Social Responsibility of Universities and Its Role in Achieving Sustainable Development in Saudi Arabia (Applied College, King Khalid University as Model)

By

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Abstract

The study investigated the social responsibility of universities and its role in achieving sustainable development in Saudi Arabia. The problem of the study was represented in that the challenges all organizations face, or those that they select to deal with including opportunities and threats, strength and weakness, represent one of the features distinguishing the continuity of these organizations. Institutions have to respond to the same changes that affect economic institutions in other countries. The importance of the study rises from the importance of applying the social responsibility of Saudi universities, as one of the pillars of Saudi universities, and its role in achieving sustainable development. This study scientifically contributes to bridging the shortcomings in some aspects and therefore enhances the role of social responsibility of Saudi universities. The study mainly aims to highlight the social responsibility of Saudi universities and its role in achieving sustainable development in Saudi Arabia. The study hypotheses were: There is a statistically significant impact of the environmental efforts of social responsibility on the environmental dimensions of sustainable development. There is a statistically significant impact of ethical work practices of social responsibility on the educational dimensions of sustainable development. The researchers adopted the descriptive analytical and general quantitative approach, based on the reality of information, international publications and reports, research, studies, academic periodicals and available electronic information sources.

The study concluded the following findings:

1- There is a statistically significant effect at the significance level of 0.05 for the environmental efforts of social responsibility on the environmental dimensions of sustainable development.
2- There is a statistically significant effect at the significance level of 0.05 for ethical work practices of social responsibility on the educational dimensions of sustainable development.
3- There is a statistically significant effect at the significance level of 0.05 for the charitable work of social responsibility on the societal dimensions of sustainable development.

The researchers recommend the following

1-   Senior management and decision makers should ensure the application of the elements of social responsibility and the dimensions of sustainable development by searching for the best ways and methods through the use of specialists in the field.

2-   Encouraging and motivating faculty members and female employees to work on applying the elements of social responsibility and the dimensions of sustainable development.

Introduction

Recently, there is increasing talk on the issue of social responsibility. Social responsibility means institutions give great attention to communities' interests and take responsibility for the impacts resulting from their activities on customers, employees, owners, community and environment. This responsibility is not limited to legal obligations, but rather goes beyond them to improving the relationship with stakeholders.

Study Problem

The challenges all organizations face, or those that they select to deal with including opportunities and threats, strength and weakness, represent one of the features distinguishing the continuity of these organizations. In order to gain good reputation locally and internationally, institutions have to respond to the same changes that affect economic institutions in other countries. The institutions then benefit from this image to improve their performance, their relationships and partnerships with other local and international institutions from one hand and to achieve sustainable development from the other hand.

Study Significance

The significance of the study rises from the importance of applying the social responsibility of Saudi universities as one of the pillars of Saudi universities and its role in achieving sustainable development. This study also scientifically contributes to bridging the shortcomings in some aspects and therefore enhances the role of social responsibility of Saudi universities.

Study Objectives

The study mainly aims to highlight the social responsibility of Saudi universities and its role in achieving sustainable development in Saudi Arabia.

Study Hypotheses

The study sets the hypotheses:

There is a statistically significant impact of the environmental efforts of social responsibility on the environmental dimensions of sustainable development.

There is a statistically significant impact of ethical work practices of social responsibility on the educational dimensions of sustainable development.

Study Methodology

The researcher adopted the general descriptive analytical and quantitative approach, based on the reality of information, international publications and reports, research, studies, academic periodicals and available electronic information sources.

Previous Studies

1. Abd Al-Gader Hussein Khalil study: Social Responsibility of Palestinian Universities and its Relationship with Sustainable Development (2019).

The study aimed to identify the reality of social responsibility in Palestinian universities, the level of sustainable development and the obstacles. The study recommended the following recommendations: Employees' salaries should be improved in accordance with the economic conditions the Palestinian people suffer from. Labor union should be established for Palestinian employees to defend their rights. The university should provide incentives to serve the community, direct students towards the social responsibility and inform them through the university's website about the importance of sustainable development. The university should support programs and plans that reduce poverty in community and encourage employees.

2. Najat Al-Neesh Study: Energy, Environment and Sustainable Development (2001)

This study was published by the Arab Planning Institute in Kuwait in 2001. The study aimed to highlight how to harmonize energy, environment and sustainable development in order to reduce environmental problems resulting from the rapid consumption of energy sources, especially fossil ones. The study recommended: Various alternative energies should be used.

3. Abu Zanat and Ghoneim Study, Sustainable Development: A Theoretical Study of Concept and Content.

This study was published in Al-Manara Journal, Volume 12, No. 1, 2006. The study aimed to review the concept of sustainable development, its content and its analysis and to clarify the philosophy of development that forms the basis of this concept. The study concluded that sustainable development is a lifestyle and a living style, governed by ethical and human frameworks. It is also a development pattern characterized by rationality and, seeking to create a community with less materialistic tendency and to change many of the dominating cultural concepts that are based on the principle of more is better in different aspects of life.

4. Fareed Cortel study, Governance of Saudi Universities: Leaders and Managers' Approach to Achieving Sustainable Development in the Arab World.

This study was published in the Journal of the Faculty of Educational Science, Keskida University, Algeria, in 2007. The study aimed to investigate corporate governance and as an approach that helps leaders and managers achieve sustainable development. The approach considers that adopting the proper principles of corporate governance will lead to creating the necessary precautions against corruption and mismanagement, while encouraging transparency in educational life and combating institutional resistance to reform, and taking into account the sustainability of the educational development process, the environment and social justice, and creating opportunities for future generations. The study concluded the findings: Applying rational management in the educational institution is not conditional on the institution reaching its commercial profitability only, but rather it requires achieving sustainable management through the achievement of both community and environmental profitability and with equal

and balanced participation between the state, its government and its institutions, and the various civil community organizations, under double public supervision based on integrity and transparency. Here, it emerges as a management approach that helps to think of multiple visions considering ethical, social and environmental values to reach a sustainable institution.

Social Responsibility

Concept and Definition of Social Responsibility in Business Organizations

There is an increasing belief that business does not work well and with higher efficiency unless management focuses on maximizing profit and is given the freedom to perform its functions towards this aim. Business companies claim that when they work for their own interest, they achieve the community's interest as a whole. Accordingly, what is good for a business company is good for community; this is known as the concept of corporate citizenship. That is why the advocates of business believe that what could result in all cases is the best compared to other cases that restrict and limit the freedom and independence of business. They claim that this is better than directing the business towards objectives and working according to standards that are not consistent with its primary responsibility which is to maximize profits. In fact, these concepts represented the orientation of business freedom and the priority of economic objectives for which business companies operate during the stage of maximizing profits.

In the first half of the 20th century, the concept of social responsibility was not clearly known, as organizations try hard to maximize their profits by various means. But, by continuous criticism of the concept of maximizing profits, initiatives have appeared that organizations should adopt a greater role towards the environment in which they operate. In this context, (Ducker, 1977) defined social responsibility as the institution's commitment towards the community in which it operates. This definition represented the cornerstone of subsequent studies and opened the door widely to investigate this issue in different directions. Social responsibility was also defined by the International Labor Office as a method through which organizations consider the impact of their operations on community and confirm their principles and values in their internal operations and in their interaction with other sectors. The World Business Council for Sustainable Development defined social responsibility as the continuous commitment by business organizations to act ethically, contribute to achieving economic development and to improve the quality of living conditions of the workforce and their families and the local community and community as a whole (Al-Ghalbi and Al-Amiri, 2010).

The World Bank also defined the concept of social responsibility of business organizations as "the commitment of business owners to contribute to sustainable development by working with employees, their families and the local community to improve people's standard of living in order to serve trade and development at the same time." The International Chamber of Commerce defined social responsibility as "all attempts that contribute to volunteering companies to achieve development due to ethical and social considerations, and therefore social responsibility depends on the good initiatives of businessmen without legally binding procedures." Therefore, social responsibility is achieved through persuasion and education.

Social Responsibility Objectives

All this effort planned accurately, transparently and high social responsibility, and which is known for great generosity by states, public and private institutions, aims to achieve multiple objectives, including:

- To build an interconnected base locally and globally for partnership and contribution to opinion and action, not only in the field of social responsibility, but in all areas of life.
- To maintain the safety of humans, animals, plants, and the environment and protect the universe from the consequences of harmful actions in the present and the future.
- To focus on fulfilling human rights treaties in varying degrees, starting with basic rights, secondary rights, and then the universal rights of the universe and nature.

Significance of Social Responsibility

Before investigating the views of supporters and opponents towards the organization's adoption of a more social role, it should be indicated that there is general agreement that social responsibility within certain limits represents an important and useful practical form for business organizations in their relations with their communities. This means that taking the social responsibility achieves for business organizations many benefits, which firstly include improving organization's image in community and establishing a positive appearance among customers, workers and members of community in general. If we consider that social responsibility represents voluntary initiatives of an organization towards multiple parties with a direct or indirect interest in the existence of organization assuming that what is written in law of social actions required from business organizations, is in fact, a social responsibility in its minimum limits, because when violated that hold the organization in front of legal accountability. Therefore, the organization is considered socially oriented the more its voluntary initiatives increase. Social responsibility contributes to an improvement in the dominating work climate in the business organization and leads to enhancing cooperation and interdependence between the various parties. It also represents an effective response to changes in community's needs, moves to the social needs and to realize an aspect of the individual and group self (Abdelrahman, 1977).

Dimensions of Social Responsibility

Business organizations' adoption of stakeholder objectives represents successive priority in light of the nature of the impact of these groups on the organization's objectives and own interests. Therefore, studies indicate different arrangement of these beneficiaries based on different environments and time. It is observed that some of these categories come in advanced ranks continuously in developed countries. There is great attention given to customers of new categories that appeared and began to play a major role, while the government can play this largest role and comes at an advanced stage in developing countries due to its influence on different aspects of life.

Some researchers present the elements of social responsibility in a general framework that covers a set of dimensions. They believe that these elements can be adapted according to different measurements, according to the nature of the organization's work and activity, and the influence of the different stakeholders groups. The comprehensiveness of the content of social responsibility made the researcher Carroll describes its essence through four main dimensions: economic, ethical, legal, and charitable. He developed a matrix that clarifies these four dimensions and their influence on each beneficiary in the environment (Carroll, 1991).

The table (1) below shows a summary of the most common practices in the countries of the world, which can be considered basic dimensions of the content of social responsibility towards the various beneficiaries (Taher and Saleh, 2010).

Table (1): *Dimensions and Main and Sub Elements of Social Responsibility*

Dimension	Main Elements	Sub Elements
Economic	Fair competition	- Preventing monopoly and harming consumers. - Respecting competition rules and not harming competitors.
	technology	- Community benefiting from technological progress and services provided. - Using technology to deal with the damage caused to community and environment.
Legal	Consumer protection laws	- Not to trade in harmful substances of all kinds. - Health and cultural protection of children - Consumer protection from supplied and counterfeit materials.
	environment protection	- Preventing water, air and soil pollution - Disposing of products after consumption. - Preventing arbitrary use of resources - Maintaining and developing resources.
	Safety and justice	- Preventing discrimination on the basis of race, gender or religion. - Working conditions and prevention of children labor - Work injuries. - Retirement and social insurance plans - Women's work and their special circumstances. - Employment of illegal immigrants - Employment of the disabled.
Ethical	ethical standards	- Taking into account the ethical aspects of consumption - Taking into account the principle of equal opportunities in employment. - Observance of human rights.
	Social norms and values	- Respecting customs and traditions - Fighting drugs and immoral practices.
Charitable	quality of life	- Type of food - clothing - service - public transport - public taste.

Source: *Taher and Saleh, Social Responsibility and Business Ethics, 2010, p. 81.*

Concept and Importance of Sustainable Development

Sustainable development represents a new opportunity for the quality of educational growth and the distribution of its benefits to all classes of community. Instead of merely a process of educational expansion that does not preclude an increase in the differences between the incomes of individuals and groups, whether between the countries of the North and the South or within the developing countries themselves. Sustainable development imposes itself as a practical concept of multiple problems that challenge humanity. It allows assessing risk, raising awareness, and directing political action at the local, regional, and international levels (Raymond Haddad, 2006).

The adoption of sustainable development is also included as an essential element in the plans of Saudi state and universities, especially with regard to internal laws that regulate investment, in order to protect environment and prevent desertification, take measures to obtain safe drinking water, and improve sanitation for the upcoming communities. To tackle global poverty will require granting the poorest countries permanent debt relief and enabling developing country to access fair trade (Christophe Aguiton, 2001).

Here, the nature and importance of sustainable development is discussed as follows:

First: Nature of Sustainable Development

Hereunder, we discuss the historical origin of the concept of sustainable development, its linguistic meaning, and its terminological concept.

Historical Origin of Sustainable Development

Following the history of development at the global and regional level, it is observed that there is continuous and clear development in its concept and content. This development was a real response to the problems faced by communities, and a true reflection of the international experience that have accumulated over time in this field. There are four main stages of the development of the concept and content of development in the world starting from the end of World War II to the present time, these stages are:

Development is Synonymous with Educational Growth

This stage, which extended approximately from the end of World War II until the middle of the sixth decade of the 20th century, was characterized by the industrialization strategy as a means of increasing national income and achieving high and rapid educational growth rates. Some countries adopted other alternative strategies, after the industrialization strategy failed, to achieve the required capital accumulation, which could help overcome various educational and social problems. These strategies included the strategy of foreign aid and the strategy of trade based on increasing exports (D. Nohlen and F. Nuscheler 1982). The W. Rostow model known as the "stages of educational growth" is one of the well-known models that reflect the concept and process, and content of development at this stage (Awad Al-Haddad, 1993).

Development and Idea of Growth and Distribution

This stage approximately covered the period from the end of the sixties until the middle of the seventh decade of the 20th century. The concept of development began to include social dimensions while during the preceded stage was only limited to educational aspects. The development began to focus on overcoming the problems of poverty, unemployment and inequality through the applying the strategies of basic needs and people participation in the preparation, implementation, and follow-up of development plans (Nohlen and Nuschler, 1982). This stage is clearly embodied in the famous Seers' Model, which defines the development through the size of the problems of poverty, unemployment, and inequality. It is also embodied in the Todaro's Model, which identifies the development process in three main dimensions: satisfying basic needs, self-esteem, and be able to choice (Osman Ghoneim, 1999).

Comprehensive/Integrated Education and Community Development

This stage extended approximately from the middle of seventies to the middle of eighties of the 20th century. In this stage, the concept of comprehensive development appeared; it means the development that concerns all aspects of community's life, and whose objectives are formulated on the basis of improving the conditions of the ordinary population and not only to increase educational growth rates. This means that it also cares the structure of this growth and its distribution to regions and populations (Ramzi Zaki, 1984). However, the characteristic that dominated in this type of development was represented in dealing with each aspect of community independently of the other aspects, and setting solution for each problem separately. This made the development unable to achieve the desired objectives in many communities, and prompted to enhance the concept of integrated development, that concerns various aspects of development within the frameworks of sectional and spatial integration.

Sustainable Development

Since the beginning of the eighties of the last century, the world woke up to the noise of many serious environmental problems that have come to threaten life forms on the Earth planet. This was natural in light of that the development neglected the environmental aspects over the past decades. Therefore, it was necessary to find a new development philosophy that would help overcome these problems. International efforts resulted in a new concept of development known as sustainable development; this concept appeared for the first time in the World Commission for Environment and Development report, entitled: Our Common Future and published for the first time in 1987.

The issue of sustainable development has captured the attention of the world during the past 20 years with regard to the global educational, social and environmental arena. Development sustainability has become a global intellectual school spread in most countries of the developing and industrialized worlds. Public and official organizations adopted the sustainable development and held summits, conferences and symposiums on it. Despite the rapid spread of the concept of sustainable development since its appearance, it is still ambiguous as a concept, philosophy and process, and it is still interpreted differently by many.

Sustainable development can be defined in more than one way:

Sustainable development from an environmental perspective: It means that renewable natural resources should be used in a way that does not lead to their annihilation or deterioration or lead to a decrease in their renewable usefulness for future generations, while maintaining effective or non-decreasing stable balance of natural resources such as: soil, groundwater and biomass.

Sustainable development from an educational perspective: It means optimal management of natural resources by focusing on obtaining the maximum benefits from educational development, on condition that the services and quality of natural resources are maintained.

Other educational definitions focused on the broader idea: "use resources today without reducing real income in the future." Behind this concept, stands the idea that current decisions should not harm the possibilities of maintaining or improving living standards in the future. This means that our educational systems should be run to live on the resources' profits and maintain and improve our material asset base (Vado Pass Muschet, 2000).

Linguistic Meaning of Sustainable Development

The term "sustainability" has its origin in "Ecology"; sustainability was used to express the formation and evolution of dynamic systems that are vulnerable, as a result of their dynamism, to structural changes that lead to a change in their characteristics, elements, and the relationships of elements with each other. The term "sustainability", in the developmental meaning, was used to express the nature of the relationship between the Economy and Ecology, based on that the two sciences are derived from the same Greek origin, as each of them begins with the root Eco, which in Arabic means 'house'; the general meaning of the term Ecology is the study of the house components, while the term Economy means the management of the house components (Sara Schley and Joe Laur, 1979). If we assume that the house here means a city, a region, or even the globe, then sustainability is a concept that investigates and analyses the relationship between the types and characteristics of the components of the city, the region, or the globe, and the management of these components.

Significance of Sustainable Development

Considering the strong interdependence between human security and development, the Indian educationist "Amartya Sun" called the international institutions and the Council to make the right to human development real for all people sustainably in the present and the future. Many researchers use the term optimal use of natural resources, but here we prefer the term rational exploitation as 'optimal use' is a relative concept and what is optimal in one region may not be so in another area, while rational exploitation means that the exploitation of resources is subjected to the conditions and logic of the reality and seeks to achieve the maximum benefit at the lowest possible educational, social and environmental cost.

The Indian educationist called for social and educational adoption of a new indicator of development, which includes social, health and environmental human rights in addition to the educational dimension. This can be realized through eradicating poverty, enhancing democracy, combating famine, crises and conflicts, emphasizing the effectiveness of women and social change, and through encouraging culture and defending human rights. This also can be realized by improving access to community services, food, humanitarian health care and education, and through enhancing gender equality, empowering women, conducting good governance, expanding access to information and communication technology, and drugs to combat AIDS (Amartya Sun, 2004).

In this regard, the World Summit on Sustainable Development, held in Johannesburg, South Africa, during August 26 and September 4, 2002, and which included, in addition to heads of state and government, a large number of regional organizations, specialized international agencies and non-governmental organizations, issued the "Johannesburg Declaration on Sustainable Development." This declaration emphasized the establishment of a joint global human community to face all global challenges, such as eradicating poverty, changing unsustainable patterns of production and consumption, protecting and managing the natural resource base for educational and social development, bridging the deep chasm dividing humanity into rich and poor, and preventing environmental deterioration, the decline of biodiversity and desertification, bridging the growing gap between the developed and developing worlds, and dealing with water, air and sea pollution, in addition to the new challenges posed by globalization on sustainable development, especially the integration of rapid markets, the movement of capital and the significant increases in investment flows around the world, in order to ensure the future of the coming generations.

Recently, the term "governance" has emerged, and it refers to the governance of the sustainable development process, which confirms the close relationship between the concept of governance of Saudi universities and sustainable development, by taking into account the following principles:

Effectiveness planning: This is because of the accuracy that results in defining the aims and objectives set by sustainable organizations and institutions and in mobilizing the necessary resources to achieve these objectives. In order to make planning effective and flexible it is necessary to provide a comprehensive modern documented updated database of resources and to entrust the planning process to an efficient one who is well-qualified to use the data optimally.

Effectiveness in implementation: This means the ability to transform the strategic objectives into a tangible reality. Here the importance of the human element and its efficiency in achieving the objectives of sustainable development is highlighted. Although sustainable development aims primarily at human prosperity and happiness, the human is its tool and

achiever, and therefore the success of sustainable development requires that the human element be at an appropriate level of empowerment with the necessary knowledge and skills to perform its role with due effectiveness and the required speed. This means that the human should has a base of well-established education, culture, good preparation and training.

Teamwork: Working in an integrated team with specializations, whose members have unity of purpose and performance levels facilitates overcoming organizational barriers to sustainable development structures, and thus addressing most of the problems that individual effort cannot overcome in order to achieve sustainable development objectives.

Justice: Societal and educational justice is a prerequisite for ensuring the effectiveness of sustainable development. This is embodied in the distribution of productive assets within the educational sectors, the fairness of the allocation of investments, the distribution of supplies and loans, the fairness of price policy among educational sectors, the fairness of providing equal opportunities as much as possible in work, training, education and health care, and the fairness of participation of stakeholders in making decisions and then distributing the fruits of development itself to those who deserve it. All that is done according to the principle linked between effort and reward and according to a system that guarantees the provision of necessities to small producers and the provision of basic needs for each individual, starting with most needy.

The term 'sustainable enterprise' emerged at the Rio de Janeiro Conference in Brazil in 1992 accompanying the concept of sustainable development; it was an attempt to give a new image of development away from the usual traditional methods of development. The development became built on the idea of preparing the basic legitimate requirements of the present generation without disrupting the biosphere on condition preparing for future generations their requirements. Sustainability included everything related to the development, such as products and other technologies such as accounting, in addition to projects and the emergence of the concept sustainable project. Sustainable project seeks to achieve high levels of performance by creating value for investors, customers, suppliers, employees, and the organizations on which its business depends (Amin Lotfi, 2002). This project depends on the environmental and community systems to obtain resources. The sustainable organization works on the integration and balance of educational growth, community rights and environmental management through practicing the business, as efficiency and profitability are not sufficient to make the institution sustainable, the institution also cannot easily maintain the environment, and if it ignores environmental costs this would create a long-term commitment.

Some studies showed that there are reasons for that the institution becomes more sustainable and responsible. It seems clear that the interdependence and integration between these reasons and the standards of corporate sustainability included into the principles of governance and social responsibility of Saudi universities which are:

- Reducing costs and increasing productivity by reducing environmental harmful impacts and treating employees well;
- Entering of new customers and provision of new markets through environmental improvements and educational benefits;
- Reducing risk through the integration and overlapping with interested in the institution parties;
- Building a reputation through eco-efficiency;
- Developing human capital through good management of human resource;
- Developing capital entry through better governance.

There are principles of sustainable performance that can be considered methods and means of forming a sustainable and environmentally responsible institution, which are (Amin Lutfi, 2002):

- Transparency: It means to disclose environmental, social and educational impacts in reports and financial statements;
- Individuals: It means to treat employees and individuals with respect;
- Risk management: It means educational, environmental or social risk;
- Supply chain: It means to ensure that supply chain personnel and project participants respect the organization's standards and principles;
- Engagement: It means to engage with the higher levels of Saudi universities;
- Innovation: It means to invest in the development of products and service that use natural resources over long term efficiently and effectively;
- Strategy: It means there should be an integration of the long-term educational, environmental and social dimensions within the project strategy.

In addition, there are factors that make the project environmentally responsible and sustainable, taking into account educational effectiveness and social justice in addition to the environmental aspect. Rational management of natural, human and educational resources was the most important policy that emerged from the concept 'sustainable development', which seeks to sustain and maintain these resources and to protect the environment from various pollution damages (Nadia Saleh, 2003).

Dimensions of Sustainable Development

Through the educational definitions of sustainable development, it is observed that sustainable development includes multiple dimensions that overlap each with other making the focus on dealing with them gain tangible progress in achieving the targeted development. There are three critical and interacting dimensions those are the educational, social and environmental dimensions.

Educational Dimensions

Before reviewing the concepts of educational development, some concepts need to be clarified. Growth happens automatically, while the development happens due to forces and actions aimed at change. The majority of educators agree that growth is an increase in population, available wealth, or any other indicator, happens naturally without prior action or influences. While for all educators, the development includes growth and affects educational and community structures, institutions and habits (Fareed Cortel, 2007).

Thus, both the development and educational growth include an increase in the national product or an increase in the elements used and an increase in their productive efficiency. The development includes, in addition to an increase in production, in the elements of production and the efficiency of these elements, making radical changes in the organization and arts of production, and often also in the structure of production and in the distribution of elements of production among the different sectors of education. On this basis, the underdeveloped countries need development not only growth. Because they do not need to increase production, productivity used and efficiency only, but also to make a radical change in the old educational and social structure (Mohamed Abdel Qader, 1999).

Educational development is generally defined as the process through which a comprehensive and continuous change happens, accompanied by an increase in the average real income, an improvement in the distribution of income in favor of the poor class, an improvement in the quality of life and a change in the structure of production.

According to this definition, the development includes many elements, the most important are:

(See the report of the World Commission for Development and the Environment, Our Common Future, United Nations, New York, 1987, pp. 4-8.)

This committee was formed by a decision of the General Assembly of the United Nations in December 1983, headed by "Bruntant", the Prime Minister of Norway, and the membership of (22) personalities from the ruling political and educational elites in the world, aiming to continue global educational growth without the need for radical changes in the structure of the global education system.

Comprehensiveness: The development is a comprehensive change that involves not only the educational factor, but also the cultural, political and social.

A continuous increase in the average real income over a long period of time: This suggests that the development is a long-term process.

An improvement happens in the distribution of income in favor of the poor and the phenomenon of poverty is reduced.

There is need for improving the quality of goods and services provided to individuals.

Various experiences and studies on the educational and community development theory indicated that capital is one of the most important elements necessary to achieve the required level of development, taking into account the importance of other elements (Burgnmeir Beat, 2004).

Research Methodology and Procedures

Research Methodology:
This research uses the analytical descriptive method to achieve its objectives, as it helps to monitor and explain phenomena, identify the problem, and use appropriate statistical methods to analyze and interpret data through a questionnaire that was prepared in line with the research in terms of assumptions and objectives.

Search limits:
Spatial boundaries
King Khalid University - Saudi Arabia.

Temporal limits
The study was limited to the year 2022 AD.

Human limits
Faculty members and female employees at Khamis Mushait Applied College, female section.

Research community:
The research community consists of faculty members and employees at the Applied College, Khamis Mushait, female section, for the year 2022 AD, as the total community size reached 70 faculty members and employees.

The research sample:

The researchers used Stephen Thompson equation to determine the sample size, as the sample size was 60.

Search tool:

The researchers designed a questionnaire using a five-point Likert scale (strongly agree, agree, neutral, disagree, strongly disagree), to survey the opinions of the research sample. The first section included the demographic data of the research sample, while the second section included two axes:

- Social Responsibility.
- Sustainable development.

The validity and reliability of the research tool：

The researchers used the Cronbach-Alpha method to test the extent of the existence of a correlation between the measurements expressing the opinions of the research sample, where the value of the stability coefficient was 0.965, which is greater than the acceptable minimum for the stability coefficient, which is 0.70, which means the availability of a large degree of stability and the possibility of relying on the results of the analysis statistic.

Steps to test research hypotheses:
Sample description
Table (2): *shows the percentage of social status respondents in the sample*

Class	Frequency	Percent
Married	51	85%
Unmarried	9	15%
Total	60	100%

Source: *Results of analysis using SPSS*

The results in table (2) shows that the percentage of married women is 58% and the percentage of unmarried women is 15%.

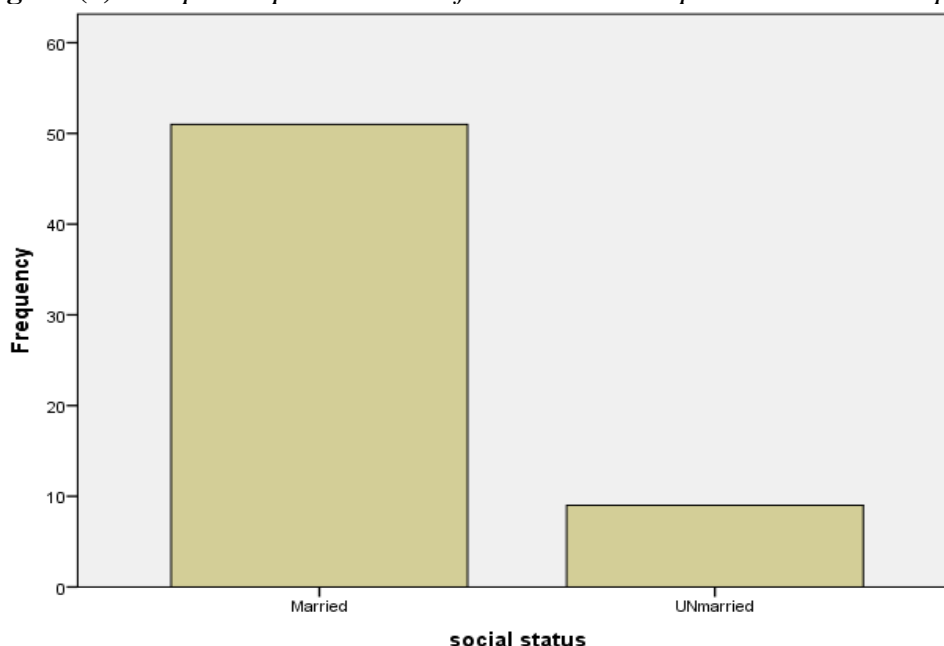**Figure (1):** *Graphic representation of social status respondents in the sample*

Table (3): *shows the percentage of participants in the sample from all age groups*

Class	Frequency	Percent
From 50 years and above	18	30%
From 40 years and less than 50 years	35	58.3%
From 30 years and less than 40 years	7	11.7%
Less than 30 years	0	0%
Total	60	100.0

Source: *Results of analysis using SPSS*

The results in Table (3) indicate that participants from the age group of 40 years to less than 50 years old represent about 58.3% of the total participants, which is more than half, while the remaining percentage was distributed as follows: 0%, 11.7%, and 30% for the categories less than 30 years old, from 30 years to 40 years old, and over 50 years old, respectively. Noting that the participation of the age group from 40 to less than 50 in the sample is high.

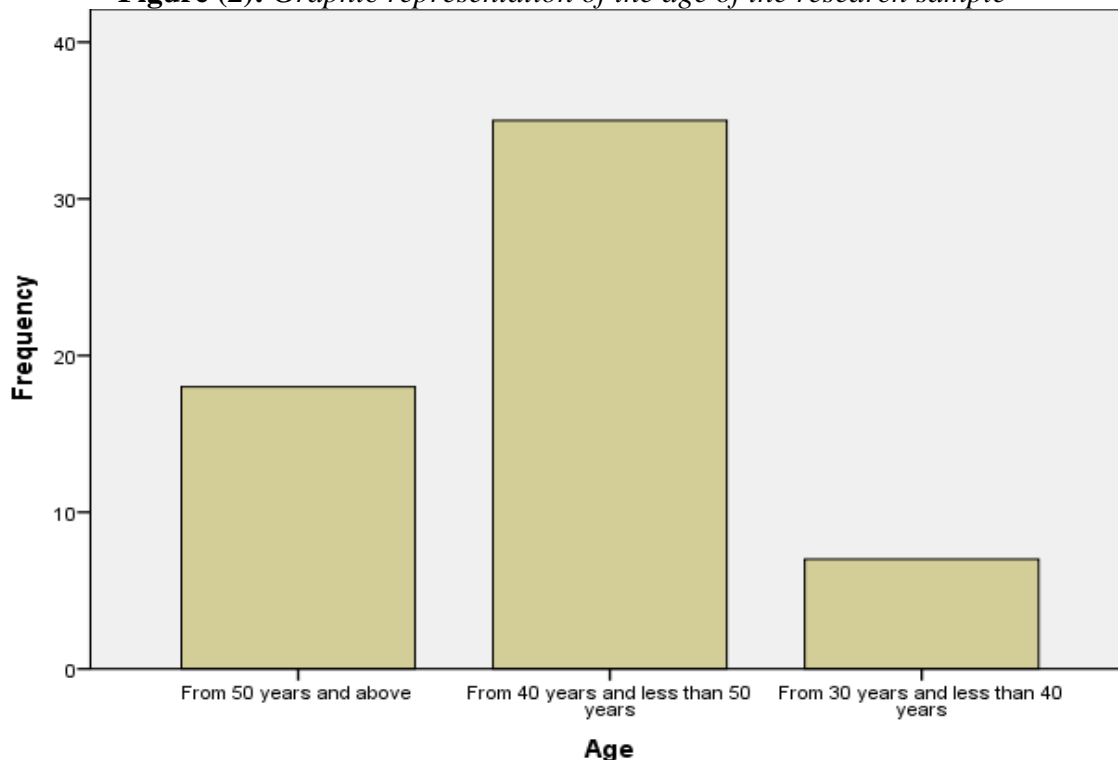**Figure (2):** *Graphic representation of the age of the research sample*

Table (4): *Shows the percentage of respondents in the sample from the Academic qualification*

Academic qualification	Frequency	Percent
Secondary	4	6.7%
Diploma	2	3.3%
Graduate	9	15%
Postgraduate	45	75%
Total	60	100%

Source: *Results of analysis using SPSS*

The percentages of participants from the academic qualification categories in table (4) are as follows: 75% have higher education, which represents the majority of the sample, 15% university, 6.7% secondary school, and 3.3% diploma.

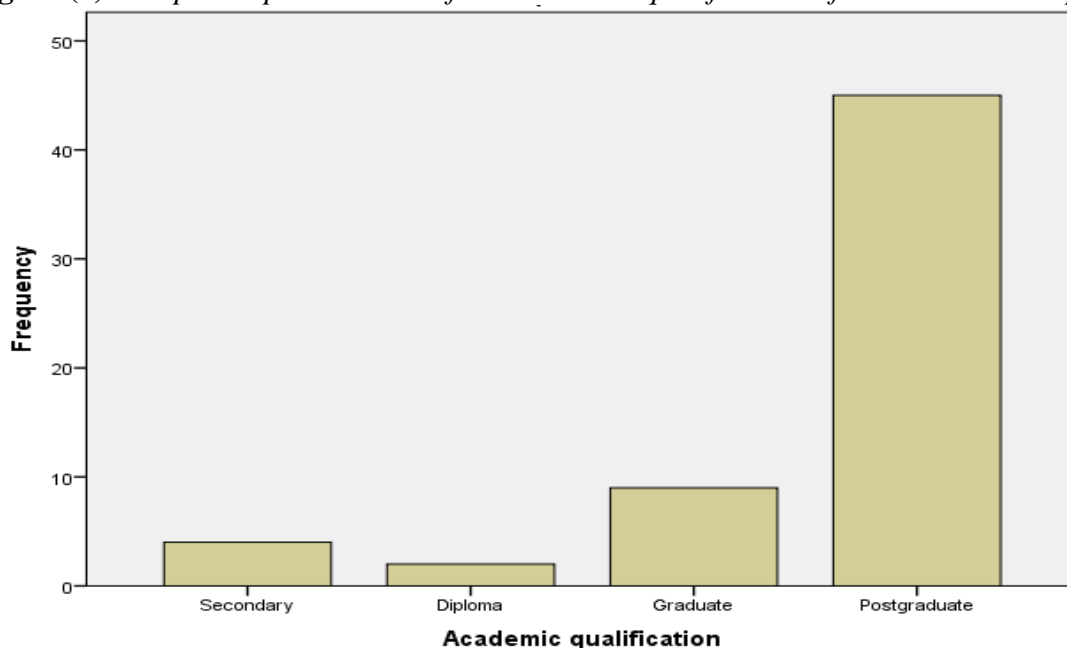**Figure (3):** *Graphic representation of the academic qualification of the research sample*
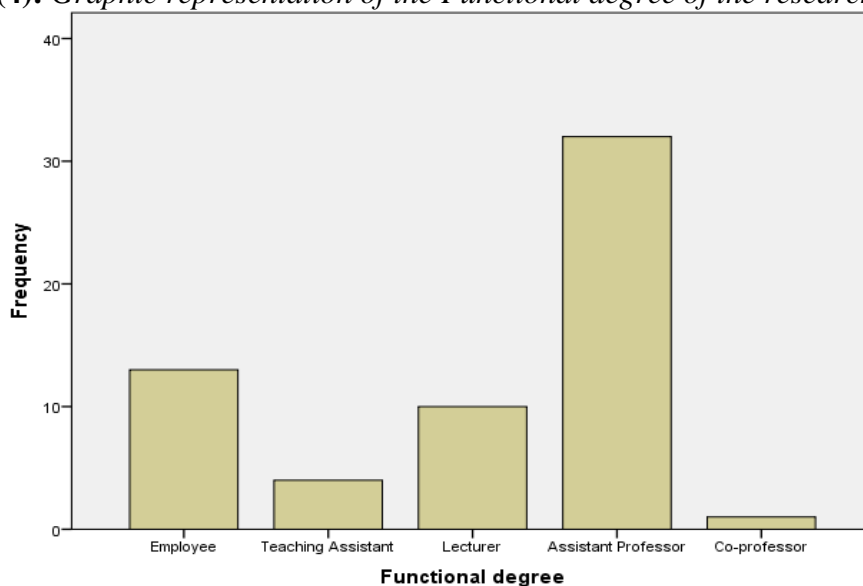

Table (5): *Shows the percentage of respondents in the sample from the Functional degree*

Functional degree	Frequency	Percent
Employee	13	21.7%
Teaching Assistant	4	6.7%
Lecturer	10	16.7%
Assistant Professor	32	53.3%
Co-professor	1	1.7%
Total	60	100%

Source: *Results of analysis using SPSS*

From table (5), we note that the percentage of assistant professors is the largest percentage in the college, which is 53.3%.

Figure (4): *Graphic representation of the Functional degree of the research sample*

Second: Research Hypotheses

The first hypothesis:

There is a statistically significant effect of the environmental efforts of social responsibility on the environmental dimensions of sustainable development.

Table (6): *Linear regression of the impact of environmental efforts for social responsibility on the environmental dimensions of sustainable development*

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	19.233	4	4.808	9.088	.000
Residual	29.100	55	.529		
Total	48.333	59			

Source: *Results of analysis using SPSS*

By using the linear regression model to measure the impact of environmental efforts for social responsibility on the environmental dimensions of sustainable development as shown in Table (6) above, we find that there is a statistically significant effect at the significance level 0.05, where the significance value was (0.000), and accordingly we conclude that the hypothesis can be accepted: There is a statistically significant effect of the environmental efforts of social responsibility on the environmental dimensions of sustainable development.

The second hypothesis:

There is a statistically significant effect of ethical work practices of social responsibility on the educational dimensions of sustainable development.

Table (7): *Linear regression of the impact of ethical work practices of social responsibility on the educational dimensions of sustainable development*

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	6.586	4	1.646	5.660	.001
Residual	15.998	55	.291		
Total	22.583	59			

Source: *Results of analysis using SPSS*

By using the linear regression model to measure the impact of ethical work practices of social responsibility on the educational dimensions of sustainable development as shown in Table (7) above, we find that there is a statistically significant effect at the significance level 0.05, where the value of significance was (0.001), and accordingly we conclude that the hypothesis can be accepted. There is a statistically significant effect of ethical work practices of social responsibility on the educational dimensions of sustainable development.

The third hypothesis

There is a statistically significant effect of charitable work for social responsibility on the societal dimensions of sustainable development.

Table (8): *Linear regression of the impact of charitable work of social responsibility on the societal dimensions of sustainable development*

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	36.556	5	7.311	7.013	.000
Residual	56.294	54	1.042		
Total	92.850	59			

Source: *Results of analysis using SPSS*

By using the linear regression model to measure the impact of charitable work for social responsibility on the societal dimensions of sustainable development as shown in Table (8) above, we find that there is a statistically significant effect at the significance level 0.05, where the value of significance was (0.000), and accordingly we conclude that it is possible to accept the hypothesis that says: There is a statistically significant effect of charitable work for social responsibility on the societal dimensions of sustainable development.

Conclusions

After reviewing the research literature, the theoretical framework, analyzing and discussing the results of the analysis, and testing the research hypothesis, the following were concluded:

1. There is a statistically significant effect at the significance level of 0.05 for the environmental efforts of social responsibility on the environmental dimensions of sustainable development.
2. There is a statistically significant effect at the significance level of 0.05 for ethical work practices of social responsibility on the educational dimensions of sustainable development.
3. There is a statistically significant effect at the significance level of 0.05 for the charitable work of social responsibility on the societal dimensions of sustainable development.

Recommendations

By reviewing the results and what has been concluded, we can make some recommendations:

4. Senior management and decision makers should ensure the application of the elements of social responsibility and the dimensions of sustainable development by searching for the best ways and methods through the use of specialists in the field.
5. Encouraging and motivating faculty members and female employees to work on applying the elements of social responsibility and the dimensions of sustainable development.

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