

Voluntary Values in The Document Policy of The Education in Saudi Arabia

By

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Abstract

This paper relied on the descriptive analytical approach through the method of content analysis to reveal some of the voluntary values in the education policy document in Saudi Arabia. They were used as the study population, classified into four dimensions, differing in intakes, and repetitions.

We found that the third dimension, which searches for "self-motivations to participate in volunteer work", ranked first. The fourth dimension, which searches for "Self-social responsibility appreciation towards society and others," ranked second. The second dimension, which searches for "belonging and loyalty to the country," ranked third. The first dimension, which searches for give the work and reward to the God, ranked fourth.

Building a matrix of social values, including voluntary values, integrating them into the activities of various educational events such as conferences, seminars, and training programs, as well as activating the voluntary values included in the document in accordance with economic and social variables, building a culture of volunteer work and encouraging it, employing the educational media for awareness of the voluntary values contained in the document, are the most recommendations. They may be appropriate for achieving one of the most important goals of the Kingdom's Vision 2030.

Keywords: Volunteer values, educational policy

1. Introduction

Education is deeply concerned with mental, physical and psychological development. It organizes a person's life with himself, his relationships with others, in his home, his work, and in all aspects of his life. It is concerned with the integrated and balanced growth of all aspects of the personality, through various aids. Practical and theoretical knowledge must be combined, in order to become beneficial behavior and actions to the all individuals, society and humanity.

Nations can't intellectually develop and civilly unless they have a clear, realistic, and flexible educational policy. Derived from the society's philosophy, consistent with principles and values, and based on scientific foundations. Educational policies based on scientific foundations contribute to the development of plans, programs, ensure the construction of human life, and identification of frameworks, principles and values on which the educational process is based. As well as in directing and making the right decisions to achieve the goals

(Al-Minqash, 2006, p.2).

Saudi Arabia realized this, so it issued an education policy document, which was approved by the decision No. 779, issued by the Council of Ministers on 9/17/1389 AH. The education policy document is considered as the general guidelines for education, which includes all the different fields and stages of education, the content of educational books, educational aids, administrative systems, and everything related (Ministry of Education, 1995, p.5).

The education policy document is considered as the general guidelines for education, which includes all the different fields and stages of education, the content of educational books, educational aids, administrative systems, and everything related to it (Ministry of Education, 1995, 5). The main reference for the education system in Saudi Arabia, which included education goals, plans and everything related to it is the Education Policy Document, which was issued by the Higher Committee for Education Policy. Saudi Arabia, as an Islamic country, has sought to formulate its educational policy by relying on Islamic law as a primary source for its educational policy document. The document was clearly distinguished by the interest in religious values and materials at all levels of education (Aoun, 2015, p.146).

Educational institutions are no longer just a place for acquiring knowledge only, but have become a place for providing useful ways of life, solving problems and achieving goals in an educational environment that is aware of its responsibility, mission and functions of comprehensiveness and diversity. The social functionalism that achieves social cohesion, the cultural functionalism, and the guiding function, all represent important requirements to keep abreast of developments and control their negative effects. The rapid changes in the present era have shown that. (Al-Rahhala, 2011, p.37).

Values are the cornerstone of building relationships in society. It effectively contributes to clarifying the standards and goals that regulate behavior and lead it towards acceptable actions. Human behavior stems from values, which in turn arise from perceptions, beliefs, and ideas. The value system of a person is determined by thinking, the attitudes that revolve around him, and building perceptions about them, then the behavior patterns are issued according to this system. (Al-Jallad, 2007, pp.39-47).

Values are the society's image, that is because it is the basic control and criterion for individual social behavior, as well as organizing the value building that reflects the goals of the society from education. Also there is no way to determine those goals to be expressive of the nature of human and the society except through values (Abu Al-Enein, 1988, pp.78). Therefore, educational institutions are concerned with instilling values, teaching and developing them to the children, in order to preserve the cohesion and interdependence of society. According to the values and morals of the community. (Akl, 2001).

The education policy in Saudi Arabia has focused on an important aspect of education, which is the concern for educational values. This was indicated by the following sentence: “The educational policy in Saudi Arabia derives from Islam, to which the nation professes faith, worship, morals, Sharia, governance and an integrated system of life, and it is an essential part of the state’s general policy” (Ministry of Education, 1995). This was mentioned in the second chapter entitled: The purpose of education and its general objectives. The goal of education is to understand Islam in a correct and integrated way, to inculcate and spread the Islamic faith, to teach them Islamic values and ideals, to provide them with different knowledge and skills,

to develop constructive behavioral trends, and to develop the society economically, socially and culturally, to prepare the person to be a useful member in building society. (Ministry of Education, 1995, p.5).

The community's culture and activity tend to rise towards increasing giving and national belonging, managing positive change towards society, in various voluntary fields. Its success depends on human resources as one of the most important factors. When a person is enthusiastic, and has a positive motivation towards social work, this contributes to increasing the impact of volunteer work in community. Volunteering represents a multi-dimensional field of showing loyalty to the community, refining skills and building capabilities. Volunteer work includes various and very important educational values, including social values that stem from the mercy that God has placed in people's hearts. Among the most important of these values are: leniency, forgiveness, benevolence to orphans, and Shura. (Al-Hazmi, 2017, p.510).

Volunteer work is one of the most important aid of building the volunteer's personality and developing his/her social, moral, religious, and intellectual skills. Helping individuals to satisfy many needs, such as: the need for friendship, participation in successful group projects, expressing themselves, developing tendencies and capabilities, acquiring new experiences and expanding their perceptions, and illuminating their national, humanitarian and religious awareness (Hariri, 2006, p.128).

Based on the foregoing, the values of volunteering are among the most important values that educational institutions are keen to inculcate in the hearts of students to represent their behavior throughout their lives. The loss or disruption of these values is one of the most serious threats to the lives of individuals and community, where many negative values spread among students. The values of volunteering are one of the basic components in building an individual's personality, enabling him to interact socially with others in a positive way.

2. The Research Problem

Contemporary changes have led to an interest in working to achieve the integrated growth of community. Educational systems have tended to focus on developing the value aspect of students and building educational programs commensurate with their educational and developmental characteristics, as well as adhering to the values of society.

The process of building the value system for young people is one of the most prominent problems facing the design of educational policy, as a result of the expansion of electronic applications, values have become the first resort to protect and preserve the intellectual security.

The educational system in Saudi Arabia is based on an Islamic foundation based on the Book of God (QURAN), and the Sunnah of the Prophet Muhammad, (may God bless him and grant him peace), emphasis on moral controls for the use of knowledge, as stated in the honorable hadith of the Prophet Muhammad, (may God bless him and grant him peace) which he said : "I was sent to perfect the morals."

As well as keenness on educating the believing citizen, to be a valid block in building his nation, to feel his responsibility to serve and defend his country" (Ministry of Education, 1416, pp.10-11).

The education policy document in Saudi Arabia contained the constants of the country, emphasized its principles, belief, values, mission, and responsibility, in order to link education

with the deep roots and elegant civilization, in order to achieve the message of Saudi Arabia, about its leadership role in serving Islam, carrying out the duty of advocacy, keenness on brotherhood, solidarity, and working on the interrelation of The Ummah (Al-Murshid, 1999, p.30).

The values of voluntary work are among the social values that have a significant impact on the individual and society, and when they are instilled, entrusted and developed in young people using feasible, effective and convincing methods, they yield positive results and become a feature of their individual behavior and social behavior.

Volunteer work is based on the employment of human energies for members of society, and it prepares the social capital of the nation. With the increasing role of volunteerism in harnessing human efforts to provide social, economic and cultural services, its spread has become one of the measures by which society's progress and development are measured. Awareness of the importance of volunteering and its effective practice is an indicator of the positive interaction of individuals towards their society to advance and develop it in all fields (Al-Dosari, 2020, p.83).

The Kingdom's Vision 2030 emphasizes empowering social responsibility by raising the level of citizen's responsibility to bear and directing government support to programs that achieve the highest social impact, strengthening cooperation between government agencies, building a culture of volunteer work and encouraging it, and raising the proportion of volunteers from 11,000 volunteers to one million volunteers before the end of 2030, considering volunteer work as one of the important aspects of development and sustainable development.

Based on the objectives of the Kingdom's Vision 2030, and on the above, this paper measures the extent to which voluntary values are included in the education policy document in Saudi Arabia, through the following question:

What's the degrees of voluntary values present in the education policy document in the Saudi Arabia?

3. Research questions

1. What's the degree of voluntary values related to give the work and reward to the God are included in the education policy document in Saudi Arabia?
2. What's the degree of voluntary values related to belonging and loyalty to the country are included in the education policy document in the Saudi Arabia?
3. What's the degree of voluntary values related to self-motivation to participate in voluntary work are included in the education policy document in the Saudi Arabia?
4. What's the degree of voluntary values related to assessing social responsibility towards society and others are included in the education policy document in the Saudi Arabia?

4. The Objectives

The paper aims to identify the voluntary values contained in the education policy document in Saudi Arabia, by achieving the following:

1. Identifying the degree of voluntary values related to give the work and reward to the God which are included in the education policy document in Saudi Arabia
2. Identifying the degree of voluntary values related to belonging and loyalty to the country which are included in the education policy document in the Saudi Arabia.

3. Identifying the degree of voluntary values related to self-motivation to participate in voluntary work which are included in the education policy document in the Saudi Arabia.
4. Identifying the degree of voluntary values related to appreciating social responsibility towards society and others which are included in the education policy document in the Saudi Arabia.

5. The importance

The importance of this paper presented as the following:

- It is the first educational research, concerned with the voluntary values included in the education policy document in Saudi Arabia.
- It may contribute to encouraging researchers in the educational field to conduct other studies on education policy in the Saudi Arabia.
- May contribute to reconsidering educational policies also, curricula, training courses, and reconsidering the inclusion of voluntary values in them.
- May help to reformulate the education policy document in Saudi Arabia.

6. The limits of this paper

This paper was limited to analyzing the education policy document in Saudi Arabia, which was approved by decision No. 779 on 9/17/1389 AH, issued by the Ministry of Education, Riyadh, Fourth Edition 1416 AH-1995AD. To identify the following voluntary values:

- Giving work to God.
- Belonging and loyalty to the country. - Self-motivation to work as volunteer.
- Appreciating social responsibility towards community and others.

Voluntary values have been identified inside a theoretical framework, used of specialized educational references, and previous studies.

7. Terminology of this paper

Volunteer values:

- **Values in language:** "Value is one of the values. Uses for the moral value of a thing". That meaning was mentioned in the Lisan al-Arab. (Ibn Manzur, 1999, p.357).

In the terminology: Values is a set of well-established cognitive, affective, behavioral beliefs and perceptions, that a person freely chooses after reflection and contemplation, firmly believes in them. including a set of criteria by which he judges things as good or bad, acceptance or rejection. From which a regular behavior is distinguished, characterized by stability and pride. (Al-Jallad, 2013, p.33).

Volunteer work:

A human effort that is made voluntarily, without compensation, by individuals, groups, or institutions, With the aim of meeting community needs, or providing a related service to the community. It is a human practice that has been associated with righteous and goodness action (Al-Muhaisin, 2008, p.11).

In this paper, a Voluntary value mean: practices related to exerting physical or mental effort, time or money to serve individuals or community without financial or moral consideration.

Education policy in Saudi Arabia:

The Education Policy Document in Saudi Arabia (1995) specified a clear definition of the educational policy, which is: General guidelines on which the education process is based, and perform its duties towards defining a person with God, religion, correcting behavior according to Islamic law, meeting the needs of community, and achieving the goals of the nation. It includes the rights of education and its various stages, plans and curricula, educational aids, administrative systems, educational institutions, and everything related (p. 59). The current paper adopts the concept of education policy in Saudi Arabia.

The Theoretical framework and previous researches

I.First: Volunteer Values:

- ***The concept of volunteer values:***

The (value) is used to denote several meanings, including: righteousness, a thing has no value, except with its righteousness and integrity. The religion value is the constant, that evaluates people's livelihood and affairs. (Al-Jallad, 2013, p.20).

They are social norms of a strong emotional, general and closely related to the standards moral of the community. The individual absorbs them from the external environment, where he establishes scales by which he highlights his actions, and takes it as a guiding directive (Makroum, 1996, p.232).

They are behavioral directives, moving the individual towards work, push him to act in accordance with the principles of religion and community, taken as a main reference for judging his behavior.” (Al-Laqaani and Al-Jamal, 2003, p.185).

They are positive, upscale human qualities that are regulated by Islamic law, which lead the person who learns them to positive behaviors in the various situations in which he interacts with his religion, society and family. Within a framework acceptable to the Muslim community to educate its children, which is religion, custom, and the goals of society. These values become educational the more they lead to the ability to distinguish between right and wrong, good and evil. (Al-Qurashi,1431, p.11).

They are the desirable behavioral patterns, derived from the Book of God (Qur'an), the actions (Sunnah) of the Prophet Muhammad, (may God bless him and grant him peace), related to the faith, social, political and economic aspects of the Muslim individual, in order to achieve the wisdom for which God created him. (Al-Zahrani, 1433, p.11)

The concept of voluntary work refers to the efforts made by a person to serve society, without obtaining financial and material benefits, with a human motive that assumes his responsibilities, participates in work that takes time, effort and personal sacrifices. A person performs all voluntary work voluntarily, believing that it is a duty that must be performed. (Ahmed, 2012, p.239).

Volunteer work is also defined as the effort, that a person makes to the community, with humanitarian motives, without compensation, to contribute assuming part of the responsibilities of the social institution, which works to for human welfare, basis on the opportunities created

for citizen, for work and participation with the democratic institutions, as an advantage, everyone enjoys, and pledge that they abide by (Al-Farra, 2018).

- ***Objectives of Volunteer Values :***

The Objectives as follows (Al-Shahrani, 2020, pp.145-146):

- Contribute with the country, in building integrative relations that serve the goals of community, in order to increase national cohesion.
- Strengthening the values of citizenship among the youth. Raising the sense of belonging and loyalty to the country.
- Contribute to solving community's problems.
- Increasing the community member's awareness of their real actions in building and preserving properties of the community.
- Contribute to activating the oversight roles, confronting corruption and deficiencies, which could hinder provision of the community services.
- Investing the efforts of youth, directing their energies and time, increase their skills and abilities.
- Meeting the psychological and social needs of youth, which are make them good persons.

- ***Volunteer Values Importance:***

- Volunteer work has many benefits, to both the individual and community. For the individual, volunteer work helps him develop his abilities, gain new experiences, enhances self-confidence and belonging to his country. Earns respect for responsibility, confronts problems directly. For the community, it represents a strong support for governments in the development (Al-Ruby, 2017, p.408).
- The individual acquires a sense of his own importance, as an active element in the community. This motivates him to work, creativity, innovation, makes successful and accomplishments. Earns self-satisfaction, brings happiness and tranquility. Through enjoying with people, understanding their psyche, develops self-confidence, increases the capability of responsibility, make appropriate decisions, face and solve the problems, instills many good morals, such as kindness, mercy, forgiveness and cooperation (Al-Khatib, 2015, p.132).
- Volunteer work also contributes to achieving societal security, meet material, moral needs of individuals. Reduces unemployment and reduce poverty, create jobs opportunities, through learning various skills. It is an important aid for raising economic, society, and achieving development (Al-Dosari, 2020, p.90).

Based on the foregoing, the students in Saudi community, who have a practice of voluntary values, contributing improving the social and economic rates, reduce the community problems, increase cohesion between all the different groups of community. These are indicators of advancement, achieving the goals of development, evidence good morals.

- ***Voluntary Values Foundations:***

Volunteer values are based on the following foundations:

- 1- **Belief basis:** The most important foundation, which the Islamic values are built, it stems from belief about the creator (God). Belief is closely linked to behavior, for this reason, faith is associated with good actions (Al-Manea, 2005, p.7).

- 2- The scientific basis: Islam determined conception of human, universe and life. Human is the best and most honorable of creatures. This basis pushes him to earn education, increase the Scientific's abilities (Ezzat, 2014, p.13).
- 3- The human basis: It depends on the awareness of human behavior and influences. which lead the behavior towards a specific goal (Al-Masry and Muhammad, 2013, p.1).
- 4- Compulsory basis: The obligation is the basic rule, the whole moral system revolves around, and loss them leads loss of values (Wajdi, 2015; p.8).
- 5- The penal basis: Making penalty a basis for the moral's duty, where virtue leads to happiness, and vice leads to misery. Retribution is an important principle in building of value, that is because it pushes a person to adhere to values. (Salem, 2008, p.109)

II. The educational policy in the Saudi Arabia:

It's a group of principles, directions, and general rules set by the country, to guide education upon various stages, types and all others related, achieve the purposes and aspirations of community, according to the available circumstances, capabilities, serve the general developments goals. (Al-Minqash, 2006, p.386).

It defined also as legislation, regulations issued by the government, determine the operation of educational system, according to the available nature materials and resources. (Kosack, 2007, p.13).

It's the constitution, consist of basic principles of education, general concepts, rules of most education's organizations, methods of work, whether in the planning or executive fields. (Mourad, 2013, p.9).

Educational policy is also defined as a dynamic process, interacting with a group of influencing factors within and outside the system. with differing impact of possesses power, authority and influence (Al-Hilali, 2021, p.5).

The education policy document in Saudi Arabia consists of 236 items, distributed over nine chapters, deals with the definition of education policy. The first item deals with the general bases and foundations of education, purpose, objectives, planning, and education aids, provisions of scientific institutes, girls' education, technical education, teacher preparation, Holy Qur'an schools and institutes, handicapped education, illiteracy and mature education, caring of talented, publishing and financing, and concluded with general rules.

- ***The importance of educational policy in Saudi Arabia:***

The community, with various institutions, religious, social and economic orientations, is the main source of educational policy. Derives purposes, objectives, historical experience, cultural heritage, educational thought from within and outside the community. So, it is necessary to take the international, regional dimension, rules, regulations and International Organizations (Al Almai, 1429, p.48).

The importance of the educational policy lies in many things, including identifying the aids, that should be followed to achieve educational goals, transforming those goals into tangible, achievements, and helping to stabilize the educational system with the change of officials. Represents as work constitution, helps in a proper understanding the requirements of educational system, homogeneity of procedures, decisions, non-deviating from predetermined plans (Al-Hilali, 2021, p.21).

The importance of the educational policy in the Saudi Arabia lies in the fact, reflects the political policy of the country, its faith, values, customs, traditions and perceptions of the future, needs of working human resources, expertise, various specializations, economic wealth, science and knowledge provided by educational institutions (Al-Kansawy, 1993, p.10).

from the foregoing, it clear that the educational policy in the Saudi Arabia be as the guiding lines for the activities of the educational process. In the various institutions, university and pre-university education, govern and private education. Clarifies the roles of various institutions, human, material resources should act, required by these institutions to achieve the goals of the educational process.

III.Previous researches:

- **First: Related to voluntary values:**

- The research of (Jarmai Erzsavbet, 2015): Aimed to know the attitude of youth towards volunteer work, community service and what is on their thoughts towards volunteering.

Descriptive approach is used, a questionnaire used as a tool. Positive impact on the personality of the volunteer and volunteer work has a future in the twenty-one century, are the most important results.

- Al-Hazmi's research (2017): Aimed to clarify the conceptual framework of volunteer work in Islam, clarify the most prominent effects of the educational values of volunteer work, and present educational applications for some educational values of volunteer work.

Descriptive "documentary" approach, is used. The most important results are: volunteer work includes many Islamic educational values, especially social values, volunteer work in Islamic education is an interactive process between the individual and community.

- Barsheed's research (2019): Aimed to know the reality of volunteer work for students of secondary schooling, in Medina. From the sights view of teachers. Descriptive approach is used, a questionnaire used as a tool, the sample consisted of (292) teacher. The most important results are: the degree of the reality of voluntary work is high, and there are no statistically significant differences within the degree of the reality of voluntary work, attributed to specialization and years of experience of the sample.

- Ghalia Al-Salim's research (2019): Aimed to revealing the degree of contribution of educational curricula to promoting the culture of volunteer work, among students of Imam Muhammad bin Saud Islamic University, from point of view of the faculty members. Descriptive approach is used, a questionnaire used as a tool, the sample consisted of (68) faculty members.

The most important results are: the degree of contribution of the educational courses provided to the students of Imam Muhammad bin Saud Islamic University in promoting the culture of volunteer work came to a moderate degree, while the obstacles to participating in volunteer work for students of Imam Muhammad bin Saud Islamic University were big.

- The research of Ihsan Lafi (2021): Aimed to elicit educational implications in the Hadiths of voluntary work. By defining the concept of volunteering, and clarifying the evidence from the Holy Qur'an and the Prophetic Sunnah on the concept of volunteering. Not on his own, without expecting a finance, material or worldly reward, but with a desire to obtain the pleasure of God. To earn reward, that the Messenger gave us the most wonderful examples of his fragrant biography of volunteering, the hadiths of volunteer work have educational implications that we can employ in the family and the school.

- Hamida Al-Subhi research (2021): Aimed to highlight the status of volunteer work in accordance with Kingdom vision 2030, identify the contributions of Saudi universities in

supporting voluntary scientific research and the accreditation of Umm Al-Qura University as a case study, model for Saudi universities, and to identify the most important areas of Umm Al-Qura University support for research work Volunteerism and the extent of its contribution to community service. Descriptive approach is used, case study used as a tool. The Kingdom vision 2030 paid great attention to scientific research with the directions contains supporting development and activating aspects of diversified work, education, health and development.

- ***Second: Related to educational policy:***

Al-Masawry's research (1992): Aimed to reveal the credibility of the general objectives of education, as mentioned in the educational policy of Saudi Arabia. Titled by "The foundations upon which the Saudi educational system is based." Descriptive approach is used. The most important results are: Saudi Arabia adopted building the educational goals in the education policy document. There are compatibility and consistency between goals education policy and what the goals of Islamic education, in the upbringing of the Muslim human being based on integration, comprehensiveness and balance. The general goals of Saudi theoretical education are available. Honesty is derived from a single source, represents the belief of the Saudi community, expresses the overall perceptions of community towards general life.

- Al-Kansawi research (1993): Aimed to identify acknowledgment of educational policy by the primary school teachers. The teacher's success in implementing of the educational policy in an effective and continuous manner. Reveal the obstacles that hinder performance towards implementing. The educational policy. Descriptive approach is used, a questionnaire used as a tool. The research showed that the primary school teacher's is not fully, comprehensively familiar with the educational policy, and there are many obstacles related to the large number of students in the classroom and unavailability of school library.

- Al-Qahtani's research (2003): Aimed at recognizing position of civic education within the objectives of the general educational policy in Saudi Arabia. Highlighting problems, difficulties and their causes, and finding solutions to make civic education a basic subject. Civic education is present in various educational policies is the most important results.

- Badriya Al-Maiman research (2003): Aimed to clarifying the foundations of education policy in Saudi Arabia. Descriptive approach is used. the most important results are: the education policy in the Saudi Arabia is based on authentic Islamic educational, summarized in the belief foundation, the devotional basis, the legislative basis, and the scientific basis. Sets lofty goals and objectives, represent individual raised on those foundations. The research showed that the education policy document in Saudi Arabia lacks procedural goals that activate the general objectives of the document.

- Al-Brahim research (2008): aimed to identify the reality of the public policy for education in the Saudi Arabia, the requirements of the process of analyzing the public policy for education, and the obstacles faces. Descriptive approach is used "documentary". the most important results are: Saudi Arabia maintains the Islamic identity and achieves human development achievements. The community members do not participate in building educational policy, there is a gap between the policies and objectives, the stagnation of educational policy and failure to development and analysis.

- Al-Shahwan research (2012): Aimed to identify the education policy document in Saudi Arabia, from the point of view of supervisors. The research used the descriptive approach, questionnaire as a tool. The sample consisted of (85) supervisors. The most important results is: A substantial and statistically significant differences between the group of supervisors according to the type of qualification, age and experience.

- Al-Luhaid research (2015): Aimed to identify the most important human dimensions in Arab Islamic educational thought, and the educational applications of human dimensions in the education policy document in Saudi Arabia. The most important results are: the spiritual human dimensions are the most human dimensions, the education policy document in Saudi Arabia confined to: developing the pillars of faith among students, consolidating Islamic identity, the mental dimensions, renewal and dialogue. The document also worked on developing the social human dimensions, by educating students a good manner, emphasizing the value of enjoining good, and forbidding evil in human relations among members of community.
- Hamed's research (2018): Aimed to discuss the public policy-making viewpoint on education policy in the Saudi Arabia, using the systems model. Policy-making studies provide decisionmakers with information helps them achieve the growth and development goals of the country and citizens. Saudi Arabia accurately applies Islamic thought in education, which is evident from the content of the education policy issued in 1969, but with the passage of time, the country faced dilemma of dealing with the scientific and technological changes required in the modern era. For achieving development goals and programs, within preserving cultural and Islamic foundations, while the community, economic, demographic, geographic, political, international environment and educational ideas be as pressure factors facing policy makers. Since the education policy has not changed, still in effect, seems that policy makers have resolved dilemma by integrating the requirements of the modern era in the implementation phase of the policy. While continuing to focus on Islamic and Arab culture, are still applied at all levels of the educational system, but presented as a single group. Among the many subjects taught in the modern educational system around the world, summary of the viewpoint of the systems model in education policy is explained in this research.
- Al-Ahmadi research (2019): Aimed to clarify the concept of citizenship values, classify them, indicate availability within the education policy document in Saudi Arabia. The research used the descriptive approach and questionnaire. The most important results are: the values of rights for the homeland and the citizen come first, followed by the field of values of the duties of the citizen to the homeland, then the values of belonging and loyalty to the country, then the values of community participation, and in the last rank are general national values. The results also showed that the education policy document focused the value of the right to education and the value of debt preservation.
- Sarah Al-Ayda's research (2019): Analytical research, aimed to defining the culture of tolerance and peace in Saudi education, and content of some academic courses in the international conventions. The most important results are: in the education policy document and Saudi Arabia public education decisions. Lack of inclusion values of tolerance and peace in Saudi public education curricula. Reconsider education policy document in Saudi Arabia to align it with international standards and trends, to promote a culture of tolerance and peace.
- Al-Otaibi and Al-Ghamdi research (2020): Aimed to clarify the relationship between the strategic objectives of the Ministry of Education in the Kingdom vision 2030, and the objectives of the education policy. The most important results are: the strategic objectives of the Ministry of Education are compatible with the objectives of the education policy document.

- ***Commenting on the previous researches:***

The current research agreed with the research of Jarmai and Erzsavbet (2015), AlHazmi (2017), Barshid (2019), Ghalia Al-Saleem (2019), Ihsan Lafi (2021), and Hamida AlSubhi (2021) in discussing voluntary values.

The current research agreed also with Al-Masawy (1992), Al-Kansawi (1993), AlQahtani (2003), Badriya Al-Mayman (2003), Al-Brahim (2008), Al-Alami (1429), AlShahwan (2012), Al-Ahmadi (2019), Sarah Al-Idaa (2019), Al-Otaibi and Al-Ghamdi (2020) and Hamed (2018), in discussing education policy in Saudi Arabia. Agreed also with some previous research in used of descriptive approach, using a content analysis method.

The current research dealt with voluntary values in the education policy document in Saudi Arabia. objectives, questions, formulation of its tools, and theoretical framework are different from what is found in previous research. The current research is distinguished from previous research in dealing with voluntary values in the education policy document in Saudi Arabia, a topic that has not been searched or discussed by any researcher - as far as the researcher is aware.

IV. The Methodology:

This research reviews the methodological procedures, clarifying the population and tools, answering the questions, measuring the validity and stability, clarifying the statistical methods used to reach to the results.

- ***The Approach methodology:***

By reviewing the methods used in the previous researches, it becomes clearly that the appropriate approach is the descriptive, method of content analysis. "which deals with the study of existing events, phenomena and practices, that are available and measurable, as they are, without researcher's interference. The researcher can interact with, describing and analyzing them. (Al-Agha, 2000, p.43).

This research uses the content analysis method by describing and analyzing all the data related to the objectives, analyzing them, to reach some conclusions, through which a judgment can be made about the extent of which voluntary values are included in the education policy document in Saudi Arabia.

- ***The research tools:***

Tool is the list of voluntary values that were used in analyzing the content of the education policy document of Saudi Arabia.

- ***The research procedures:***

The main steps of research are:

- Identifying and studying the educational literature related to the research variables.
- Determining the research population, containing (46) pages, with (236) items.
- Determining the voluntary values that were included in the education policy document in Saudi Arabia.
- Building a relied content analysis card, consist of the following four dimensions: "Give the work and reward to the God, belonging and loyalty to the country, self-motivation to participate in volunteer work, appreciation of social responsibility towards community and others." - Content analysis card arbitration:
 - Analysis of the content of the document by the researcher and another colleague specializing in pedagogy.
 - Calculate the rate of agreement between the two analyses.
 - Statistical treatment for the results.
 - Discussing the results and reaching recommendations and proposals.

- ***The Statistical methods:***

Analysis unit:

The research relied on the unit of the topic or idea, due to its relevance to the nature of the current study, research the voluntary values included in the education policy document in Saudi Arabia. Ideas are obtained from words, phrases and sentences, according to the contexts related to each of them, allows monitoring indicators of values Voluntary, this unit is suitable for research, dealing with the meanings of content, relationship between these meanings, as in this research.

Analysis Categories:

A set of classifications, that the researcher prepares according to the quality of the content. There are no ready-made categories, but there are general categories, which can be prepared, subject to the nature of the research, objectives, quality of the analysis, and the content. Therefore, they differ according to the field of analytical research (Hawala, 2007, p.140).

The categories of analysis were selected through theoretical study, concepts of references, conceptual frameworks and previous research.

The categories of voluntary values as the following:

- The first dimension: Give the work and reward to the God, (4) statements.
- The second dimension: belonging and loyalty to the country, (5) statements.
- The third dimension: self-motivation to participate in volunteer work, (9) statements. -
- The fourth dimension: assessing social responsibility towards society and others, (7) statements.

Analysis tool:

A Content Analysis Card was built as a tool, with the aim of determining the voluntary values included in the education policy document. After a careful review of the educational literature and previous related research to this, (25) voluntary values were reached, They're:

- Give the work and reward to the God.
- Belonging and loyalty to the homeland.
- Self-motivation to participate in volunteer work.
- Appreciation of social responsibility towards community and others.

Those are the axes of the content analysis card, each axis content some statements, indicate "included contents".

Tool validity:

The list of voluntary values in initial form was presented to a group of arbitrators, specialized in education. To ensure that the indicators and implications have been reached achieve the specified voluntary values, and they're included into the content to be analyzed, studied, and measured what was designed for, modified and prepared again in its final form.

Tool stability:

To calculate the stability of the tool, the researcher applied the "Cooper" equation, honesty and reliability, which is as the followings:

- Agreement factor = number of times of agreement* (number of times of agreement / number of times of disagreement) x 100.

- Coefficient of agreement = $290 / (290 + 36) \times 100 = 89.0$.
- The percentage of agreement between the two analyzes was (0.89).

It is clear from the stability value, the coefficient of agreement for the stability of the analysis is high enough to trust in the results of the analysis, rely on them for the validity of the analysis. The value of the educationally acceptable stability coefficient is (75%) or more (Fathallah, 2006, p.234).

The following statistical methods were used:

- 1- Cooper's equation to calculate the coefficient of agreement and verify the stability of the analysis.
- 2- Calculating the number of repetitions of each subdivision included in the analysis tool.
- 3- Calculating percentages of repetitions of each sub-value included in the analysis tool.

results interpretation:

this part considers presenting results, discussing content analysis of the education policy document in Saudi Arabia, aiming of revealing the degree of which voluntary values includes, by answering the following questions:

Q1. What's the degree of voluntary values related to give the work and reward to the God are included in the education policy document in Saudi Arabia? (The first dimension)

To answer the question, frequencies and percentages were calculated as follows:

Table (1) Descending the voluntary values related to the first dimension

	Values contents	P	Order No	F
1	Sincerity of intention with God while participating in volunteer working.	21	33.4%	1
2	Spreading knowledge is obedience for God.	18	28.6%	2
3	Spend time and money seeking God's pleasure.	14	22.2%	3
4	Feeling Charity while volunteer working.	10	15.9%	4
	Total	63	100%	

Four phrases were included in the first dimension in table (1), ranked as the following orders:
 I.Sincerity of intention with God while participating in volunteer working, by (33.4%).
 II.Spending knowledge is obedience for God, by (28.6%).
 III.Spend time and money seeking God's pleasure, by (22.2%).
 IV.Feeling Charity while volunteer working, by (15.9%).

The researcher attributes these results to the educational policy in the Saudi Arabia were taken from Islamic law, the principles and sources of Islamic education.

Results and Al-Hazmi's research (2017), agreed about voluntary values, such as spending and charity. Agreed also with Ihsan Lafi 's research (2021), about confirmation that the volunteer working is a desire to obtain God's pleasure, earn reward and reward from God. Agreed Also with Al-Brahim's research (2008), about confirmation that the education policy document in Saudi Arabia strengths the pillars of faith for the students and preserves the Islamic nationalism.

Q2. What's the degree of voluntary values related to belonging and loyalty to the country are included in the education policy document in the Saudi Arabia? (The second dimension) To answer the question, frequencies and percentages were calculated as follows:

Table (2) Descending the voluntary values related to the second dimension

No	Values contents	F	P	Order
1	Working to achieve the goals and aspirations of the country and communities.	31.1	23%	1
2	Encouraging national identify.	28.4	21%	2
3	Volunteering values in serving country and community is appreciated.	21.6	16%	3
4	Enhancing social peace.	18.9	14%	4
5	Various nationalistic events participation.	0	0	5
	Total	74	100%	

Five phrases were included in the second dimension in table (2), ranked as the following orders:
 I. Working to achieve the goals and aspirations of the country and communities, by (23%).
 II. Encouraging national identify, by (21%).
 III. Volunteering values in serving country and community is appreciated, by (16%).
 IV. Enhancing social peace, by (14%).
 V. Various nationalistic events participation, by (0%).

The results indicate that Saudi's education policy document includes some voluntary practices, expressing belonging and loyalty to the country. While the results didn't indicate participations in various nationalistic events content in the document.

Results and Al-Qahtani's research (2003), agreed about existing of civic education is in various educational policies.

Q3. What's the degree of voluntary values related to self-motivation to participate in voluntary work are included in the education policy document in the Saudi Arabia? (The third dimension).

To answer the question, frequencies and percentages were calculated as follows:

Table (3) Descending the voluntary values related to the third dimension

	Values contents	F	P	Order	No	F
1	Self-responsibility towards the community.	18.9	17	1		
2	Self-initiative to service community.	14	15.6	2		
3	Self-initiative for developing skills that serve the community.	13	14.4	3		
4	Investing individual energies in volunteer.	12.2	11	4		
5	Willing to do the best.	10	11.1	5		
6	Encouraging volunteering.	9	10.0	6		
7	Feeling happy during volunteering.	7	7.8	7		
8	Best free time investment.	5	5.6	8		
9	Patience during volunteering.	4	4.4	9		
	Total	90	100%			

Nine phrases were included in the third dimension in table (3), ranked as the following orders:
 I. Self-responsibility towards the community, by (18.9%).
 II. Self-initiative to service community, by (15.6%).
 III. Self-initiative for developing skills that serve the community, by (14.4%).

IV. Investing individual energies in volunteer, by (12.2%).

V. Willing to do the best, by (11.1%).

VI. Encouraging volunteering, by (10.0%).

VII. Encouraging volunteering y, by (7.8%).

VIII. Best free time investment, by (5.6%).

IX. Patience during volunteering, by (4.4%).

The results reflect the goal of social values developing for the students at various stages, included in the Saudi's education policy document, related to values volunteering.

Results and Al-Luhaid's research (2015) agreed that the education policy document worked on developing the human and social dimensions by educating students good manners.

Q4. What's the degree of voluntary values related to assessing social responsibility towards society and others are included in the education policy document in the Saudi Arabia? (The Fourth dimension)

To answer the question, frequencies and percentages were calculated as follows:

Table (4) Descending the voluntary values related to the fourth dimension

	Values contents	F	P	Order No	F
1	Providing bonding community during crisis and disasters.	19	25.3%	1	
2	Enhancing solidarity social activities.	18	24.0%	2	
3	Achieving teamwork volunteering.	17	22.6%	3	
4	Volunteering brings good spirit.	9	12.0%	4	
5	Protect the environment	8	10.7%	5	
6	Orphans guarantee.	4	5.4%	6	
7	Supporting activities of voluntary and charitable organizations.	0	0%	7	
	Total	75	100%		

Seven phrases were included in the third dimension in table (4), ranked as the following orders:

I. Providing bonding community during crisis and disasters, by (25.3%).

II. Enhancing solidarity social activities, by (24%).

III. Achieving teamwork volunteering, by (22.6%).

IV. Volunteering brings good spirit, by (12%). V. Protect the environment, by (10.7%).

VI. Orphans guarantee, by (5.4%).

VII. Supporting activities of voluntary and charitable organizations, by (0%).

The results reflect the education policy document's endeavor to achieve interdependence between members of Saudi communities, and students to fulfill their duties towards the communities in which they live, through positive membership and participation with various groups of communities.

Results and Al-Hazmi research (2017) agreed about that the values of voluntary work are social solidarity and spending.

Summarizing the presentation and analysis of voluntary values in the education policy document in Saudi Arabia:

Table (5) Descending the voluntary values dimensions in the education

No	Values contents	F	P	Order
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1	The third dimensions: Self-motivation to participate in voluntary work.	90	29.8%	1
2	The fourth dimension: Appreciating social responsibility towards community and others	75	24.8%	2
3	The second dimension: Belonging and loyalty to the country	74	24.6%	3
4	The first dimensions: Give the work and reward to the God.	63	20.8%	4
	Total	302	100%	

Table (5) summarizing the results of the voluntary values contained within the education policy document in Saudi Arabia, as following:

First: the education policy document in the Saudi Arabia contain many voluntary values, explicitly or implicitly, included within four dimensions, differed percentages and repetitions, indicating the importance of voluntary values.

Second: the voluntary values in the education policy in Saudi Arabia, listed as the following:

- The third dimension, "self-motivation to participate in volunteer work", is in the first ranking, by (90) repetition and (29.8%). This result confirms importance of self-development and instilling values among the students, which are included in the educational policy in Saudi Arabia.
- The fourth dimension: "Assessment of social responsibility towards society and others" is in the second ranking by (75) repetition (24.8%). This result confirms importance of supporting social ties, strengthening the relationship between students and their communities, and emphasizing the positive role of students in Society, which are included in the educational policy in Saudi Arabia.
- The second dimension: "belonging and loyalty to the homeland" is in the second ranking by (74) repetition (24.6%). This result confirms importance of supporting the values of citizenship, including the values of volunteer work that express citizenship, loyalty and belonging to the country, and preserving the heritage, environmental and human capabilities, which are included in the educational policy in Saudi Arabia.
- The first dimension: "Give the work and reward to the God" is in the fourth and last ranking by (63) repetition (20.8%). This result confirms importance of developing the students' faith aspects, motivating them to serve Islam and Muslims, following the honorable Sunnah of the Prophet Mohammed and complying with God's commands, to avoid prohibitions. These values are included in the educational policy in Saudi Arabia.

Recommendations

- Inclusion more of the content of the voluntary values in the various academic subjects.
- Building a matrix of social values, including voluntary values, and integrating them into the activities of various educational events, such as conferences, seminars, training programs and etc.
- Activating the voluntary values included in the education policy document in Saudi Arabia.
- Employing educational media to raise awareness of the voluntary values included in the education policy document in tin Saudi Arabia.

- Raising the teacher's awareness of the importance of voluntary values in various dimensions, to be an important part of his job, focuses on while teaching.
- Using appropriate and modern teaching methods to teach voluntary values, in a way that contributes to the development among learners.
- Urging learners to adhere to voluntary values in order to achieve sufficient immunity for them to face global and local changes, and to achieve good citizenship in society.

Suggested research

According to the results, the following researches are suggested:

- Analysis of the content of the education policy document in the Saudi Arabia according to the goals of the Kingdom's Vision 2030.
- Analysis of the content of the education policy document in the Saudi Arabia according to the goals of the Kingdom's Vision 2030, to identify the doctrinal values contained therein.
- Investigating the attitudes of pre-university education teachers towards implementing the provisions of the education policy document in Saudi Arabia.
- Studying the social values included in the education policy document in Saudi Arabia.
- A comparative study of the voluntary values included in the education policy document in Saudi Arabia and the voluntary values in the Vision 2030.
- Studying the role of educational institutions in instilling voluntary values in the students.

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