

Activating community partnership at King Khalid University in the light of the Kingdom's Vision 2030

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Abstract

This study aims to evaluate how well King Khalid University is activating community partnership in light of the Kingdom's Vision 2030 from the viewpoint of faculty members. To achieve the study objectives, the researcher used the descriptive design and quantitative approach, depending on the questionnaire as the main instrument for collecting study data. The study was applied to a sample consisting of (310) faculty members, who were selected randomly. The results of this study showed that the faculty members have high expectations for the community partnership areas and community partnership requirements. Also, the results showed there are no significant statistical differences in the activating community partnership according to the variables of gender, college, and years of experience.

Keywords: activating community partnership, community partnership areas, community partnership requirements, the Kingdom's Vision 2030

Introduction

The strength of societies resides in their modern educational systems, which are built on attaining the societal objectives and ambitions and enhancing the quality of their educational outputs (Qaralleh, 2021). Education is the key to attaining development since it is one of the pillars of creating knowledge and a powerful and influential instrument for the advancement and renaissance of individuals and nations (Al-Osaimi, 2020). The tremendous changes and advancements over the past several decades have made communication between the institution and society a worldwide reality. As the university is no longer solely responsible for the training of future generations, the university-society connection has entered a new phase with the purpose of creating communication bridges with the surrounding community to boost cooperative efforts to accomplish the desired goals (Alharbi & Daghriri, 2021).

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The majority of modern progressive educational activities in the field of education are based on community partnership, which necessitates the creation of trust, ongoing communication, and shared leadership between the education and civic sectors (Al-Ghamdi, 2018). In a number of modern education systems, the community partnership method is one of the most crucial reform and development strategies. This approach is founded on the belief that the university is not alone responsible for education, but that education has become a societal issue that requires the support and participation of the community around the university (Altawayjiri & Alfaifi, 2017). Community partnership in education refers to the entire relationship with civil society groups in education and encompasses negotiation, participation and responsibility in decision-making, cooperative planning, implementation, monitoring and assessment of performance (Semlali et al., 2023).

The Ministry of Education in the Kingdom was eager to adopt the concept of community partnership as a direction, developmental approach, and supportive process that embodies the community's desire to participate in the development of the educational process realizing the importance of education and its main role as one of the components of comprehensive and sustainable development (Al-Osaimi, 2020). The goals and policies in the Kingdom's five-year development plans emphasized how important it was for educational institutions and other parts of society to work together (Altawayjiri & Alfaifi, 2017). The Kingdom's goal is to reach the goals of its development plans, such as Vision 2030, which promotes the renaissance of society and puts the Kingdom at the top of the world's countries by making education and rehabilitation available to everyone (Alharbi & Daghriri, 2021).

In an effort to develop and improve education, the future vision 2030 of the Kingdom of Saudi Arabia emphasized building a community partnership between education and community institutions in its various sectors, whether public, private, or non-profit, confirming the significance of partnership between education institutions and the various sectors of society (Al-Ghamdi, 2018). Community partnership seeks to change education in terms of finance, administration, human resource development, curriculum, education objectives, and education policy (Altawayjiri & Alfaifi, 2017). Several nations throughout the world have likewise relied on partnership as a fundamental element to achieve comprehensive progress in a variety of fields. If the partnership helps institutions from different sectors work together, it will maximize the benefit to the participating institutions (Bhagwan, 2018).

Based on the orientation of the vision by emphasizing the participation of the private sector and the non-profit sector in education, the vision

document asserted that the commitment to education is due to its contribution to the advancement of the economy and its efforts to bridge the gap between the outputs of higher education and the needs of the labor market through the preparation of advanced educational curricula that emphasize basic skills and the establishment of partnerships (Schiuma & Carlucci, 2018).

Despite the quantitative and qualitative growth of the education system in the Kingdom, a number of indicators have highlighted weaknesses in the relationship between universities and public education institutions in several sectors (Al-Ghamdi, 2018). Benefiting from the community partnership approach in university and higher education has become an urgent requirement imposed by the reality of Saudi education in order to achieve the future vision 2030 and the upgrading initiative of the National Transformation Program for the development of education in the Kingdom Vision 2030.

Research Question

In light of the foregoing, this research aims to provide answers to the following questions:

1. What are the areas of community partnership at King Khalid University?
2. What are the requirements for activating community partnership at King Khalid University?
3. Are there statistical differences about the areas and requirements for activating community partnership at King Khalid University from the point of view of faculty members according to the variables of gender, academic rank, and college?

Literature Review

There were several formulae and theories pertaining to partnerships. Some view it as a compact and covenant between the involved parties to pursue specified mutual aims (Qaralleh, 2021). The notion of partnership is founded on the complimentary interaction between the strengths and capacities of two or more parties to achieve specified goals within a framework of equality and mutual respect, while assuming a significant lot of responsibility (Al-Mtotah & Al-Shurman, 2022). Community partnership is a social process in which members of the local community, including people, groups, and institutions, cooperate in all domains to achieve mutual benefit and desired growth based on predetermined common goals (Groulx et al., 2021). It is one of the strategic tools through which it is possible to work to improve the educational, social, and economic standard of living of individuals, as well as to advance and upgrade society through the contribution of

society members' opinion, thought, funding, consultation, influence, and voluntary efforts, as well as everything else necessary to achieve the desired development (Mosier & Ruxton, 2018).

Researchers were unable to agree on a single definition for the notion of community partnership in the education profession. Rather, the definitions addressed by the researchers were diverse. Its divergence and variation is a result of the nature and aim of the partnership's regulatory frameworks, its patterns and areas, or the educational system's participants (Medved & Ursic, 2021). Alrajhi and Aydin (2019) defines community partnership in education as the total of material and non-material contributions made by members of society, people, groups, and governmental and non-governmental institutions to support and promote education and address its concerns and difficulties. It was further defined as all material and non-material voluntary efforts made by the local community in all of its categories and bodies, whether they be governmental or private, in a way that does not conflict with those of other participating parties, with the aim of aiding in the resolution of educational issues and improving it to achieve educational quality and maximize the benefits of education in community development (Alves et al., 2021).

Due to the fact that they are one of the key axes that drive the economic and sociological growth and development of every civilization, Bidandi et al. (2022) emphasizes the significance of community partnerships. Any developmental activities or actions that are dependent on individual effort or that are meant to depend on one institution or organization for the implementation of their programs won't have the desired or effective results. The term "community partnership" refers to a variety of support initiatives from various local community sectors for education as one of the main pillars of all effective development directives and strategies that Vision 2030 focused on as a main motive for development to achieve distinguished education that powers the Kingdom's economy (Nasr & Al-Qarni, 2018). Based on the significant role it plays in resolving a wide range of educational and social concerns, there is no question that community partnerships have an importance that cannot be ignored on the level of the individual, the institutional, or the society (Hakami et al., 2022).

The significance of community partnerships between educational institutions and community institutions, especially non-governmental institutions, is obvious in the formation of the community's identity and the formation of its members' orientations in numerous areas (Horan, 2022). The continuous interaction between members of society and the processes of mutual need in light of an economically suffocating reality imposes on the community the importance of being present in networks known as partnerships so that each party benefits

and benefits from the other in order to confront the current challenging conditions and to develop personal and institutional capabilities (Karasik, 2020). On the basis of the preceding, it is acknowledged that education has become a national issue requiring the partnership of all citizens, government sectors, the corporate sector, and non-profit organizations in order to effect a comprehensive national change (Norris & Martin, 2021). The development of education and system reform in accordance with the goals of the Kingdom of Saudi Arabia in its Vision 2030, is based on three key axes: developing a lively society, a flourishing economy, and an ambitious country, which intensifies the educational integration process (Nasr & Al-Qarni, 2018).

There is no doubt that the rapid and continuous scientific and technical advancements that the world is experiencing in general have had an impact on the educational system and the direction of educational growth, both directly and indirectly (Ofek, 2017). This necessitates reevaluating the overall goals of educational policy, considering how they relate to community and professional groups, and figuring out how to make their partnership into the fundamental starting point for educational change (Sasson, 2019). From this vantage point, the university as an educational institution is no longer able to address those cultural, social, and economic changes brought about by the challenges of globalization, the technological revolution, and scientific and technological progress on its own (Schiuma & Carlucci, 2018). In order to strengthen the system of educated societies, starting with the first nucleus of society, the family, and the rest of the local community institutions and all of its sectors to integrate and engage with the participation of the educational system, it is now important more than ever to adopt the approach of community partnership as a strategic solution that supports all national programs and initiatives (Loh, 2016).

The partnership is far more extensive than it would be if it were restricted to just partnerships between educational institutions. There is a chance that educational institutions will collaborate with other social, industrial, cultural, or economic entities (Qaralleh, 2021). In order to guarantee the quality of performance and attain the perfection it desires, the partnership therefore covers anything that would contribute to, develop, modify, or benefit the partners. This strategy has been used in these kinds of partnerships, whether they are internal partnerships between educational institutions and the family, external partnerships between for-profit and nonprofit organizations, or international partnerships to draw on the successes and models of other nations (Semlali et al., 2023). The Ministry of Education, as an official body, sought to accomplish what Vision 2030 aims to do by establishing partnerships with various local sectors and signing agreements with institutions and sectors supporting education

(Al-Ghamdi, 2018). This allowed the Ministry of Education to keep up with scientific advancement and foster partnership and solidarity between various sectors in order to advance educational objectives and improve students' scientific and intellectual abilities (Nasr & Al-Qarni, 2018). Participation levels are divided as explained by Nasr and Al-Qarni (2018) and Bhagwan (2018) as follows:

- Direct participation: through volunteering, starting with participation in the General Assembly or Board of Trustees, representing the other perspective inside the educational institution to debate general concerns, and taking care of all these problems on an ongoing basis.
- Indirect participation: by understanding and interest in the educational institutions operations, volunteering, and supporting its goals and initiatives.

On the other hand, according to Schiuma and Carlucci (2018), there are seven unique forms of community partnerships between the educational institution and the local community. Five partnerships have been recognized as the most prevalent, and they cover a wide variety of organizations that are frequently found in communities. The various types of partnerships include business partnerships, university partnerships, service learning partnerships, school-related service integrations, faith-based partnerships, nonprofit partnerships, and local municipal partnerships, although some may not be prevalent in rural communities due to their isolation (Al-Hameed, 2018). The many purposes of these partnerships include educational activities, resources, extra learning opportunities, support for social networks, the provision of information and summer programs, and the integration of services (Qaralleh, 2021).

In line with and as appropriate to the social, cultural, economic, and political conditions of society, community partnership can be carried out in a variety of ways. Positive interactions between the university and civil society in its many institutions are required for the intended educational reform process to proceed (Al-Mtotah & Al-Shurman, 2022). Their impacts would be contrary to the educational job if there was communication and miscommunication between them. The number of groups, entities, and institutions that supply these services, as well as the variety of the community's requirements, wants, and issues of all sorts and degrees, multiply the service areas that the local communities offer to the university (Groulx et al., 2021).

Due to the diverse cultural, social, economic, and educational demands of each community compared to those of other cultures, the areas in which community partnerships contribute to the educational process vary and multiply (Mosier & Ruxton, 2018). In addition to the diversity of the aims to be realized via the partnership of the

university's local community in accordance with its available resources (Bidandi et al., 2022). Thus, the most crucial aspects of community partnership are:

1. Providing consultancy: It is the academic member's extension activities or services supplied to other institutions and businesses. These conversations benefit the faculty member since he is able to test his ideas and apply his theories to his field of study (Alves et al., 2021). Communication between the institution and the community is bidirectional, allowing for the interchange of ideas and interests, the establishment of shared objectives, the clarification of expectations, and frequent follow-up (Medved & Ursic, 2021).
2. Counseling and awareness services: Community members can help bridge the gap between the family and the university by providing counseling and volunteer services so that parents become more productive partners (Nasr & Al-Qarni, 2018).
3. Exchange of experiences: Each participant in the educational process has his or her own experiences and plays a role in the process through the exchange of experiences and skills in order to attain the necessary objectives. Partnerships are most effective when there is mutual respect and each partner is able to participate in decision-making (Hakami et al., 2022).
4. Social Observation: The members of the local community carry out a great activity that contributes to the rapprochement between the university and the community, such as observing the condition of the buildings, school tools, and ways of using them, and directing their observations about them to the managers as the first observers of education (Horan, 2022).
5. Continuing education: Continuing education is a pattern of education designed to transfer the scientific and technological message of the university to large segments of the workforce in order to develop their scientific abilities and keep abreast of the latest scientific and technological developments in their respective fields. This definition of the learning process includes the fact that it is not confined to learning in a certain subject and is not dictated by a particular time period. Rather, it is a process that is available to individuals of all ages and provides them with learning tools for as long as feasible (Karasik, 2020).
6. Financial support: Each participant in the educational process contributes whatever resources he can. Hence, the number of accessible resources grows as the number of participants and contributors' increases, and these resources might be both human and material (Norris & Martin, 2021).
7. Benefiting from buildings and facilities: The use of educational buildings and their equipment and capabilities to serve students and

the community during the academic year, as well as during summer vacations and vacations, is equivalent to investing capital costs in addition to the return from occupying leisure time, which is a crucial aspect (Ofek, 2017).

While Schiuma and Carlucci (2018) and Sasson (2019) believes that the most important areas of community partnership in education are the provision of financial support and financing, the field of providing in-kind support with educational means, furniture, and school equipment, and the provision of technical support, the field of human support, benefiting from competencies and exchanging existing experiences professionally and intellectually between society and education, and the field of professional decentralization are also considered to be significant (students - teachers - administrators). In addition to the field of partnership in providing educational consultations to parents of students, the field of public relations and communication with the local community, the fields of society in management operations also include the field of partnership in providing educational consultations to parents of students (planning - organization - coordination - guidance - control - development - decision-making). Also, participation in councils and committees, councils of the media company, community partnership in the voluntary field, the field of providing care to students (the poor - and those with special needs), the field of supporting and providing school transportation - improving the health of students and the local community, the field of providing information infrastructure.

On the basis of the above, there are several areas of partnership between universities as educational institutions and community institutions in all of its sectors, including the business, government, and not-for-profit sectors. This is confirmed by Vision 2030 in order to meet the requirements and needs of the educational institution in terms of resources and services, whether in the areas of education and decision-making, training and rehabilitation, planning and managing the educational process, and educational development (Al-Osaimi, 2020). The field of investment and participation in financing and mobilizing the universities physical and financial resources to improve the efficiency of the educational process (Alharbi & Daghriri, 2021).

As the path of the interaction between universities and community institutions has become a worldwide idea, both developed and developing nations are interested in it. This is owing to the universities' scientific and intellectual leadership in designing development components (Altuwajjiri & Alfaifi, 2017). In order to crystallize a revised and complete vision of the interaction between these universities and the institutions of society, it is the one that must teach cadres who can absorb the components of the knowledge revolution and effectively deal with them (Al-Ghamdi, 2018).

Under Vision 2030, the Kingdom of Saudi Arabia has placed a significant emphasis on the human factor. In addition to viewing education as the primary source and component of human capital, which is a driving element for economic growth, it is also important to examine the following (Al-Osaimi, 2020). To ensure the effectiveness of the educational system, the vision emphasized the need of certifying and training the educational personnel, including teachers, administrators, educational leaders, and other workers (Al-Ghamdi, 2018). This is evidenced by the university's efforts to strengthen the holistic and integrated perspective between educational stages and patterns. The partnership system between schools and universities identifies their requirements and provides them with fresh and innovative ideas and information in order to invest in human capital and foster creativity. To accomplish its value and goals, the partnership must incorporate all components of the educational process, rather than focusing on a single component (Al-Osaimi, 2020).

To achieve Vision 2030, which seeks to achieve a prosperous economy by qualifying teachers and educational leaders and advancing the contribution of education to advancing the economy by bridging the gap between the outputs of higher education and the needs of the labor market, developing general education, and guiding students to make appropriate career and professional choices (Al-Osaimi, 2020). In addition to building connections with training organizations and caring for human resources, training and rehabilitation are also addressed (Al-Ghamdi, 2018). Similarly, the strategic objectives of the Ministry of Education in the National Transformation Program 2020 stipulate strengthening the capacity of the education system to meet the needs of development and the labor market, and enhancing the recruitment, preparation, qualification, and development of teachers (Nasr & Al-Qarni, 2018).

Universities are regarded as one of society's sources of information, intellectual development, and rehabilitation. Owing to the intimate educational connection between them and educational institutions, as the secondary level is the conclusion of the educational ladder for general education schools and the beginning of the educational outputs for academic university education (Altuwayjiri & Alfaifi, 2017). This necessitates the establishment of a partnership for student sponsorship through the establishment of reciprocal relationships between public education schools and universities prior to students' transition to the academic track in order to provide them with new skills and introduce them to the available scientific paths so that they can choose what is compatible with their tendencies and interests (Semlali et al., 2023).

The partnership between universities and general education schools helps educational and administrative staff develop professionally and

academically by attracting university experts and benefiting from them in education schools by holding training courses that improve the educational and administrative process. Within universities' partnerships with government agencies, notably public education, to qualify and educate teachers (Al-Mtotah & Al-Shurman, 2022). Nasr and Al-Qarni (2018) states that creating partnerships with government and commercial institutions to transmit and invest knowledge and research production for faculty and postgraduate students has raised community awareness of Vision 2030 role in community development. So, the deanships of scientific research help achieve Vision 2030's knowledge economy by forming relationships with local communities to share information and close knowledge gaps.

The Kingdom's Vision 2030 emphasizes teacher preparation before and throughout service. The Ministry of Education has formed global partnerships to train teachers to realize the mission. With an international partnership, it established the qualitative professional development program (Experience) for teachers, student counselors, school leaders, and educational supervisors to develop their professional practices within international standards. A worldwide partnership with significant educational skills and experience implements this program (Nasr & Al-Qarni, 2018).

Previous Studies

Altuwayjiri and Alfaifi (2017) determined the methods employed by Sattam Bin Abdulaziz University's department heads in establishing community partnerships with local residents and institutions from their point of view, as well as the statistically significant differences in participant scores caused by the variables (Scientific Qualification, Years of Work Experience and Number of Training Courses). The two writers created a questionnaire for "The techniques of creating community partnership" with a total of (51) items divided into (5) areas in order to meet the study's objectives (administration, activating the role faculty members, funding and economy, developing the programs of community partnership, and community guidance and awareness). Department heads from (58) different departments made up the sample. According to the study's findings, the administrative domain came in top and the economic domain came in last. The participants' arithmetic mean for all domains was (2.75), which is considered to be medium-level.

Nasr and Al-Qarni (2018) examined how to activate the social partnership at Tabuk University based on the national vision of the Kingdom of Saudi Arabia in 2030. It was necessary to define the community partnership areas at Tabuk University based on that national vision. A descriptive methodology was employed in the

research. With regard to the factors of scientific rank, gender, and years of experience, the questionnaire was utilized as a tool to apply the field research to a representative sample of faculty members. The research's most significant findings were that Tabuk University's community partnership areas had a very high overall axis importance, with an average of (4.41) and a standard deviation of (0.04). (9.29). At Tabuk University, the average importance of the overall need to activate community partnership was quite high, at (4.66), and the standard deviation was (7.75). With an average of (4.82) to, all of these axis expressions were extremely significant (4.42).

Alshehrani (2020) created a suggested technique in the reestablished community partnership between Saudi universities and local community institutions to address the research demands and initiatives in light of the worldwide experiences. Analytical and inductive descriptive research methods were employed. The teaching staff members at the University of Bisha, who constituted the study's sample and population, were around (479). The results of the study indicate that there is widespread agreement among the study sample individuals regarding the major barriers to community partnerships related to local communities and the major barriers related to universities that impede societal partnerships between universities and local communities. The arithmetic average for this axis was 2.45. Assigned to the academic rank (Assistant Professor / Associate Professor and Professor), there is a statistically significant difference at the level (0.01) in favor of the rank of professor and associate professor.

Alharbi and Daghriri (2021) indicated statistically significant discrepancies between faculty members' expectations and the actual implementation of administrative requirements (planning, organization, and coordination) to activate the community partnership at Jazan University. A questionnaire and descriptive methodologies were employed with a convenience sample ($n = 290$) of academic staff during the spring 2019 semester. According to the findings, participants generally believe that Jazan University should implement the requisite administrative measures (planning, organization, and coordination) to launch its community partnership.

Qaralleh (2021) explored the means to build relationship and highlighted the role of school leaders in fostering community partnership (CP) in public schools delivering general education in Al-Kharj Governorate, Saudi Arabia. Descriptive research was used for this aim, with a sample size of 5,320 educators of both sexes. The findings suggested that school administrators in Al-Kharj Governorate played a moderate effect in increasing CP in these public schools. The responders' degree of gratitude was quite consistent across the board. The leaders also saw opportunities to grow CP through community

partnership in curriculum creation. The results also suggested that in order to improve education, school administrators should organize community people into committees.

Al-Mtotah and Al-Shurman (2022) recognized the importance of school principals in facilitating community partnerships by supplying resources for students with disabilities in Kuwait. With the help of a questionnaire and a descriptive survey design, to collect data on the activation of community partnerships to aid those with special needs. These partnerships can be broken down into two categories: those with local community individuals, and those with local community organizations and institutions. The participants were 277 Kuwaiti male and female educators working at Kuwaiti elementary and preparatory schools. Based on the data collected, it was determined that school administrators in Kuwait play a moderate role in activating community partnerships by furnishing the resources needed to aid those with unique needs. However, the domain of activating partnerships with local community individuals ranked highest, followed by that of activating partnerships with local community organizations and institutions. Findings also indicated that there were no statistically significant variations in ratings of the research population by sex, experience, or education.

The Methodology

This study offers a thorough and methodical analysis of a population's characteristics and data using a descriptive approach and quantitative technique. Analytical findings are presented in quantitative descriptive research, which tries to characterize or define the subject or circumstance of the investigation (Saunders et al., 2016).

Population and Sample

Faculty members from King Khalid University made up the research population. The researcher utilized the common stratified random sampling strategy to choose a sample from the initial population due to the size of the study population. The identification of (26) colleges, (3588) faculty members, and the choice of (351) stratified random faculty members in line with Morgan's sample design are proof that the population is divided into several colleges. Once (331) of the (351) surveys were returned and (21) were excluded due to incomplete replies from the respondents, there were (310) surveys left that could be used for analysis.

Instrument of study

In the present study, questionnaires were utilized to collect responses and to assess respondents' thoughts on each of the survey's topics using a Likert scale with five potential values, from "1" to "5". It was

divided into two pieces. The vital information that is acquired in Part 1 includes the respondents' "gender, college, and years of experience". The 27 questions in Part 2 measure two aspects of "activating community partnerships," including "community partnership areas" (items 1–15) and "community partnership requirements" (items 16–27). The information in this section is based on research done by Nasr and Al-Qarni (2018).

Validity of Instrument

To ensure the validity of the study instrument, 10 educational sciences professionals from Saudi university faculty members were presented it. These specialists have been tasked with reviewing the instrument's linguistic structure, scientific precision, and clarity. Experts agree that everything has been approved with a few small linguistic modifications.

Reliability of Instrument

According to the concept of instrument reliability, outcomes are reliable when the same instrument is applied to the same population in the same setting. The internal consistency of the respondents' responses was verified using the Cronbach alpha test. Saunders et al. (2016) state that a score of (60%) or higher suggests a desirable value for the consistency of the responses, as seen in Table 1.

Table 1. Cronbach Alpha Test

Dimensions	Value
Community partnership areas	0.877
Community partnership requirements	0.835
Total	0.854

According to the information shown in Table 1, the values of the recognized internal consistency coefficient for the various parts of the activating community partnerships ranged between and (0.835-0.877). This demonstrates that each of the dimensions of the instrument has a Cronbach Alpha coefficient value that is more than 0.60, which indicates that the items that make up the study instrument are internally consistent.

Data Analysis

The questions posed by the study were analyzed by the researcher using the means, independent sample t-tests, and one-way ANOVA functions available in the SPSS program. The independent sample t-test is used to compare the means of two groups, whereas the Anova One-Way test is the one to use when testing groups with three or more means (Cuevas et al., 2004). In order to analyze the data, we chose some means from the table that may be seen below.

Table 2. Interpretation of means

Means	Explanation
1,00-2.33	Disagree (DA)
2.34-3.67	Moderate Agree (MA)
3.68-5.00	Agree (A)

Findings and Discussion

Using descriptive analysis, the respondents' profile was broken down into its component parts, which included their "gender, years of experience, and specialism." The majority of respondents were female, as there were 64.5% more females than males with 35.5% total, making the majority of respondents' female. When it comes to the amount of experience that the respondents have, 66.2% of respondents have between 6 and 10 years of experience, 17.7% of the total respondents have between 11 and 15 years of experience, 11.3% of respondents have between 1 and 5, and 4.8% of respondents have more than 15 years of experience. According to the figures in Table 2, the vast majority of respondents 80.4% were involved in the work of the humanities colleges, while just 31.3% were engaging in the work of the scientific colleges.

Table 3. Profile of Respondents

The variable	Categories	N	%
Gender	Female	200	64.5
	Male	110	35.5
Years of experience	1-5 years	35	11.3
	6-10 years	205	66.2
	11-15 years	55	17.7
	16-20 years	15	4.8
College	Scientific	97	31.3
	Humanities	213	68.7

The first and second research question was answered by the researcher by analyzing the areas of community partnership and requirements for activating community partnership using mean values and standard deviations.

Table 4. Means and standard deviation

N	Items	Means	St.devs	Results
Community partnership areas				
1	Providing educational and scientific consultations to community institutions	4.15	0.90	A
2	Conducting research in various disciplines on community issues	4.12	0.95	A
3	Holding conferences and practical seminars in various disciplines	4.02	0.93	A
4	Providing specialized training programs in all fields.	4.19	0.96	A

5	Recruitment of faculty members for works in community institutions	4.76	0.90	A
6	Organize volunteer programs that are consistent with the needs of the community	4.07	0.96	A
7	Employing university facilities to serve the local community	4.22	1.00	A
8	Participation of university employees in the membership of local and regional associations	3.87	0.95	A
9	Linking academic programs to the local community	3.72	0.91	A
10	Community partnership in planning and evaluating academic programs at the university	4.01	0.93	A
11	Community partnership in the implementation of extracurricular activities for students within the university	3.85	0.95	A
12	Community contribution to funding education at the university	3.97	1.00	A
13	Providing lectures from specialists in the local community to university students	4.03	0.97	A
14	Providing in-kind support to the university such as laboratories, university furniture and equipment	4.06	1.00	A
15	Participation of community groups in university councils and committees	4.05	0.90	A
Total		4.07	0.76	A
Community partnership requirements				
16	Enhancing the culture of participation between university affiliates and community participation parties	3.95	0.94	A
17	Conducting awareness campaigns to prepare the local community for partnership with the university	3.97	0.92	A
18	The use of specialized individuals to introduce the value of community partnership in achieving the Kingdom's Vision 2030	4.12	1.05	A
19	Activating the community partnership unit in the university	4.15	0.99	A
20	Create a university database to achieve the university's community partnership goals	4.09	0.97	A
21	Preparing a strategic plan for community partnership with the university	4.07	0.90	A
22	Developing university policies and regulations to enable community partnership.	3.74	1.00	A
23	Activating social interaction sites to announce community partnership programs	4.02	0.99	A
24	Developing academic programs at the university in accordance with the requirements of the labor market	3.77	1.10	A
25	Activating training programs and continuing education in the university branches	3.95	0.95	A
26	Benefiting from the competencies of the non-profit sector to establish positive values and directions for volunteer work to realizations of the Kingdom's vision	3.96	0.90	A
27	Holding partnerships to invest in the distinguished tourism and archaeological university sites in the university's branches	3.69	1.05	A
Total		3.96	0.75	A
All instrument		4.02	0.41	A

According to Table 4, the community partnership areas had a mean value of (4.07) and a standard deviation of (0.76). This indicates that faculty members have high expectations for the community

partnership areas. The item with the greatest mean value among the community partnership areas is item 5, which reads, "Recruitment of faculty members for works in community institutions" (4.76). While among the means, item 9, "Linking academic programs to the local community" has the lowest value (3.72).

This finding highlights the significance of connecting the work done at universities—whether by graduate students or professors—to real-world problems. This is in line with the current trend in science, which prioritizes solving practical issues above theoretical ones. In addition to what is already given by the university's Institute of Research and Consultations, the community expects the university to serve as a center of knowledge and provide consultations and scientific research in all areas of interest to the community and satisfy its demands.

This finding also validates the university's effort, through its deanships, faculties, and faculty members, to deliver training programs and courses in all subjects that meet the demands of society and beneficiaries. Since the university was founded by the community for the benefit of the community, the community as a whole must aid in its growth through philanthropy, endowments, community experts, policy makers, and others. Only then can the university fulfill its mission to the satisfaction of both the community and those it serves. This finding agrees with that of Nasr and Qarni (2018). Altuwayjiri and Alfaifi (2017) and Al-Mtotah and Al-Shurman (2022) contradict this finding.

Also, Table 4 demonstrated that the community partnership requirements had a mean value of (3.96) and a standard deviation of (0.75). From a faculty member's perspective, this indicates that the community partnership requirements are of a high caliber. The item with the highest mean value in the community partnership requirements is item 19, which reads, "Activating the community partnership unit in the university" (4.15). Among the items with the lowest means values is item 27, which claims that it "Holding partnerships to invest in the distinguished tourism and archaeological university sites in the university's branches" (3.69).

This result is attributed to keeping pace with the study programs with the labor market, which is reflected on the graduates in terms of their access to job opportunities. In addition to searching for self-resources in partnership with the beneficiaries of the programs offered by the university to activate community partnership programs. The university provides its services to the community and cannot, with government funding alone, do community partnership programs adequately. This result is also attributed to the fact that there is strategic planning in the university and its inclusion of aspects of community partnership, which has become an important requirement in recent times because of its benefit to the community and to achieve the third function of

the university, which is the function of community service. This finding agrees with that of Nasr and Qarni (2018). Altuwayjiri and Alfaifi (2017) and Al-Mtotah and Al-Shurman (2022) contradict this finding.

To answer the third study question, the study used a combination of the independent sample 't-test and Anova One Way to analyze the data and find out if there were statistically significant differences in the activating community partnership based on gender, years of experience, and college.

Table 5. Independent Samples T- test

Variables	N	Mean	St.dev	df	t	Sig
Female	200	3.96	0.39	308	1.520	0.065
Male	110	3.91	0.42			
Scientific	97	3.89	0.46	308	1.430	0.073
Humanities	213	3.92	0.44			

According to Table (5), the mean male replies for the activating community partnership were (3.91), while the mean female responses were (3.96). Also, the table demonstrated that the mean responses for the activating community partnership for college in the humanities were (3.92) and the mean responses for scientific colleges were (3.89). Also, the Sig of two groups divided by gender is (0.065) and the Sig of two groups divided by colleges is (0.073), indicating that neither gender nor specialization significantly affects the activating community partnership. This finding agrees with that of Al-Mtotah and Al-Shurman (2022).

Table 6. ANOVA test

Variable	Gropus	Sum of Squares	df	Mean Square	F	Sig
Years of experience	Between groups	0.203	3	0.052	0.607	0.508
	Within groups	29.301	307	0.062		
	Total	29.504	310			

Table (6) demonstrated that there are no differences in the groups based on years of experience. Where, the Sig is (0.508), indicating that years of experience do not statistically significantly affect the activating community partnership.

Conclusion

The purpose of this research was to evaluate how well King Khalid University is activating community partnership in light of the Kingdom's Vision 2030. Two criteria were used to assess how effective King Khalid University's efforts to activating community partnership were: community partnership areas and community partnership requirements. The suggests that academic research, whether conducted by graduate students or professors, may have an impact on

the world outside of academia. Also, confirms that the institution is making an honest attempt to provide training programs and courses across all disciplines to suit the needs of society and its beneficiaries. In addition, the institution offers services to the public and would be unable to fully implement community partnership projects if it relied on financing from the government alone.

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