

## The degree of availability of KFU identity fields in the Master of Education in the early childhood program

By

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### Abstract

The study aimed to reveal the degree of availability of the identity of King Faisal University in the areas of food security and environmental sustainability contained in the Master of Education in Early Childhood program, and to monitor the indicators of identity fields, as well as to identify the order of identity fields in the program. The study sample consisted of a master's program in early childhood education, which includes (22) courses distributed over four levels. The study used the descriptive approach in a content analysis method to describe the courses of the Master of Education in Early Childhood program in the light of the identity areas of King Faisal University. The important findings of the study are number of indicators in the description of the program's courses according to the level were as follows: The first level (64) indicators and a percentage of (19.1%), while in the second level (55) indicators with a percentage of (16.4%). The third level included (38) indicators and a percentage of (11.24%). The fourth level included (36) indicators and a percentage (10%), and the elective courses included (145) indicators with a percentage of (42.89%). The order of the identity domains was as follows: the environment field ranked highest with a number of (112) indicators and a percentage of (33.4%), followed by the field of health with (87) indicators and a percentage of (25.7%). While the water field came in the third place, with a total of (32) indicators, with a percentage of (9.47%), and the energy field came in the last place with two indicators, with a percentage of (0.59%). While the number of indicators for all areas reached 338 indicators. The researchers recommended supporting the program's decisions with indicators of identity domains and addressing the deficiencies in indicators that are not considered in this program.

**Keywords:** Food Security - Environmental Sustainability - Content Analysis - Vision 2030 - Educational Programs - Saudi Universities.

### Introduction

Universities are a repository of human knowledge because of their vital roles that enable them to face challenges and are a source for generating new knowledge and transferring it from one generation to the next. It plays an important role in driving teaching, learning, research and technology. In addition to its important role in educating the decision makers who shape the future by providing teaching of high standards. The real criterion for measuring the success of the university lies in its human capabilities, and material and natural resources that contribute to the dissemination, production, development and employment of knowledge to solve societal problems by linking the community and the university together to meet the developments of sustainable development.

Mahmoud (2012) asserts that the university is one of the most influential institutions and is affected by the surrounding community environment, based on the multiplicity of its responsibilities and functions in the modern age, as it includes the graduation of leading human cadres in all disciplines and fields. In addition to conducting scientific research that contributes to the development and progress of society and its service and interaction with it in an effort to develop it for the better by investing the community's environmental resources and meeting its needs. Proceeding from these responsibilities and functions, the university bears a great responsibility in preserving the natural environment at a time when environmental problems and issues have exacerbated, the loss of the ozone layer and the expansion of desertification as the main driver of community development in all fields.

In our time, most educational institutions are striving towards leadership and keeping pace with contemporary and future aspirations and trends by crystallizing their own identity, aiming to create a stimulating educational environment that belongs to the future and is keen to enhance the products of its research affiliates. Proceeding from the direct intersection with the Kingdom's Vision 2030, which states "the sustainability of our success is only by sustaining the ingredients for this success, and this is what we hope to achieve our vision that stems from the elements of our strength and ultimately leads to the investment of these ingredients in a more sustainable way." In addition, the development plans in the Kingdom of Saudi Arabia and its Orientalist vision have indicated in its future plan for university education in the Kingdom (2029) the importance of achieving sustainability in university jobs to contribute to the progress of society (Al-Sayed, 2021).

In addition to the above, the Sustainability Ranking Index in Universities (Green Metric, 2017 UI) confirmed that there are only three Saudi universities in the global ranking of the sub-index for education sustainability, namely: King Abdul-Aziz University (46), Princess Noura University (103) and the University of Jeddah is in the ranking (362).

By extrapolating the literature of educational research related to the fields of food security and environmental sustainability, it became clear that some of them aimed to identify the opinions of the leaders of Saudi universities and the most important responsibilities entrusted to universities to achieve environmental sustainability, such as the study (Al-Sayed, 2021) and the study of Faraj, Al-Jami, Talaba, Bashatouh and Abdel-Wahab (2021). In addition to the results of the recommendations of some studies and conferences, such as the Al-Rashidi study (2016), which emphasized the need to update the strategic plans of Saudi universities and include them in the principles of sustainability.

In light of the growing interest in the field of early childhood, there is a need to evaluate the content of the Master of Education Program in Early Childhood, which is the only and first program in the Eastern Province. In response to what King Faisal University called for and based on its identity features, the problem of the current study was the need to evaluate the content of the Master of Education in Early Childhood program in light of the identity of King Faisal University in the areas of food security and environmental sustainability.

### ***Study Questions***

#### ***The current study seeks to answer the following questions***

1. What are the indicators of KFU identity - the areas of food security and environmental sustainability -?
2. What are the indicators of KFU identity areas - food security and environmental sustainability - in the Master of Education in Early Childhood program?

3. What is the degree of availability of the identity of King Faisal University - the areas of food security and environmental sustainability - in the Master of Education in Early Childhood program?
4. What is the order of the domains of KFU identity - food security and environmental sustainability - in the master's program in early childhood education?

### ***Objectives of the study***

#### ***The current study seeks to achieve the following objectives***

1. Monitoring indicators of the identity of King Faisal University - the areas of food security and environmental sustainability.
2. Monitoring indicators of King Faisal University identity areas - food security and environmental sustainability - in the Master's Program of Education in Early Childhood.
3. Revealing the degree of availability of the identity of King Faisal University - the areas of food security and environmental sustainability - in the Master of Education in Early Childhood program.
4. Identifying the order of the domains of KFU identity - food security and environmental sustainability - in the master's program in early childhood education.

### ***Importance of the study***

#### ***The current study derives its importance from the following***

1. The current study is the first of its kind that deals with analyzing the content of the Master of Education in Early Childhood program that was approved and implemented in the year 2020.
2. It is hoped that the results of the study will provide recommendations for the Deanship of Graduate Studies and those in charge of implementing and developing the Master's Program in Early Childhood Education.
3. Providing a tool to monitor the indicators of KFU identity fields, which may open up prospects for researchers and those interested to conduct more studies and research in other programs.

### ***Limits of the study***

The limitations of the current study are limited to the following:

- Objective limits: the identity of King Faisal University - the areas of food security and environmental sustainability -, and the Master's Program in Early Childhood Education.
- ***Spatial boundaries: King Faisal University in Al-Ahsa Governorate.***
- ***Temporal limits: the second semester of the academic year 1442-1443 AH.***

### ***Terminology of study***

#### ***The current study included the following terms***

**Identity** is "the moral and behavioral bond between members of the society as a whole or a particular social segment. So that the individual sees himself through the society in which he shares values, beliefs and behavior" (Al Jasmi, 2005).

**Master's Program in Early Childhood Education:** A plan that includes a set of courses spread over four semesters at an average of (9-12) credit hours per semester to grant a master's degree.

**Food security:** The concept of food security, as defined by the Food and Agriculture Organization of the United Nations (FAO), refers to "the provision of food to all members of society in the quantity and quality necessary to meet their needs on an ongoing basis for a healthy and active life."

**Environmental sustainability:** It is defined as the study of ways to protect, preserve and produce environmental resources to make the environment protected and balanced with the aim of eliminating hunger and poverty, improving education and health standards, and addressing the effects of climate change and pollution (Mason, 2019).

*Theoretical framework and previous studies*

*The study will address the following topics*

*First: The identity of King Faisal University*

The identity of King Faisal University issued in (2019) in all its academic and research sectors represents a motivating source that is reflected on its basic functions in the following proportions: (scientific research 45%, innovation and business development 35%, teaching and learning 10%, and community partnership 10%).

King Faisal University seeks to draw the features of its future identity on all vital sectors by redefining its academic programs and research projects in line with the Kingdom's vision (2030) and the developmental transformations witnessed by the university, especially food security. In addition to its quest to occupy a leading, academic and research position in the areas of food security due to its importance and its connection with other vital areas such as water, environment, transport, energy and storage. It also sought to be a pioneer in creating a stimulating educational environment that belongs to the future globally, regionally and locally.

The identity of King Faisal University indicated that the repercussions of identification are related to the basic functions of the university through:

Focus research efforts on projects related to food security and environmental sustainability.

- Ensuring the implementation of specialized projects in the areas of food security and environmental sustainability.
- Building a number of partnerships aimed at enhancing community awareness of the importance of food security and environmental sustainability.

The document also emphasized the motives and premises of the identity, which include the following:

***A-Internal motives***

Existence of specialized knowledge and experience in the areas of food security and environmental sustainability.

The university hosts six specialized research centers.

- Starting the establishment of the Al-Ahsa Oasis project for innovation and scientific research.
- The university's strategic partnership with the public and private sectors.

***B - External motives***

- Starting the establishment of the Al-Ahsa Oasis project for innovation and technology.
- Launching and encouraging a number of organizations for transformational initiatives to serve the purposes of food security and environmental sustainability
- The strong need for an existing market in the fields of agricultural technologies and their applications on food security and environmental sustainability.
- Direct intersection with the Kingdom's Vision 2030.

***Food security***

Food security is one of the sustainable development goals at the global level. It is one of the strategic objectives and the main pillar of a number of programmes. Therefore, the Kingdom of Saudi

Arabia seeks to achieve a certain level of food security by maintaining a strategic stock of food commodities. The concept of food security has evolved as the World Bank defines it as the access of all people, at all times, to sufficient food for an active and healthy life. It is defined as providing all physical, social and economic capabilities to obtain sufficient, safe and nutritious food that meets the nutritional needs of all individuals at all times, in a manner that suits their tastes to enjoy an active and healthy life (Sababha and Barham, 2017).

Food security has dimensions: Al Muhanna (2019)

**First:** Availability of food: It means the supply side of food represented in the level of local production and imports.

**Second:** Access to food consists of two parts: physical access and economic access.

Proceeding from the global interest in food security, King Faisal University, with all its academic and research sectors, has taken upon itself the need to contribute to facing critical challenges to achieve food security.

### ***Environmental sustainability***

Sustainability is witnessing an increasing growth in theoretical and practical fields in the current era to meet the challenges posed by continuous change such as natural disasters, climatic changes, economic crisis, globalization and the explosion of knowledge. Therefore, there was an urgent need to organize programs to enable more sustainability, develop and train leaders to follow sustainable systematic practices (Peterlin, 2016). With the increasing global interest in environmental sustainability as an indicator of sustainable development, that includes all sectors of society (Ndiaye, Kaushik, Diemer, Pellaud, 2019).

The Kingdom of Saudi Arabia has attached great importance to this sustainability and emphasized the importance of turning to it in its vision and development plans, in addition to universities that considered environmental sustainability a vital goal that should be achieved for the development of society in all fields. And as a challenge facing universities to achieve a balance between their responsibilities and preserving the environment and not affecting their resources negatively. King Faisal University gave its keenness to achieve food security and environmental sustainability in its first international conference on food security and environmental sustainability, which was held on 11-March-2022 and organized under the auspices of the Minister of Education and in a strategic partnership with the Ministry of Environment, Water and Agriculture, and ALECSO. Among his most prominent recommendations was keeping pace with the latest developments and successful international experiences, supporting research in the field of modern technologies, artificial intelligence, and innovation in the production and processing of food in the future to achieve food security, and developing plans to activate them in the Kingdom.

### ***Master's Program in Early Childhood Education***

In order to achieve the vision and mission of the Deanship of Graduate Studies aimed at excellence in providing pioneering graduate programs and effective research outputs to contribute to the preparation of distinguished human competencies through its qualitative programs that meet the needs of sustainable development in the Kingdom of Saudi Arabia in accordance with comprehensive quality standards. Among these programs, the Master of Education in Early Childhood Program, which was introduced in 2020, is one of the programs that seek to keep pace with trends in knowledge development and attract highly qualified female students who meet the labor market and development plans. The program includes two tracks: Track (A): Courses and thesis, Track (B) study courses and research project.

The program aims to develop scientific, professional and research competencies, and to empower female students with a variety of knowledge, advanced educational programs, modern technologies and research in the field of early childhood to meet the needs of the labor market. It also aims to apply methods and methods that are in line with Islamic values and beliefs and reflect loyalty, responsibility and commitment to community service. And following sound moral judgments in dealing with contemporary issues and trends in early childhood.

The beneficiaries of the program are: the Ministry of Education, graduates of colleges of education, research centers specialized in early childhood, the Ministry of Social Affairs and institutions and agencies related to early childhood (children's museums and libraries, children's cultural clubs, ...).

### ***Previous studies***

Suleiman's study (2008) sought to present a proposed vision for activating the role of university education in promoting belonging. The study used the questionnaire and the interview as tools to collect data from a sample of (80) students from Sohag University. The results of the study indicated the consolidation of the concept of belonging among students in all educational stages, especially the kindergarten stage.

The study of Al-Mahilani, Al-Majadi, and Abu Farsan (2014) revealed the extent to which the educational values included in the document of national kindergarten programs for the second level in the State of Kuwait are related, and compared with the educational values document that was approved by the Ministry of Education in the State of Kuwait. The study used the content analysis method for the list of educational values that were mentioned in the teacher's guide, which numbered (55) values. The results showed that the number of values that were included in the parameter's guide was (43) out of (55) values. It is the sum of the educational values included in the document of the national kindergarten programs at a rate of (78%), and this percentage is considered good. The results also revealed a weakness in dealing with some important values in the life and upbringing of the child, such as the values of solidarity, a sense of responsibility, and modern literature.

Al-Ruwais study (2018) aimed to identify the role of the faculty member in supporting the values of citizenship in Saudi universities and to present proposals to activate this role among faculty members. The study used the descriptive analytical method. And the application of a questionnaire to a random sample of (312) members of the national faculty members in the faculties of education in government universities in the Riyadh region. They were chosen at random. The results indicated that the level of the role of faculty members in Saudi universities in supporting the values of citizenship was average. The researcher recommended the importance of giving education on citizenship and its values a priority in educational systems. And to be included in education strategies, and the need to provide training programs aimed at developing their teaching skills in support of the values of citizenship among their students.

The study of Al-Sayyed (2021) aimed to identify the views of the leaders of Saudi universities about the most important responsibilities entrusted to universities in the Kingdom of Saudi Arabia to achieve environmental sustainability. It also aimed to reveal the reality of Saudi universities exercising their responsibilities in the field of environmental sustainability. The study used the Delphi method after it was applied to an intentional sample of (26) professors of leaders to determine the responsibilities entrusted to Saudi universities to implement in order to achieve environmental sustainability. The study also used a questionnaire that was applied to a sample of (181) leaders to reveal the reality of universities' practice of those responsibilities. The results of the study resulted in the development of a list of (29) responsibilities that university leaders should implement to achieve environmental sustainability. The results of the study also indicated that the degree of Saudi

universities exercising their responsibilities towards environmental sustainability was moderate and tended to be weak, so the study suggested a strategy whose application might contribute to enhancing the role of universities in the Kingdom of Saudi Arabia towards environmental sustainability.

The study of Faraj, Al-Jami'i, Talaba, Beshatouh, and Abdel-Wahab (2021) aimed to identify the role of the Taif University administration in improving the competencies of the early childhood teacher in order to enhance the child's national values and identity. The study sample consisted of female students from the Early Childhood Department, College of Education, Taif University. The study tools included a list to clarify the role of the Taif University administration in preparing the early childhood teacher. The results indicated that Taif University contributes to instilling the values of citizenship represented in (rights and duties, national belonging, social participation) in the hearts of all female students of the Early Childhood Department, and that these values are available to them at all levels.

## Study Methodology

**Method:** The study used the descriptive approach in the content analysis method because it is the most appropriate evaluation method for judging any educational content or curriculum to determine its quality and comprehensiveness. The analysis may be in the light of one or several criteria. In the current study, the KFU identity domains standard "Food Security and Environmental Sustainability" was used.

### *Study population and sample*

The study population represents its sample and consists of all course descriptions for the Master of Education in Early Childhood Program at King Faisal University that are mentioned in the description of the approved program in the year 2020, which are (13) compulsory courses and (9) elective courses distributed over four academic levels.

And Table (1) shows that

**Table (1)** *Compulsory and elective courses distributed over study levels*

Course type	level	number of courses
Compulsory courses	first	3
	Second	4
	Third	4
	fourth	2
elective courses	all levels	9
Total		22

### *Statistical methods*

The current study used:

- Calculating the frequencies and percentages to identify the degree of availability of KFU identity fields in the content description of the courses of the Master of Education in Early Childhood program.
- Calculate the stability of the instrument using the Holstey equation.

### *Study Tool*

To achieve the objectives of the study, the two researchers used the content analysis form that was prepared in the light of the identity of King Faisal University - the areas of food security and environmental sustainability - after the theoretical study of the areas of food security and environmental sustainability contained in the identity document of King Faisal University issued in (2019), which includes: (Water, Agriculture, environment, technology, health, transportation, management, manufacturing, energy) and the indicators mentioned in those areas. And the use of previous studies that used the content analysis method, such as the study of Al-Mahilani, Al-Majadi, and Abu Farsan (2014) and the Sabbeha study (2017), which dealt with the issue of food security.

The study of the master (2021), which dealt with the topic of environmental sustainability.

The initial image of the study tool was reached, and to verify the psychometric properties of the tool, the two researchers performed the following procedures:

### ***Authenticity of the tool***

To verify the validity of the tool, the two researchers presented the tool in its initial form to (6) arbitrators specialized in the fields of curricula, teaching methods, and early childhood in order to know their observations and suggestions in terms of the paragraph's importance, extent and linguistic integrity. In light of the arbitrators' observations, the unanimous adjustments were made by the arbitrators to arrive at the final image of the tool.

### ***Tool Stability***

To ensure the reliability of the tool, the researchers used the re-analysis method. Each of them independently analyzed the documents describing the courses of the Master of Education in Early Childhood program. Each of them analyzed the description of one compulsory course for each level, and two of the elective courses were randomly selected, at a rate of (27%) before starting the final analysis of the program course descriptions by following the following steps:

- Seeing the identity standards of King Faisal University - the areas of food security and environmental sustainability -.
- Careful reading of the content of the selected course descriptions.
- Uncovering the repetitions of KFU identity standards - the areas of food security and environmental sustainability - in the content of the selected course descriptions.
- Unpacking the results of the analysis to calculate the stability by calculating the percentage of agreement between the two researchers' analysis as shown in Table (2)

**Table (2)** *Re-analysis method to calculate stability*

<b>Courses</b>	<b>First analysis</b>	<b>second analysis</b>	<b>agreement ratio</b>
Level one: foundations of scientific research	19	22	%86
Level Two: Advanced Curriculum Design	28	30	%93
Third level: research seminar	19	21	%90
Fourth level: the message	15	18	%83
Elective Courses: Early Childhood Science Learning and Teaching	48	50	%96
Elective courses teach and teach reading and writing in early childhood	29	31	%93
<b>Total</b>	<b>158</b>	<b>172</b>	<b>%91,86</b>

Table (2) shows the stability coefficient of the headquarters ranged between (83% - 96%), where the total stability coefficient reached (91.86%). This indicates the validity of the tool for the application.

### ***Presentation and discussion of the results***

1. Presentation and discussion of the results of the first question, which states, "What are the indicators of the identity of King Faisal University - the areas of food security and environmental sustainability -?"

To answer this question, the two researchers analyzed the content of the KFU identity - the areas of food security and environmental sustainability - (water, agriculture, environment, technology, health, transport, management, manufacturing, and energy) and monitored the indicators included in the KFU identity areas. Table (3) shows this.



**Table (3) Indicators of King Faisal University Identity Domains - Food Security and Environmental Sustainability**

<b>Sub-indicators of food security and sustainable development</b>		<b>Total</b>
<b>Water</b>	Water recycling, water distribution, desert environments, Water Resources, underground water, Available water stores, sea water desalination, water shortage, desert nature, water storage, Human agricultural and industrial water use, Water supply, Multiple water systems.	<b>13</b>
<b>Agriculture</b>	Food security, sustainable diversified agricultural production, Improving plant production, plant production, animal production, Fish production quantitatively and qualitatively, nature resources, Pest Control, Reducing wastage in crop production, innovative farming, sustainable agriculture, fish farming, agricultural systems, environment management.	<b>14</b>
<b>Environment</b>	environmental Challenges, desertification, decline of vegetation cover, Environmental pollution, Mechanisms for coping with environmental challenges, Local environmental challenges, Preserving the environment, marine environment, desert environment, The environment as a tourist resource, Environmental education and learning activities, environmental dimension, Environmental Protection Legislation, Environmental strategies, nature conservation, plant assets, animal origins, environmental degradation, green economy, supporting researchers, the scientific aspect.	<b>21</b>
<b>Technology</b>	Environmental Change Monitoring Techniques, Animal and plant disease monitoring techniques, modern water technology, Techniques for desalination and recycling methods, Techniques to reduce agricultural costs, The development of farming techniques, fish farming techniques sea water farming techniques, Medical device system development, manufacturing techniques, bioenergy technology.	<b>11</b>
<b>Health</b>	Healthy progress of societies, health policies, food policies, Health and Nutrition, plant health, animal health, fisheries health, food policies, diseases, medical devices therapeutic products, obesity, Diseases caused by obesity, Eating habits, keep health, therapeutic products.	<b>16</b>
<b>Transport</b>	food transport, food storage, food storage places, food preservation, Agricultural crops transport, transporting food products, waste reduction, Consumer, logistics, production costs, Develop logistics solutions, Smooth movement in the channels of the food chain.	<b>12</b>
<b>Administration</b>	Effective management models, Food and Environment Department, food management, environment management, Managing the costs of environmental degradation, Managing the costs of change in agricultural production, Agricultural Production Estimating the feasibility of government interventions, capital structures, management solutions, Marketing models development, Motivating consumers towards food security and environmental sustainability habits.	<b>12</b>
<b>Manufacturing</b>	Food industry, Manufacturing solutions, industrialization promotion, Industries related to the food industry, plant product, animal product, Natural resources, Preservation of animal products, Preserve the plant product.	<b>9</b>
<b>Energy</b>	natural energy sources (oil and gas), Renewable energy sources, Energy sources at King Faisal University, new energy, sustainable energy, Alternative Energy, Bioenergy and algae, sustainable energy, Energy required for production and manufacturing.	<b>9</b>

Table (3) shows the results of analyzing the content of the identity of King Faisal University. The number of indicators it included was (117) indicators. Distributed in the areas of food security and environmental sustainability. The environment field included (21) indicators and was the most numbered area in the number of indicators. The researchers attribute this to King Faisal University's keenness on the features of its identity that came from the Kingdom's vision 2030 and its development path, which called on the university to take upon itself to be present and effective in all transformations and trends and contribute to achieving the vision that emphasized the importance of achieving sustainability in four pillars. The main ones are Environmental Sustainability, Financial Sustainability, Infrastructure Sustainability and Social Sustainability. The vision also made it its responsibilities towards future generations to work on preserving the environment, reducing pollution, recycling waste and managing waste. This result is consistent with what Mahmoud (2018) indicated as the university is the ideal model for enhancing the ability to manage environmental and natural resources in a sustainable manner and reducing the negative effects of development on the

environment. While the fields of manufacturing and energy were the least in number, as each of them included (9) indicators.

2. Presentation and discussion of the results of the second question, which states: “What are the indicators of KFU identity areas - food security and environmental sustainability - in the Master of Education in Early Childhood program?”

To answer this question, the researchers analyzed the course descriptions of the Master's Program in Early Childhood Education, using the analysis tool prepared by the researchers to monitor the indicators. And Table (4) shows this.

**Table (4)( A,B,C,D,E) Indicators of King Faisal University Identity Domains - Food Security and Environmental Sustainability - in the Master's Program of Education in Early Childhood**

**First level Table (4 -A)**

<b>water</b>	Water Resources, human water use, Water supply.
<b>Agriculture;</b>	None
<b>Environment</b>	Environmental pollution, environmental conservation, environment as a tourist resource, education and learning activities, environmental, Strategies for dealing with the environment , preserving the environment ,supporting researchers the scientific aspect, Local environment challenges Supporting the scientific side of researchers, Mechanisms for facing.
<b>Technology</b>	None
<b>Health</b>	Diseases caused by obesity Food habits, maintaining health, Eating habits, obesity Diseases resulting from obesity recent developments in psychology,. Healthy progress of societies Diseases caused by obesity, Health and Nutrition, Eating habits, keep health, Health and Nutrition, for Environmental, Health field, health policy.
<b>Transport</b>	waste reduction, food products, food storage, agricultural crop, waste reduction
<b>Administration</b>	Effective management models, management solutions, government interventions, Habits of food, security and environmental sustainability.
<b>Manufacturing</b>	None
<b>Energy</b>	None

**Level Second First level Table (4 -B)**

<b>water</b>	Water supply, seawater, water use, Water Resources, human water use.
<b>Agriculture;</b>	Food security, Animal Production, Agricultural Production, fish production.
<b>Environment</b>	Supporting researchers- the scientific aspect, Environmental education and learning activities, Supporting researchers, the scientific aspect, Environmental pollution, Preserving, the environment, dealing with the Environmental strategies, supporting the scientific side of researchers.
<b>Technology</b>	None
<b>Health</b>	Health and Nutrition for Environmental, Sustainability, and Health field health policy Obesity, diseases of obesity, recent developments in psychology, Plant Health, Animal health, from obesity, eating habits, maintaining health.
<b>Transport</b>	Waste reduction, food transport, food storage, agricultural crop, food products.
<b>Administration</b>	government interventions, management solutions
<b>Manufacturing</b>	Food Industry, vegetable, product, animal, product, Natural, resources.
<b>Energy</b>	None

**Table (4 -C) third level**

water	Water Resources.
<b>Agriculture;</b>	Food security.
<b>Environment</b>	Environmental pollution, Environmental conservation, The environment as tourist resource, Environmental education and learning activities, Environmental strategies. Preserving the environment. Supporting researchers. The scientific aspect, the environment, the scientific side.
<b>Technology</b>	None
<b>Health</b>	Healthy progress of societies , health and nutrition , obesity , diseases resulting from obesity, eating habits, maintaining health ,keep health, Recent developments in psychology.
<b>Transport</b>	waste reduction
<b>Administration</b>	Effective management models, management solutions.
<b>Manufacturing</b>	None
<b>Energy</b>	None

**Table (4 -D) fourth level**

water	None
<b>Agriculture;</b>	<b>Food security</b>
<b>Environment</b>	Environmental Teaching and Learning Activities, Supporting Researchers Scientific side.
<b>Technology</b>	None
<b>Health</b>	Health and nutrition, environmental sustainability, health field, health policies, obesity, diseases of obesity recent developments in psychology.
<b>Transport</b>	waste reduction
<b>Administration</b>	government interventions,management solutions.
<b>Manufacturing</b>	None
<b>Energy</b>	None

**Table (4 -E) elective courses**

water	Water supply, seawater, water use, desert natural, underground water, Water Resources, Water supply, multiple water systems, water availability, Use human water.
<b>Agriculture;</b>	Food security, Agricultural Production, fish production, Animal Production, natural resources, Pest Control, sponsor production, plant production, agricultural systems, crop production.
<b>Environment</b>	Environmental pollution,preserving the environment-strategies for dealing with the environment-environmental education and learning activities-supporting researchers-scientific aspect, environmental challengesm desertification, The decline of vegetation cover, Preserving the environment, desert environment, Environmental strategies, Research support, scientific side, desertificationm,Vegetation, scientific side, environment, marine environment, desert environment.
<b>Technology</b>	manufacturing techniques, change monitoring techniques, change monitoring techniques, agricultural techniques.
<b>Health</b>	Health and Nutrition, Plant Health, Animal health - obesity - eating habits - maintaining health-Diseases caused by obesity, Health and Nutrition, plant health keep health, Eating habits, Healthy progress of societies, Diseases, the health, Eating habits, Diseases map-diseases-medical methods Obesity-diseases resulting from obesity-maintaining health.
<b>Transport</b>	Transfer food, food storage, agricultural crop, food products, food storage places, food preservation, waste reduction, production costs.
<b>Administration</b>	Motivate consumers, government interventions, management solutions.
<b>Manufacturing</b>	Food Industry, vegetable product, animal product, Natural resources, food industry, vegan product, natural sources, industrialization promotion, Preservation of animal products, Preserve the vegetable product, Natural resources, industrialization promotion, Manufacturing Solutions.
<b>Energy</b>	natural energy sources, Renewable energy sources

**Tables (4 A, B,C,D,E)** shows the indicators of the domains of KFU identity - food security and environmental sustainability - (water, agriculture, environment, technology, health, transportation, management, manufacturing, and energy) in all courses of the master's program levels in early childhood education.

3. Presentation and discussion of the results of the third question, which states, "What is the degree of availability of the identity of King Faisal University - the areas of food security

and environmental sustainability - in the Master's Program in Early Childhood Education"? To answer the third question, the frequencies and percentages of KFU identity indicators - the areas of food security and environmental sustainability - were calculated in the Master of Education in Early Childhood program. Table (5) shows this.

**Table (5)** *Frequencies and percentages of the areas of food security and sustainable development contained in the curricula of the Master of Education in Early Childhood Program*

Level	Course	water	Agriculture	environment	Technology	health	Transport	Administration	Manufacturing	energy	total	percentage
level one	foundations of scientific research	1	1	10	0	7	1	2	0	0	22	%6.6
	Advanced Studies in Growth	2	3	8	0	9	0	1	0	0	23	%6.9
	Readings in English	0	1	10	0	6	0	2	0	0	19	%5.6
	Total	3	5	28	0	22	1	5	0	0	64	%19,1
Second Level	Measurement and evaluation in early childhood	0	0	2	0	0	0	0	0	0	2	%0.6
	Early childhood education technologies	0	0	4	2	0	0	0	0	6	6	%1.8
	Contemporary issues and trends	0	1	4	2	7	1	2	0	0	17	%5.1
	Advanced Curriculum Design in Early Childhood	3	4	8	0	7	4	0	4	0	30	%8.9
third level	Total	3	5	18	4	14	5	2	4	0	55	%16,4
	research seminar	1	1	9	0	7	1	2	0	0	21	%6.21
	Field Training	0	0	5	0	1	0	2	0	0	8	%2.36
	Advanced play psychology	0	0	5	0	2	0	0	0	0	7	%2.07
fourth level	educational statistics	0	0	2	0	0	0	0	0	0	2	%0.6
	Total	1	1	21	0	10	1	4	0	0	38	%11.24
	research project	1	1	4	2	7	1	2	0	0	18	%5.32
	Thesis	1	1	4	2	7	1	2	0	0	18	%5.32
Elective courses	Total	2	2	8	4	14	2	4	0	0	36	%10
	Teaching and learning to read and write	3	4	8	0	7	4	1	4	0	31	%9.17
	Science education in early childhood	12	6	10	2	7	4	0	7	2	50	%14.79
	Teaching mathematics in early childhood	0	0	2	0	0	0	0	0	0	2	%0.59
	Creative arts in early childhood	1	3	2	0	3	0	0	1	0	10	%2.95
	Social studies in early childhood	6	6	4	2	1	1	2	4	0	26	%7.69
	Pediatric diseases and nursing	1	1	3	0	8	1	2	1	0	17	%5.1
	Inclusion psychology	0	0	3	0	0	0	0	0	0	3	%0.88
	Cognitive development in early childhood	0	0	3	0	0	0	0	0	0	3	%0.88
	psychological Guidance and counseling	0	0	2	0	1	0	0	0	0	3	%0.88
	Total number of elective courses	23	20	37	4	27	10	5	17	2	145	%42,89
Total number of compulsory and elective courses		32	33	112	12	87	19	20	21	2	338	-
Percentages of compulsory and elective courses		%9,48	%9.77	%33.15	%3.55	%25.73	%5.63	%5.22	%6.22	%0.60	%100	-

Table (5) shows that the first level ranked first with a frequency of (64) and a rate of (19.1%). The researchers attribute this to the fact that the first level focuses on theoretical knowledge that contributes to empowering female students with knowledge and opens up

prospects for them to employ the areas of KFU identity in the Master of Education in Early Childhood program through research and study of issues related to the issue of food security and environmental sustainability in general and early childhood in general. Special. The second level with a frequency of (55) and a percentage of (16.4%) follow it. Then the third level, with a frequency of (38) recurrences, and with a percentage of (11.24%). The fourth level came in last place with a frequency of (36) and a percentage of (10%). The researchers attribute this to the fact that this level includes one course for each of the two tracks. The frequency of the elective courses was 145, with a percentage of (42.89%).

3.Presentation and discussion of the fourth question, which states, "What is the order of the identity areas of King Faisal University - food security and environmental sustainability - in the Master of Education in Early Childhood program?"

To answer this question, the researchers calculated the frequency of percentages to find out the order of KFU identity domains - food security and environmental sustainability - in the Master of Education in Early Childhood program. Table (5) shows this.

The environment field came in the first place with (112) recurrences and a percentage of (33.4%). Followed by the field of health in the second place with a frequency of (87) recurrence and a percentage of (25.9%). In addition, the energy field came in last place, with 2 recurrences, and with a percentage of (0.59%).

## **Recommendations**

In light of the results of the study, the researchers recommend the following:

- Reconsidering the identity of King Faisal University, including the psychological and educational aspect, because the focus in the current identity was more on the scientific aspects.
- Supporting courses whose vocabulary does not include the identity areas of King Faisal University with enriching educational activities that serve those areas.
- The need for universities to assume their societal responsibilities in researching and studying emerging problems in society.

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