities and services in CS in descending order according to the approval averages**

Phrase	Mean	Standard deviation	Degree
I use modern technology to provide (activities/services) that benefit the local community.	4.10	1.014	High
I direct my scientific research to the development of society; To solve (problems/issues).	4.06	0.943	High
I participate in implementing CS programs, such as: (providing awareness programs / giving lectures/providing workshops).	4.03	0.973	High
I dedicate part of the curriculum to providing (activities/services) that benefit the local community.	3.92	1.019	High
I provide experience and advice to (state/private sector institutions) in my field of expertise.	3.78	1.114	High
I participate in developing programs that contribute to the development of services needed by the local community.	3.76	0.978	High
I am keen to know the needs of the local community by communicating with community institutions; to help them achieve them.	3.74	1.019	High
Over all mean	3.91	0.757	High

Table (4) shows the approval of the research sample members with a degree of: (high) on the faculty members' practices of activities and services in CS with an overall mean: (3.91). A standard deviation: (0.757), and this arithmetic mean falls into the fourth category in the scale categories

Quintet: (from 3.41 to 4.20), which is the category that indicates agreement (high) for the research tool.

It also appears from the results of Table (3) that the most prominent practices of faculty members for activities and services are represented in phrase No. (4) which states: "I use modern technology to provide (activities/services) that benefit the local community" in the first place in terms of The approval of the research sample members on it with a mean: (4.10) and a standard deviation: (1.014); This result explains that the faculty members at IAU seek to take advantage of the technical advantages in providing CS programs that would raise the level of culture and knowledge for its users, and develop all areas of life such as the education sector, industry, and commerce, and obtain all the required information easily. High speed and simplification in a qualitative manner that shows the inputs, outputs, and requirements that help change and improvement; This result differed from the study (Al-Hwaiti, 2017), the result of which showed a low degree in the participation of faculty members in the two universities of Al-Jouf and Tabuk in providing services through social media in raising awareness and educating community members about community issues and how to solve them, and this result may be explained by the lack of awareness of the importance of social media. Social communication facilitates the provision of various CS programs that benefit the community, which may harm the educational aspect required for disseminating all modern science and programs that would raise awareness of the local community.

It is clear from the results of Table (4) that the least practices of faculty members for activities and services are represented in phrase No.: (2), which states: "I participate in the development of programs that contribute to the development of services needed by the local community" ranked sixth; In terms of the approval of the research sample, with a mean: (3.76 out of 5) and a standard deviation: (0.978); This result explains that the faculty members, based on their scientific specialization and qualification, represent an important advisory tributary to their societies. Therefore, we find that they have a role and participation in CS programs, which proves the diligence of IAU in choosing competencies with degrees and experiences from different countries of the world. And their experiences and their local and international participation to be an important edifice in achieving ambitious and constructive community consultations. (Sonbol ,2017) Study and (Al Harahshah ,2015) study has different results, which showed an average degree of faculty member participation in the development of services needed by the local community, which would harm the main objective of CS and provide individuals with the awareness required to achieve a fair budget.

**Table -5 Descriptive statistics of the administrative and financial support for CS arranged in descending order according to the approval average**

Phrase	Mean	Standard deviation	Degree
The university announces its (events/activities/contribution) to CS on (social networking sites/university websites).	4.19	0.822	High
The university facilitates for its members the procedures for using its facilities to activate (community activities/services).	3.90	0.962	High
University holds (courses/seminars); To educate faculty members about their role in the field of CS.	3.56	1.028	High
The university holds endless direct meetings between leaders and faculty members to raise the level of CS.	3.43	1.099	High
The university organizes meetings; To exchange experiences between faculty members and local community institutions.	3.25	1.149	Average
The university provides (material / moral) incentives for a faculty member with outstanding performance in CS.	3.14	1.195	Average
Each college issues an annual magazine that includes all of its (programs/events / applicable studies) in the field of CS.	3.07	1.118	Average
The university provides the faculty members with sufficient financial credits; To implement CS programs.	3.03	1.118	low
The university relieves the burdens (teaching / supervisory/administrative) to give room to provide CS.	2.46	1.192	Average
Overall mean	3,34	Average	

It appears from Table (5) that the approval of the research sample members came to a degree: (average) about the administrative and material support provided to the faculty members for CS with arithmetic mean: (3.34) and a standard deviation: (0.798), and this arithmetic mean falls into the third category. From the five scale categories (from 2.61 to 3.40), which is the category that indicates approval (average) for the research tool.

It is clear from the results of Table (5) that the features of administrative and material support provided to faculty members for CS are represented in phrase No.: (10) which states: “The university announces (its events/activities/contribution) to CS in (social networking sites/ University website). in the first place; In terms of the approval of the research sample members with an arithmetic mean: (4.19) and a standard deviation: (0.822); This result explains that IAU pays great attention to announcing its events, activities and contribution to CS through various media that reach all segments of society according to the culture of generations and ages represented by the university’s official website and also through various social media applications that have an effective and essential role In the delivery and dissemination of programs that are beneficial first to serve the community and then achieve an accessible reference, through traditional and established methods through local newspapers that are issued periodically and reach all members of the community and also through community support centers at the university by directly accessing the university mail for students The results of the study (Al-Shammari, 2016) differed in that it obtained a low score in activating a website at the University of Hail by announcing its activities to the community, and the study (Al-Ruqi, 2021), which showed a weakness in the role of the university media in raising awareness of the social services provided by Shaqra University, and a study Altun (2021, Altun) The results of the interview showed a weakness in the use of communication channels at the Middle East Technical University in Turkey, which from It curbs the spread and expansion of the achievement of CS, in contrast to what IAU has limited it to.

Table (5) shows that the members of the research sample do not agree with one of the phrases of administrative and material support provided to members of the faculty for CS, represented in phrase No.: (12), which states: “The university relieves the burdens (teaching / supervisory/administrative) from in order to give scope for providing social services” with mean: (2.46) and standard deviation: (1.192). This result explains that the faculty members bear a significant teaching burden linked to a specific time represented in the semester, which does not allow the university to reduce the burden on the faculty members to enable them to carry out their societal roles. The social role is larger and in the desired and hoped way; Undoubtedly, the teaching quantity is an obstacle for members to perform their other roles, including social service, which is also a significant function, as is the case with teaching. This result is consistent with the study (Mohamed, 2020), which showed a low degree of giving a faculty member at Najran University a

full-time functional in a community institution to provide social services, which reduces the desired benefit from achieving budgets in social services.

**Table -6 Descriptive statistics of the policies and regulations encouraging CS arranged in descending order according to the approval averages**

Phrase	Arithmetic Mean	Standard deviation	Degree
The plans for (activities/services) provided to the community are flexible and subject to change according to emergency circumstances.	3,49	0,968	High
The (policies/regulations) in the university facilitate the faculty member to perform his functional role in CS.	3,48	1,048	High
The regulations set (a straightforward vision / specific mechanisms / scheduled time programs) to activate the partnership between the university and the community.	3,43	1,049	High
The regulations set a clear definition of (roles/powers/responsibilities) related to CS in the different departments of the college, each in his field of specialization.	3,40	1,005	Average
(policies/regulations) are reviewed periodically to keep abreast of developments in CS.	3,36	0,941	Average
Continuous evaluation of CS programs; To find out the strengths and weaknesses of these programs.	3,32	0,998	Average
(University employees/community members) participate in developing (policies/regulations) for the development of CS programs.	3,09	1,071	Average
Over all mean	3,37		Average

It appears from Table (6) that the agreement of the research sample members came to a degree: (average) about the policies and regulations encouraging CS, with an arithmetic mean: (3.37 out of 5.00), and a standard deviation: (0.861), and this arithmetic mean falls into the third category of the five scale categories. (From 2.61 to 3.40), which is the category that indicates (average) approval of the search tool.

Table (6) shows that the most prominent phrase of encouraging policies and regulations for CS is represented in phrase No. (20), which states: “The plans for (activities/services) that are provided to the community are flexible and changeable according to emergency conditions.”; In terms of the approval of the research sample, with a mean: (3.49) and a standard deviation: (0.986); This result explains that the plans for activities and services at (IAU) are flexible and subject to change according to emergency circumstances, which enhances the initiative of faculty members in carrying out their community role, which in turn preserves plans and activities for the appropriate time that suits members and which may conflict with schedules and special circumstances. It is not easy to achieve unless leadership and organization are flexible; this is consistent with the recommendation of the study of Kerberg & Kiisla & Maeltsmees (Keerberg & Kiisla & Maeltsmees, 2013), which indicated the need for flexibility and rapid interaction in the preparation and organization of programs to deal with the needs and issues of society. The results of the study (Al-Ruqi, 2021) showed that the stalemate in the policies and regulations related to the organization of the university’s relationship with society is one of the obstacles that limit the role of Shaqra University in serving the community, and this proves the importance of flexible reinforcement in the leadership and university organization of CS.

It appears from the results of Table (6) that the least prominent phrase of encouraging policies and regulations for CS are represented in the phrase No.: (23), which states: “The continuous evaluation of CS programs is carried out to identify the strengths and weaknesses of these programs” in the sixth rank; In terms of the neutrality of the research sample members around it, with arithmetic mean: (3.32 out of 5) and a standard deviation: (0.998); This result explains that there is a continuous evaluation of CS programs at IAU, and this helps the faculty members to know the strengths and address the problems they face in carrying out their societal role, which supports their performance and consequently correct plans and develop a solid strategy based on a transparent evaluation basis. Quality standards and aspirations that achieve the desired goals. (Al-Shammari, 2016) study at the University of Hail differed by obtaining a low score in the criteria for evaluating and promoting faculty members for the contributions they made to the community, which negatively affects the university’s outputs and is a waste of efforts made in developing services provided to the community, hence the importance of continuous evaluation for feedback in preparing programs and activities that target all members of society.

**The Second Question: “Is there a statistically significant difference at the level of significance (0.05) of the functional role of faculty members in CS at IAU due to demographic variables (gender, type of college, academic rank, and the number of years of experience)?”**

**Table -7 results of the “T” test to reveal the significance of the differences in the responses to CS according to the “gender” variable.**

Phrase	Gender	Number	Mean	Standard deviation	T value	P value
Activities and services in CS	Male	146	3.96	0.771	1.012	0.312
	Female	277	3.88	0.750		
Administrative and financial support for CS	Male	146	3.22	0.847	-2.119	0.035*
	Female	277	3,40	0,765		
Policies and regulations encouraging CS	Male	146	3.21	0.884	-2.728	0.007* *
	Female	277	3.45	0.839		
Overall CS	Male	146	3.45	0.677	-1.715	0.087
	Female	277	3.56	0.654		

\*\* p< 0.01 or less \* p< 0.05 or less

Table (7) shows no statistically significant differences at the level: (0.05) and less in the attitudes of the research sample members to the reality of the functional role of faculty members in CS at IAU According to different Variables (*gender*). Moreover, there are statistically significant differences at the level: (0.05) and less in the attitudes of the research sample members about (the practices of faculty members for activities and services in CS). The result agreed with the study (Bader Khan, 2015), whose results showed no differences due to the gender variable in favor of males in providing activities and services and in the reality of the practice of faculty members in Jordanian universities. Al-Harasheh's (2015) study showed that there were differences due to the gender variable in favor of males in the provision of activities and services and the practice of faculty members at Al al-Bayt University. Furthermore, Al-Rawashdah, (2011) study shows that there were differences due to the gender variable in favor of Females in providing activities and services and in the reality of the practice of faculty members in CS at Al-Balqa Applied University. This result explains why faculty members (male and female) work in an educational environment with similar functions.

It appears through the results shown in Table (7) that there are statistically significant differences at the level: (0.05) and less in the attitudes of the research sample members about (administrative and material support provided to faculty members for CS) according to a variable: (*gender*) in favor of females because they have on my arithmetic average higher. This result can be explained

by the high proportion of female faculty members participating in this study, Where the number of female participants is 277, while the number of male participants is 146.

It appears from the results of Table (7) that there are statistically significant differences at the level of (0,01) and less in the attitudes of the research sample members about (policies and regulations encouraging CS) according to a variable: (gender) in favor of females because they have a higher mean. The interpretation of this result is due to the high proportion of female faculty members participating in this study; Where the number of female participants is 277, while the number of male participants is 146; This can also be attributed to the keenness of female faculty members to adhere more to the policies and regulations that encourage CS.

**Table -8 Results of "Analysis of One-way Variance" for the differences in the responses of the faculty members to CS according to the (type of college).**

Aspects of CS	Contrast source	Sum of squares	Degrees of freedom	Mean squares	f value	P value
Activities and services in CS	Between groups	8.044	3	2.681	4.807	0.003**
	Within groups	233.705	419	0.558		
	Total	241.749	422	-		
Administrative and Financial support for CS	Between groups	3.341	3	1.114	1.760	0.154
	Within groups	265.124	419	0.633		
	Total	268.465	422	-		
Policies and regulations encouraging CS	Between groups	16.712	3	5.571	7.875	0.000**
	Within groups	296.402	419	0.707		
	Total	313.114	422	-		
Overall CS	Between groups	4.896	3	1.632	3.779	0.011*
	Within groups	180.945	419	0.432		
	Total	185.841	422	-		

\*\*  $p < 0.01$  or less \*  $p < 0.05$  or less

It appears from the results of Table (8) that there are statistically significant differences at the level: (0.05) and less in the attitudes of the research sample members about (the reality of the functional role of faculty members in CS at IAU) according to a variable: (type of college). Moreover, using Scheffe's test, it turns out:

There are no statistically significant differences at the level: (0.05) or less in the attitudes of the research sample members about (administrative and material support provided to members of the teaching staff for CS) according to a variable: (type of college). This result can be explained by the fact that all faculties of IAU provide similar administrative and financial support to all faculty members, which reflects the university's efforts in supporting its members and their appreciation for these efforts and the support they receive.

There are statistically significant differences at the level: (0,01) and less in the attitudes of the research sample members about (faculty members' practices of activities and services in CS, regulations, and regulations encouraging CS) according to a variable: (type of college).

To determine the validity of differences in the type of college, the researchers used the Scheffe test, the results of which were as follows:

There are statistically significant differences at the level: (0.05) and less between the members of the research sample whose faculties are (humanity) and the members of the research sample whose faculties are scientific about (the reality of the functional role of faculty members in CS at IAU, in favor of Members of the research sample whose faculties are (humanity). Moreover, it is clear that there is a statistically significant difference at the level: (0.05) and less between the members of the research sample whose faculties are (human) and the members of the research sample whose faculties are scientific for (policies and regulations encouraging CS ). In favor of the research sample whose faculties are (human); This result was in agreement with the study (Al-Harashah, 2015), the result of which showed that there are differences due to the variable: (type of college) in favor of the humanities faculties in the reality of the practice of faculty members at Al al-Bayt University for CS. In the field of CS, such as educational studies, under the disciplines related to humanitarian aspects, and given the wide scope in which a faculty member in humanities colleges can provide various activities and services, the regulations and regulations are more flexible and subject to modification in line with the needs and issues of society.

Table (8) shows that there are statistically significant differences at the level of (0.05) and less between the members of the research sample whose faculties (health, engineering, humanities). Moreover, the members of the research sample whose faculties are scientific about (the practices of faculty members for activities and services in CS), for the benefit of the research sample members whose faculties (health, engineering, humanities). The result partially agreed with the study (Bader Khan, 2015), which showed the presence of differences due to the variable: (type of faculty) (scientific, humanities) in favor of humanities faculties in Jordanian universities. This

result can be explained on the basis that the services provided by faculty members in scientific faculties are more specialized. Therefore there are limited and few groups of members of the local community that need services in those areas, unlike the health, engineering, and humanities faculties in which the faculty member has a space Greater to contribute to the service of the local community.

It appears from the results of Table (8) that there are statistically significant differences at the level: (0,01) and less between the members of the research sample whose faculties are (humanity) and the members of the research sample whose faculties are engineering about (regulations and regulations encouraging CS), for the benefit of the research sample members whose faculties (humanity). This result can be explained by the high proportion of faculty members in the humanities faculties in this study; The number of participants from the humanities faculties is 177.

**Table -9 Results of "Analysis of Univariate Variance" for the differences in the responses according to the variable "scientific degree"**

Aspects of CS	Contrast source	sum of squares	degrees of freedom	mean squares	f value	P value
Activities and services in CS	Between groups	1.618	3	0.539	0,941	0,421
	Within groups	240.131	419	0.573		
	Total	241.749	422	-		
Administrative and financial support in CS	Between groups	2.628	3	0.876	1.380	0.248
	Within groups	265.837	419	0.634		
	Total	268.465	422	-		
Policies and regulations encouraging CS	Between groups	0.155	3	0.052	0.069	0.976
	Within groups	312.959	419	0.747		
	Total	313.114	422	-		
Overall CS	Between groups	0.306	3	0.102	0.231	0.875
	Within groups	185.535	419	0.443		
	Total	185.841	422	-		

It appears from the results of Table (9) that there are no statistically significant differences at the level: (0.05) and less in the attitudes of the research sample members about (the reality of the

functional role of faculty members in CS at IAU according to a variable: (academic degree), as it was found that there were no statistically significant differences at the level of: (0.05) or less in the attitudes of the members of the research sample about (the practices of faculty members for activities and services in CS, administrative and material support provided to faculty members for CS, regulations encouraging CS; This result differed with the result of the study (Al-Harashah, 2015), which showed that there are differences due to the variable: (academic degree) in the degree to which faculty members at Al al-Bayt University practice their functional role in the field of CS, and the study (Al-Rawashdah, 2011), which showed that there are differences Attributable to the variable: (academic degree) in the experience at Al-Balqa Applied University in the field of CS, and the study (Bader Khan, 2015), which showed that there are differences due to the variable: (academic degree) in the experience in Jordanian universities in activating CS. The result can be explained in the effort and care exerted by IAU by facilitating the policies and regulations and providing administrative and material support to encourage all members of the teaching staff of various degrees to participate in providing activities and services that benefit the local community.

**Table -10 Results of "Analysis of One-way Variance" for the differences in the responses to CS based on the variable “years of experience”.**

Aspect of CS	Contrast source	sum of squares	degrees of freedom	mean squares	f value	P value
Activities and services in CS	Between groups	1.754	3	0.585	1.021	0.383
	Within groups	239.995	419	0.573		
	Total	241.749	422	-		
Administrative and financial support to CS	Between groups	3.654	3	1.218	1.927	0.124
	Within groups	264.811	419	0.632		
	Total	268.465	422	-		
Policies and regulations encouraging CS	Between groups	3.318	3	1.106	1.496	0.215
	Within groups	309.797	419	0.739		
	Total	313.114	422	-		
Overall CS	Between groups	0.484	3	0.161	0.365	0.779
	Within groups	185.357	419	0.442		
	Total	185.841	422	-		

It appears from the results of Table (10) that there are no statistically significant differences at the level: (0.05) and less in the attitudes of the research sample members about (the reality of the functional role of faculty members in CS at IAU) according to a variable: (number years of experience), as it was found that there were no statistically significant differences at the level: (0.05) or less in the attitudes of the members of the research sample about (the practices of faculty members for activities and services in CS, administrative and material support provided to faculty members for CS, policies and regulations encouraging CS according to a variable: (number years of experience), and this result agreed with the study (Wassous, Al-Jawarna and Al-Attiyat, 2015), the results of which showed that there are no differences due to the variable of experience in the degree to which faculty members at Al-Hussein Bin Talal University practice their functional role in the field of CS, and this result differed with the result of the study (Al-Harahshah, 2015), which showed that there are differences due to the variable of experience in the degree to which faculty members at Al al-Bayt University practice their functional role in the field of CS, and the study (Al-Rawashdah, 2011) which showed and Joe d Differences attributed to the variable of experience at Al-Balqa Applied University in the field of CS. This result can be explained by the efforts made by IAU by facilitating policies and regulations and providing administrative and financial support to encourage all faculty members to participate in providing activities and services that benefit the local community.

**The Third Question: “*What are the proposals for developing the functional roles of faculty members in CS at IAU from the viewpoint of the research sample?*”**

To find out the proposed procedures through which the career role of faculty members in CS) can be developed, at IAU, the frequencies, percentages, arithmetic averages, and standard deviations were calculated. For faculty members in CS through it IAU, the results were as follows:

**Table -11 Descriptive statistics to responses on the proposals to develop faculty members' CS practices at IAU, arranged in descending order according to the approval averages**

Phrase	Arithmetic Mean	Standard deviation	Degree
Giving students the opportunity to participate in identifying the activities and services required by the community at the present time.	4.43	0.735	Very High
Providing the necessary tools for the faculty member to perform his role in the field of CS (technical/technical / office).	4.33	0.916	Very High
Employing faculty members for study plans and educational curricula; To develop and deliver community activities and services.	4.30	0.806	Very High
Opening official channels of communication between the university and the faculty member, institutions, and service centers concerned with CS.	4.30	0.824	Very High
Develop (policies/regulations) that facilitate the performance of the faculty member's role in the field of CS.	4.28	0.851	Very High
Facilitating the assignment of faculty members to participate in conferences that contribute to the development of CS.	4.28	0.992	Very High
Providing a guide that includes the applicable policies and regulations; To carry out activities and services by faculty members.	4.27	0.882	Very High
Establishing training programs concerned with developing the performance of faculty members in the field of CS.	4.23	0.874	Very High
Review of previous CS faculty members; To see how well the results are achieved.	4.21	0.921	Very High
Providing incentives (physical/moral) to faculty members; To participate in CS.	4.18	4.18	High
Issuing periodic bulletins by activating (electronic / media) forums concerned with the university's function in the field of CS.	4.16	4.16	High
Reducing the burdens (administrative / teaching) for faculty members; To enable them to participate in CS.	4.09	4.09	High
Overall mean	4.26	0.773	Very High

It appears from Table (11) that the research sample has a degree of: (very high) on the proposals through which it is possible to develop the career role of faculty members in CS at IAU, with an arithmetic average: (4.26), which is an average located in the fifth category of the five-scale scale (4.21 to 5.00), which is the category that indicates a very high choice on the search tool.

The results of Table (11) show that the most prominent suggestions through which it is possible to develop the functional role of faculty members in CS at IAU are represented in statement No.: (10) which states: "Give students the opportunity to participate in determining the activities and services required by the community at present" in the first place; In terms of the research sample's approval of it with a degree: (very high), with arithmetic mean: (4.43); This result is explained by the importance of students' participation in determining social activities for the sake of diversifying their experiences, developing their scientific skills, and creating a sense of the student's importance of their role in society, which facilitates the faculty member's role in CS by creating cooperation between students and faculty members. This result agreed with the result of a study (Maarouf, 2012) on the need to direct students to participate in CS activities, and FitzGerald and Matthew Militello's study (FitzGerald and Matthew Militello, 2016) college professors must create situations for learning in the community and consider summer experiences a form of learning, support, and support.

It is clear from the results of Table (11) that the least suggestions through which it is possible to develop the functional role of faculty members in CS at IAU is represented in the phrase No.: (12) Which states: "Issuing periodic bulletins by activating (electronic / media) forums concerned with the university's function in the field of CS" ranked eleventh; In terms of the approval of the research sample, with a mean: (4.16) This result is explained by the importance of activating the role of university media by raising awareness of the university's tasks and its role in CS, to enhance awareness of the importance of doing community work, which supports it. This result agreed with the result of the study (Nasr and Al-Qarni, 2018) in activating social networking sites to announce CS programs and the study (Jan 2019) in preparing scientific publications such as magazines and pamphlets that discuss the field of CS and study (Al-Obaid, 2012) in issuing Bulletins concerned with the function of the college and university in the field of CS

### **Recommendations:**

Based on the outcomes, the researchers recommend the following:

- Allocate an award program to faculty members who excel in providing CS practices.
- develop an evaluation program of CS that monitors the strengths and weaknesses to further enhancement support.
- Provide faculty members with sufficient financial resources to implement CS programs.
- Reduce the academic and administrative responsibility carried out by faculty members so that they have the opportunity to carry out their various functions towards CS.
- Policies and procedures regarding CS need to be revised periodically with the participants of faculty members.



**Suggestions for future studies:**

- Suggest preparing a study that presents a proposed conception about the functional role of faculty members in CS at IAU in the light of the productive university and global and local experiences.
- Suggest preparing a study on activating the role of academic leaders and faculty members in CS in Saudi universities.
- Suggest conducting the same current study on a sample of other universities and comparing its results for benchmarking purposes
- Suggest preparing a study to reveal the contribution of faculty members in activating the local CS to achieve total quality.

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