THE STRATEGY OF PRACTICING METHODS OF BUILDING COMMUNITY PARTNERSHIP AMONG THE HEADS OF DEPARTMENTS IN PRINCE SATTAM BIN ABDUL-AZIZ UNIVERSITY

[1]Areej Altuwayjiri [2]Norah Alfaifi

1.   *Assist. Professor of Educational Planning and Administration, College of Education, Prince Sattam Bin Abdul-Aziz University, Saudi Arabia.*
2.   *Assist. Professor of Educational Planning and Administration, College of Education, King Khalid University, Saudi Arabia.*

ABSTRACT: *This study is an attempt to identify the strategies practiced by heads of departments in Sattam Bin Abdulaziz University in building community partnership with individuals and institutions of the local community from their perspective and to identify the statistically significant differences between the scores of participants due to the variables (Scientific Qualification, Years of Work Experience and Number of Training Courses). To achieve the study objective, the two authors designed a questionnaire for "The methods of building community partnership" that consisted of (51) items distributed to (5) domains: (administration, activating the role faculty members, funding and economy, developing the programs of community partnership, and community guidance and awareness). The sample consisted of (58) department heads, randomly selected. The study resulted that the administrative domain occupied the first rank, while the economic domain ranked the last. The arithmetic mean of the participants for the total domains was (2.75), medium-leveled. According to the findings, some recommendations have been made.*

KEYWORDS: Strategy, community partnership, Prince Sattam Bin Abdul-Aziz University

INTRODUCTION

Education is considered one of the most important concerns that nations and peoples strive for to develop their communities. It is also highly necessary for the change movement desired in any community, especially developing ones, as in it there is an investment in humans, and through it, large powers in the world compete by economic power, abilities, scientific and technological capabilities and to lead the world through creativity, via the learning portal. University Education is considered a big industry and long-term investment. This is evident through its objectives, mechanisms, budgets, size, and number of people benefitting from it.

Alsharei (2007) mentioned that modern governments and communities are greatly concerned with the participation of institutions, and different community organizations in the growth and development process in different aspects of life which include Education. School, as a social system and educational institute, has the effectiveness and importance, and this makes governments and local communities depend on it as human investment and prospect future national development. This is, in turn, reflected in the educational reform and quality through community partnership as many trials proved the success of community partnership in reform through effective

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partnership. It also provides the opportunities for community individuals, individuals and families, and faculty staff to participate in making and taking administrative decisions.

And because of the complementary relationship between the university and the community, we have to benefit from this relationship to advance and develop, and to prove that the university in the community, in general, has a real role in shaping constituents of development, while observing the social reality, and responding to the requirements of the stage, being surpassed by the community.

And in identifying effective community partnership under within educational and economic changes, an intense importance of community partnership in universities appeared, this partnership that needs effective partnership with the community to assure retention and continuity to end with a program of continuous improvement, in order to satisfy the students and the community (Al-Naggar, 1999) so that would be an urge to the university to communicate and deepen its relationship with the community by different means and be keen to achieve community partnership in all institutions.

Statement of the problem

The concept of community partnership constitutes a new concept that local communities are not used to, being used to the state's dealing with all issues and in all cases, and that it is responsible for providing services. And since the pedagogic and educational processes are overlapping, all parties participate in it, either by planning, executing, following up or assessing. The call for the participation of community individuals and institutions in building community partnership has become inevitably necessary to increase the efficiency and effectiveness of the educational system to shape the ideology of the community and shape community culture that permits achieving educational quality.

Al-Ghamdi (2004) has highlighted that expenditure on education in the Arabian Gulf countries is increasing accompanied by an increase in student's expenses. This puts pressure on educational institutions that they may not be able to satisfy the requirements of educational renaissance. So, there has to be participation by community institutions in financing education. Hamdan (2007) confirmed the importance of community partnership in educational projects. The results of Al-Baqmi (2002) have revealed that the international and local variables have put pressure on the quality of educational outputs. And since educational institutions are unable to satisfy the needs of these changes, so there is essential need to involve the private sector in providing educational service.In addition to what was mentioned before on the importance of embodying the methods of community partnership between universities and the community, experiences of developed peoples and nations have proven that promoting education cannot be achieved except by full partnership between it and all qualified community individuals, and those who are capable, in the development process in a way or another. The Kingdom of Saudi Arabia has cared for community partnership in education among the axis of general objectives and policies of the education sector among the ninth development plan (2009-2014).

Al-Ajmi (2007) stated that the country is keen to education reform and development, and limiting its various and renewable problems. It always looks forward to build partnership with the civil community with all its levels, groups and institutes, so that their help and support achieves a lot of help and support from families and people to achieve the aimed educational reform. The problem of this study has appeared in finding a strategy for practices of department heads at Sattam Bin Abdul Aziz University for the methods of community partnership through field study.

Study questions:

This study aims at answering the following questions:

1-   What are the strategies practiced by department heads at Sattam Bin Abdul Aziz Universities in building community partnerships with the individuals and institutions of local community from their perspective?

2-   Are there any statistically significant differences at the significance level ($\alpha \leq 0.05$) between the scores of participants for the strategies practiced by department heads at Sattam Bin Abdul-Aziz University in building partnerships with local community individuals and institutes due to (qualifications and years of experience)?

3-   What is the strategy proposed for the practices of department heads at Sattam Bin Abdul-Aziz University for methods of building community partnerships?

Objectives

This study reveals the relationship of department heads at PSAU with community individuals as follows:

1-   Identifying the degree of practice of methods of community partnership by department heads.

2-   Knowing whether there are differences of statistical significances at significance level ($\alpha \leq 0.05$) between the scores of participants for strategies practiced by department heads at PSAU in building partnerships with local community individuals and institutions due to variables of (qualifications and years of experience)

3-   Proposing a strategy for practices of department heads at PSAU for methods of building partnerships.

Significance

The study gets its importance from the importance of the topics it deals with in connection with effective administration, since the topic of community partnership forms an entrance to development, improvement and administrative practices and adapting contemporary pedagogic innovations prevailing all over the world, and is represented by the need for community partnership in developing education. The importance of the study could by identified by the following:

−   This study participates in revealing unapplied practices and methods in departments. Thus authors and people concerned in community partnership could benefit from surveying the reasons of not activating, and defining factors leading to decreasing the performance of department heads and thus making a group of solutions to eliminate these factors, and this will participate in developing the performance of department heads.

–   Raising the awareness of officials and decision makers of the importance of community partnership in the institutions of higher education, enabling academic departments to treat weaknesses and reinforcing strengths in community partnership.

Limitations:

The study was limited to the subject of "Strategy of practices of department heads at PSAU for the methods of building community partnership". The field study was applied in the second term of the academic year 2015-2016. It was limited to department heads at PSAU.

Study terms

Partnership:
Abu Asheeq (2009) defined partnership as "cooperation to accomplish mutual projects between governmental institutions and local groups on one side and the private sector on the other. This partnership occurs by a contract."
Procedurally, it is interaction of the university with community participants and private sector to raise the community economically and socially.

Community partnership:
It is defined as explained by Mohamed (2006, p.103) that "it is a desire and readiness of civil community individuals and institutions to participate in the efforts of developing education and increasing the effectiveness of its institutions in achieving its pedagogic function.Procedurally, it is a desire and readiness of department heads for effective partnership in efforts to develop education, and increasing effectiveness of the university in in achieving its pedagogic function.

Conceptual framework
The concept of community partnership:
Hussein (2007) indicated that Community partnership is "providing opportunities and domains for members of the external community to give their opinions, and provide support that helps in achieving the main principle to participate in education which is democracy, especially if members of the external community have a good sense towards the surrounding conditions and events that force them to provide and present more support and facilitations to upgrade the level of the educational process and achieve their objectives and requirements".

Alsharei (2007) mentioned in her study that community partnership is: "giving a real role and real opportunities to members of the community, represented in parents, families and parent councils and civil society organizations to develop the quality of education." Sonbol (1993) defined it as activities and services universities presented to non- members whether students or faculty staff as members of the community and its groups and institutions, in addition to training courses, consultations, scientific researches, educational programs universities present to serve members of the community.

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The importance of community partnership in university education:
Community partnership in the educational process leads to the following: the community and parents undertake the support of the university to improve the quality of the educational product; understanding of the community of problems and obstacles that the university suffers from and working to find the most suitable solutions for it to perform its mission fully; the community and parents understanding for the success and accomplishments achieved by the university and helps open up new domains of cooperation between them; providing material and moral support to satisfy university needs, and that helps in the success of the educational process; performing a pioneering role towards treating issues related to quality of the educational process, especially through non-governmental organizations that are flexible and mobile; increasing ways of cooperation and coordination between all parties concerned with the educational process.

Domains and programs of University community partnership:

Social criticism	Continuing education	Applied research
Political	Life-long learning	Industry
Social	Rehabilitation	Engineering
Economic	Courses and programs	Management
Cultural	Illiteracy elimination	Agriculture
Consultations	**Consultation and awareness**	**Cooperation with productive sectors**
Technical	Family counselling	Researches
Administrative	Health awareness	Counseling
Pedagogic	Fighting against drugs	Feasibility studies
Engineering	Consumption Control	Employment
	Seminars and lectures	Curricula
Recreational services And availability of University facilities		
University libraries		
Sports facilities		
Museums		
Lecture halls		
Parks		

Obstacles of community partnership:
- 	Material obstacles
- 	Obstacles related to lack of awareness of the importance of community partnership in the community and institutes

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- Obstacles of governments' negligence for community partnership and facilitating forming a partnership
- Obstacles of private sector's negligence for the importance of partnership.
- Lack in legal and regulatory texts for partnership contracts.
- Absence of coordination between constituents of the civil society and other institutions
- Absence of frame formation in this domain
- Non-readiness of civil community to perform this task; lack of mental maturity and lack of material and human capabilities.

LITERATURE REVIEW

Al-Kenany (2014) aimed to identify the degree of practices of public school principals' in Jeddah Governorate for the methods of building community partnerships. The study reached a number of results including: the presence of differences in favor of the axis of developing school administration in comparison to the other five axes and in favor of the axis of professional development of school employees in comparison to the two axes of school financing from public education and developing relationship with parents, and in favor of the axes of related students activities and guiding and awareness service in comparison to the axis of financing schools from public education. The differences came in favor of the axes of developing related student activities and guidance and awareness service in comparison to the axis of developing relationship with parents; absence of differences according to the variable of educational stage in the six domains and the total scale, and the differences came according the variable of no. of years of experience in the domain of development of related student activities for the favor of those whose experience is 20 years or more in comparison to those of 10 to less than 20 years. The study recommended the need of activating the role of public school principals in all community domains with parents and especially enforcing the spirit of pedagogic cooperation between the school and the local community and spreading the school vision, mission and objectives, in addition to the necessity of dealing with the significant problems that the school faces and the possibility of providing them in the local community to sponsor students' education, as well as providing students' centers and clubs.

Alsharei (2007) aimed to identify the basic roles the community has to perform to participate truly in school reform through its various institutions, defining how to face challenges that can obstruct community partnership in school reform, and reducing the difficulties in front of decision makers and educational policy setters in school reform. The study reached a number of results including: supporting discussion circles and training courses to develop school employees, holding seminars and conferences between parents and school employees to exchange experience. Recommendations: variety in methods of communication between the school and community, employing modern technicalities to support effective partnership between school and family through service programs and activities; encouraging non-governmental sector and non-governmental organizations to providing material and moral support, as well as connecting the educational system and local market needs.

Kurdi (2006) sought to identify the most important contemporary experiments in community partnership in the educational process and presenting a proposed vision about community partnership in the educational process in Riyadh. Among the most important results of the study is that half the items of the bases and domains related to community partnership for developing educational institutions in Riyadh were missing items and items not achieved in reality and need activation do that. It is possible to benefit from this partnership as well as presenting a proposal for individuals and institutions that contribute in community partnership. Among the most important recommendations of this study are: working to put educational regulations necessary to activate partnership in educational domain- activating the partnership of the family and students' parents in developing educational institutions- participation of businessmen and community notables in making effective partnership through donations and establishing the educational institutions, and supplying schools and scientific institutions with equipment and tools, as well as allocating money to be directed to academic grants, and sponsorships to students in different stages, participation of private sector in formation of effective partnership in development of education and its institutions by building schools and scientific institutions, participating in training teachers and students in different economic institutions and providing supplies needed for the educational process in schools and different institutions, and contributing in school financing. Al-Hudhoud et al. (2006) aimed at monitoring the reality of democratic community partnership in the educational system in Kuwait to identify domains in which participants contribute in partnership, practices and democracy, and revealing some obstacles that stand in the way of effective democratic practices in the education system in Kuwait and presenting some suggestions and recommendations that could contribute in the increase of group partnership. Among its most important result were: most contributions were from community institutions in education in material sides, and some contributions in student sponsorship; there is shortage from the school administration in giving the opportunity for students and parents to participate in the education system in Kuwait, which would create school isolation from the social context. Recommendations: the importance of providing the atmosphere that encourages community partnership in the educational domain; making all community categories aware of the importance the sponsoring education by seminars and media programs and other means.

Akrkar (2001) researched the importance of community partnership and compared between the countries through showing their experiences in the study of the relationship of community partnership and development, stressing the importance of learning from the experiences of the other especially developing countries, and finally the importance of decentralisation in social work through authorities of local governance especially through the formation of specialised committees for their important role in community partnership.

Mernnda (2000) aimed to identify partnership in education during the 10 years from 1990 to 2000 in USA, through a questionnaire directed to a random sample of (1641) school districts. They represent about 10% of the total educational sites in the USA. The percentage of response is about (556), at the percentage of 35%. The study concentrated in identifying the status quo of partnership of community institutions in education, and measuring the growth that happened in comparison to 1990, and linking the change in partnership to the basic issues in pedagogic reform. The author

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reached in his study that in the subject ten year Community partnership expanded in education effectively and clearly in the following programs: school security, pedagogical development, educational technology, developing scholastic standards, in addition educational administrations are keen about partnership to improving output standards, and linking graduates to the work market, and enhancing their understanding of citizenship.

Abdul Moneim (1999) aimed at activating community partnership with its different institutions in managing secondary school, and guaranteeing the continuity of this partnership and its communication, and presenting some proposed forms of activation of partnership in managing secondary education. Among the most important results are: the presence of connected terms starting with the concept of partnership itself, then partnership processes and its spread in secondary school that some processes of community partnership are related to the political or pedagogic leadership. Thus, it is not stable and there is no strategy for it, or a certain entrance or a future objective that expresses the necessity of improvement and development.

Commenting on the previous studies:
It has been found out that the authors' presentation of the pieces of literature review that there is a variety in their importance, objectives, methodology, tools, statistical methods and results, and how far they are related to the current study, as they dealt with some of the community partnership studies in education from the theoretical side only, where the previous studies varied in dealing with the topics related to community partnership in education, where some of it dealt with the effect of community partnership in the educational process as (Al-Kenany, 2014), (Al-Hadhoud, 2006), (Kurdi, 2006), (Alsharei, 2007) and (Mernnda's study, 2000). While, the current study tried to reveal the methods of Community partnership required in higher education, represented in Sattam University from the point of view of department heads, and putting a strategy for community partnership. The current study differs from previous studies in the methods of community partnership in higher education. And thus, it could be said that the previous studies have an important role in enhancing the current study, maturing its pathways and benefitting from its results in discussing the results it reached, despite the presence of some differences in the objectives, tools and methods, and that the variation of the previous studies and their dealing with many sides of community partnership in education gave the authors a wide view of all sides related to the role that the community partnership has to have.

METHOD AND PROCEDURES

Approach:
The authors used the descriptive survey method in this study to study the strategy of practice of department heads at Sattam Bin Abdul- Aziz University for methods of building community partnership.

Population and sampling:
The community of the study consisted of all department heads at Sattam Bin Abdul-Aziz University of (105) department heads, according to statistics in deanship of faculty staff and

employee affairs in the university in the academic year 2016/17. The sample consisted of (58) department heads, chosen randomly, forming 55% of the population. Table (1) shows the distribution the participants according to the variables.

Table (1): Distribution of participants according to variables

Variables	levels	N.	Percentage %
Scientific qualification	Masters and less	10	17.2
	Doctoral	48	82.7
Years of experience In Admin work	1 yrs. to less than 2 yrs.	12	17.2
	2 yrs. to less than 4 yrs.	15	25.8
	4 or more yrs.	31	56.9
Training courses in community partnership	No courses attended	20	34.4
	From 1 to 2	11	17.2
	Three or more	27	48.2
Total		58	%100.00

The tool:
To achieve the objectives of the study, the authors developed the questionnaire entitled "Strategy of Practice of Department Heads at Sattam Bin Abdul- Aziz University of methods of Building Community Partnership". They looked at the previous literature review related to community partnerships between educational institutions and the local community and benefitting from it in building the tool, in addition to going back to some of the previous studies such as: Al-Kenany (2014), Alsharei study (2007) and Kurdi's study (2006), in addition to benefitting from the opinions of governors and pedagogical specialists. The tool, in its first draft consisted of (55) items distributed to 5 domains: administrative, activating the role of faculty staff, economic and financing, developing community partnership programs, guidance and community awareness. After taking the opinions of the evaluators, some items were modified or deleted, to form the final draft that consists of (51) items distributed to the five domains. The items of the questionnaire were designed according to fifth Likert's scale. The items were given the following weights: (5) very big (4) big (3) middle (2) weak (1) disagree

Validity of the questionnaire:
To verify the validity, it was reviewed by 10 evaluators of the faculty staff in the colleges of education in the Saudi Universities to indicate how valid the items are for each domain, and how representative each item is for each domain that it is in. In the light of reviewers' opinions some items of the questionnaire were amended or deleted.

Tool reliability:
In order verify the reliability of the questionnaire; the authors calculated the reliability coefficients by using Cronbach's alpha method to define alignment of the items. The reliability coefficient values of the domains ranged from (0.806- 0.913) and (0.921), for the total questionnaire, which are acceptable values for performing such study, as shown in table (2).

Table 2: Values of Reliability coefficients in the questionnaire domains and total questionnaire according to Cronbach's Alpha

No.	Domains	No. of items	Cronbach's Alpha
1	Administrative	12	0.822
2	Activation the role of faculty members	11	0.876
3	Funding and economy	9	0.806
4	Developing community partnership programs	11	0.832
5	Community guidance and awareness	8	0.812
Total		51	0.917

Variables:
Independent variables:
1-   *Qualification*: has three levels (doctoral, master, bachelor degrees)
2-   *Work experience in administrative work*: has three levels (from one year to less than two, from two to less than four, and four to more)
3-   *Training courses in community partnership*: has three levels (Hasn't attended any courses, from 1- 2 courses, and three and more)

Dependent variable:
The strategies that department heads of Sattam Bin Abdul Aziz University practice in building community partnerships with local community participants and institutions are expressed using means of estimations of participants on the items of the domains of the questionnaire prepared for this.

Statistical treatments: the authors used the following statistical treatments: means, standard deviation, MANOVA, Three-way AVONA, Scheffe test for domain comparisons: where this test is used in complex comparisons (more than two means) and for volumes of equal and unequal samples.

RESULTS AND DISCUSSION

After the authors collected the data by the tool "Strategy of Practice of Department Heads at Sattam Bin Abdul- Aziz University of methods of Building community partnership", it was presented according to the study questions.

Results related to Question one: What are the strategies practiced by department heads at Sattam Bin Abdul Aziz Universities in building community partnerships with the individuals and institutions of local community from their perspective?

To answer this question, means and standard deviations were calculated for estimations of participants for strategies practiced by department heads at Sattam Bin Abdul Aziz in building community partnerships with local community individuals and institutions, where they appeared as shown in table (3):

Table (3): Means and standard deviations for the scores of participants on strategies practiced by heads of departments at Sattam Bin Abdul Aziz University in building community partnerships with local community individuals and institutions in descending order according to means:

No.	Domains	Mean*	St. D	Rank	Degree of agreement
1	Administrative	3.12	0.98	1	medium
2	Activation the role of faculty	2.98	0.97	2	medium
5	Community guidance and awareness	2.61	1.10	3	medium
4	Developing community partnership programs	2.60	1.03	4	medium
3	Funding and economy	2.30	0.97	5	low
Total		2.75	0.91	---	medium

Maximum degree out of 5

Table (3) shows that the administrative domain was in first rank with a mean of (3.12) and standard deviation (0.98), faculty staff role activation ranked second with a mean of (2.98) and standard deviation of (0.97), whereas economic and financing ranked last with a mean of (2.30) and standard deviation (0.97) was (2.75) with a standard deviation (0.91), which corresponds to a moderate agreement degree. The reason for this is the weakness of developing positive trends between faculty staff and students so the department head develops positive relationships with the local community , in addition, faculty staff not participating in the discussions of mechanisms of cooperation with the local community and its domains are weaker than partnership with higher

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education institutions, also not using modern means of communication that enhance communication with local community individuals, and the lack of partnership of specialists from community institutes in attending competitions and events and participating in them, under the weakness of the budget dedicated to providing service programs to the local community. This result agreed with the results of Al-Kenany (2014) as well as results of Kurdi (2006), and Al-Hadhoud's et al. (2006).

In addition, means and standard deviations were calculated for estimations of participants on strategies practiced by heads of departments at Sattam Bin Abdul Aziz University in building community partnerships with local community individuals and institutions as follows:

The first domain: Administration

Means and standard deviations are calculated for estimations of participants for the items of this domain. They appeared as shown in table (4).

Table 4: Mean and standard deviations for participants' estimations for the Administrative domain descending order

No.	Items	Mean *	St. D	Degree
1	Department head works on developing curricula to serve the local community	3.72	1.24	High
9	Department head involves students in campaigns aiming at community service	3.40	1.20	Medium
10	Department head is keen on developing positive directions between faculty staff and students develop positive relationships with the local community	3.38	1.09	Medium
4	Department head involves faculty staff in community service campaigns	3.22	1.15	Medium
6	Department head works to remove administrative obstacles to build partnerships with the local community	3.19	1.13	Medium
5	Department head participates in facilitating administrative procedures that impede building partnerships with the local community	3.16	1.21	Medium
2	Department head activates all authorities granted him to develop local community institutes	3.14	1.43	Medium
11	Department head encourages faculty staff to enlist in societies and centres according to their residence.	3.08	1.15	Medium
8	Department head works to raise the efficiencies of faculty staff in	2.95	1.12	Medium

No.	Items	Mean *	St. D	Degree
	communication to serve the local community			
12	Department head organizes a day of voluntary work in cooperation with faculty staff and students to serve community	2.91	1.14	Medium
3	Department head holds educational lectures and seminars for local community individuals	2.78	1.09	Medium
7	Department head assigns an employee to manage relationships with the local community and develop them	2.55	1.42	Medium
Total		3.12	0.98	Medium

- **Maximum degree out of 5**

Table (4) shows item (1) that stated that "the department head works to develop curricula to serve the local community" ranked first with a mean (3.72) and standard deviation (1.24). Item (9) which stated that "department head involves students in campaigns that aim at serving the local community" ranked second with a mean of (3.40) and standard deviation of (1.20), whereas item (7) which stated "department head assigns an employee to the manage the relation with the local community and developing it" ranked last with mean of (2.55) and standard deviation of (1.42). The total mean for estimations of participants for this domain (3.12) and total standard deviation of (0.98), corresponding to moderate agreement. This is due to the lack of no. of employees in the relationship, and small number to deal with the local community, and lack of educational lectures and seminars for local community individuals under absence of participation of faculty staff and students on days of voluntary for the local community service under a traditional communication system. This result agrees with results of Kurdi's study (2006).

Second: Activating the role of faculty members:
Means and standard deviations were calculated for participants' scores on items of this domain where they appeared in table (5):

Table 5: Mean and standard deviations for sample individuals' scores for the domain of activating faculty role in descending order

No.	Items	Mean *	St. D	Degree of agreement
10	Faculty staff hold training courses on specialized professional topics for local community institutes	3.33	1.15	Medium
7	Department head encourages faculty staff to hold training workshops for parents and students on learning different life skills	3.16	1.21	Medium
5	Department head involves faculty staff in discussing cooperation mechanisms with the local community and its domains	3.14	1.14	Medium
11	Faculty staff present their academic experience and knowledge to serve institutions and individuals of the local community	3.12	1.20	Medium
6	Department head urges faculty staff on handling community problems in their researches and studies and finding solutions for them	3.10	1.14	Medium
9	Department head urges faculty staff to enroll in training courses organized by local and official organizations in the local community.	3.07	1.04	Medium
8	Department head trains department faculty staff on how to plan for community partnership in their social, national and religious events	3.02	1.25	Medium
3	Department head works on limiting bureaucratic constraints that limit interaction with local community institutes	2.84	1.14	Medium
1	Department head holds training workshops on how to participate in community development through university activities.	2.72	1.12	Medium
2	Department head contributes in finding communication channels connecting faculty staff to local community institutions and events.	2.64	1.09	Medium
4	Department head is keen on communicating with individuals of society to give them an update on department activities.	2.60	1.14	Medium
Total		2.98	0.97	Medium

Maximum out of 5

Table (5) shows that item (11) that stated that "faculty staff hold training courses on specialized professional topics for local community institutions" ranked first with a mean of (3.33), and standard deviation of (1.15). Item (7) which stated that "department head encourages faculty staff to hold training courses for parents and students on learning different life skills" ranked second with a mean of (3.16) and standard deviation of (1.21), whereas item (4) which stated that

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"department head is keen on the communication of faculty staff with community individuals to give them an update on the department activities" ranked last with a mean of (2.60), and standard deviation of (1.14). The total mean for the estimations of participants in this domain is (2.98) and total standard deviation is (0.97), which corresponds to moderate degree of agreement. The reason for this is the lack of communication of faculty staff with local community individuals due to bureaucratic constraints and lack of training workshops for faculty staff about partnership in the community through university activities. This result agreed with Kurdi (2006) and Alsharei (2007).

Thirdly: Funding and economy:
Means and standard deviations were calculated for sample individuals' estimations on items of this domain where they appeared in table (6).
Table (6): Mean and standard deviations for sample participants' estimations on economic and financing in descending order

No.	Items	Mean*	St. D	Degree
1	Department head is keen to provide sufficient budget to present service programs for the local community.	3.29	1.17	Medium
3	Department head is keen to provide equipment and techniques through donations of local community individuals.	2.78	1.19	Medium
2	Department head employs technical resources in the department to serve local community.	2.41	1.21	Low
7	Department head motivates local community institutions to present financial and moral support to department projects.	2.38	1.23	Low
8	Department head dedicates part of the aids and donations to executing partnership projects with the local community.	2.26	1.29	Low
5	Department head names some department facilities after institutions and individuals supporting financially and morally.	2.03	1.28	Low
9	Department head encourages establishment of financial funds by community funding to enhance department activities.	1.93	1.14	Low
4	Department head invites supporters and donators to attend parties and events held in the department.	1.83	1.13	Low
6	Department head is keen to provide all material capabilities that help students on performing their activities serving the local society.	1.72	1.07	Low

Table (6) shows that item (1) that states that "Department head is keen to provide the sufficient budget to provide service programs to the local community" has ranked first with a mean of (3.29), and standard deviation of(1.17). Item (3) which states that "department head is keen to provide equipment and technicalities through donations of local community individuals" ranked second with a mean of (2.78) and standard deviation of (1.19) whereas item (6) that stated that "department head is keen to provide all material capabilities that help students to perform their activities that serve the local community" ranked last with a mean of (1.72) and standard deviation of (1.07). The total mean of estimations of participants for this domain is (2.30) and total standard deviation is (0.97), corresponding to weak agreement. The reason for this result could be due to the lack of availability of all material capabilities that help students to perform activities that serve the local community in the local community, as well as the absence of sponsors' and donors' role to attend parties and events that are held, decreased the sponsoring of financial funds by community financing to enhance department activities, with the lack of aids and donations. This result agreed with results of Al-Kenany (2014) and Kurdy (2006), but it disagreed with the results of Hudhoud et al. (2006). This could be attributed to because most contributions of the local community in education in Kuwait to the material sides, with some contributions in student sponsorship.

Fourthly: Developing of community partnership programs:
Means and standard deviations were calculated for sample participants' estimations on items of this domain where they appeared as shown in table (7).
Table 7: Mean and standard deviations for sample participants' estimations on developing community partnership programs in descending order

No.	Items	Mean*	St. D	Degree
3	Department head hosts specialists from community institutes to attend competitions and events to participate in.	3.12	1.33	Medium
2	Department head aims at holding social activities between students and local community individuals.	3.05	1.29	Medium
4	Department head holds summer clubs in participation with university management and civil community institutions.	2.86	1.36	Medium
6	Department head shares in establishing counseling centers and Holy Quran memorization to serve the local community.	2.79	1.36	Medium
11	Department heads shares in funding social programs to serve the local community	2.74	1.25	Medium
9	Department head takes opportunity of religious and national occasions to communicate with local community institutes.	2.66	1.36	Medium

No.	Items	Mean*	St. D	Degree
8	Department head participates with local community individuals in their social occasions.	2.60	1.23	Medium
10	Department head holds social educational courses for local community individuals.	2.53	1.06	Medium
7	Department head develops events of voluntary days to serve local community.	2.28	1.20	Low
5	Department head uses training courses to sponsor creative and outstanding students in the local community.	2.17	1.34	Low
1	Department head tries to hold interactive activities with the local community.	1.76	1.23	Low
Total		2.60	1.03	Medium

- **Maximum out of 5**

Table (7) shows that item (3) which states that "department head hosts specialists from community institutions to attend competitions and events to participate in them" has ranked first with a mean of (3.12), and standard deviation of (1.33). Item (2) which stated that "Department head aims at holding social activities between students and local community individuals" ranked second with a mean of (3.05), and standard deviation of (1.29), whereas item (1) which states that "Department head tries to hold interactive activities with the local community" ranked last with a mean of (1.76), and standard deviation of (1.23). Total mean of scores of participants was (2.60), and standard deviation was (1.03), which corresponds to a moderate degree of agreement. This result is due to the lack of interactive activities and training programs to sponsor creative and outstanding students and social educational courses. The departments also work isolated from the local community as it does not participate with the community in their social and national and religious occasions to communicate with local community institute. In addition, it does not hold volunteer day events, the thing that decreased the development of community partnership programs. This result agreed with the results in Abdul Moneim's study (1999), where it reached that some community partnership processes related to the political or pedagogic leadership. Thus, it is not stable and there is no specific strategy, nor a specific entrance nor a future objective that expresses the necessary need for community partnership for improvement and development.

Fifthly: Community guidance and awareness:
Means and standard deviations were calculated for estimations of participants on items of this domain, where they appeared as shown in table (8).
Table (8): Mean and standard deviations for sample individuals' estimations on developing community guidance and awareness in descending order

No.	Items	Mean*	St. D	Degree
4	Department head uses modern means of communication that enhance communication with local community individuals.	3.10	1.22	Medium
5	Department head uses media to raise awareness of local community of the importance of community partnership in university development.	2.83	1.38	Medium
3	Department head urges faculty staff to overcome obstacles that limit establishing positive relationships in the local community.	2.76	1.30	Medium
7	Department head distributes awareness bulletins on parents about activities held in the department.	2.55	1.23	Medium
6	Department head holds educational lectures for local community individuals for health awareness and protection against diseases.	2.52	1.26	Medium
2	Department head tries to distribute services presented by the department to local community and its domains.	2.43	1.29	Low
8	Department head holds educational lectures about economic and international political crises.	2.41	1.11	Low
1	Department head holds awareness programs for local community individuals on the risks of using modern technology.	2.29	1.27	Low
Total		2.61	1.10	Medium

- **Maximum out of 5**

Table (8) shows that item (4) that states that "Department head uses modern means of communication that enhance communication with local community individuals." ranked first with a mean of (3.10), and standard (1.22). Item (5) that stated that "Department head uses media to raise awareness of local community of the importance of community partnership in university development." ranked second with a mean of (2.83), and standard (1.38) whereas item (1) which stated that "Department head holds awareness programs for local community individuals on the risks of using modern technology." ranked last with a mean of (2.29) and standard deviation of (1.27). Total mean of participants' estimations came to (3.36) and standard deviation (1.10) which corresponds to moderate level of agreement. This is due to the absence of awareness programs and educational lectures for local community individuals on the risks of uses of modern technology and international economic and political crises, not publishing services that the department

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presents to the local community and its domains under negligence of the role of media in awareness of local community institutions of the importance of community partnership in the university development. This result agreed with the results of Al-Hudhoud et al. (2006) which resulted in deficiency in opening the way for students and parents, for participation in the education system in the State of Kuwait, which could cause isolation of school from the social context.

Results related to the second question: Are there any statistically significant differences at the significance level (a ≤ 0.05) between the scores of participants for the strategies practiced by department heads at Sattam Bin Abdul-Aziz University in building partnerships with local community individuals and institutes due to (qualifications and years of experience)? To answer this question, means and standard deviations were calculated for estimations of participants on about strategies practiced by department heads at Sattam Bin Abdul Aziz in building community partnerships with local community individuals and institutions according to variables as follows:

A-   Scientific qualification:
Table (9) means and standard deviations of estimations of participants on strategies practiced by department heads at Sattam Bin Abdul Aziz in building community partnerships with local community individuals and institutions according to scientific qualification:

Domains	Masters or less (n=10)		Doctoral (n= 48)	
	Mean	St. D	Mean	St. D
Administrative	3.00	1.002	3.71	.613
Activating the role of faculty	2.91	1.018	3.28	.623
Funding and economy	2.22	.955	2.64	1.017
Developing community partnership programs	2.50	1.083	3.06	.525
Community guidance and awareness	2.49	1.125	3.21	.724
Total	2.66	.945	3.21	.576

B-   According to the number of years of experience in administrative work
Table (10): Means and standard deviations for sample individuals' estimations on strategies practiced by heads of departments at Sattam Bin Abdul Aziz University in building community partnerships with local community individuals and institutions in descending order according to the variable of year of experience in administrative work

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Domains	From one to less than two years (n= 31)		From two to four years (n=15)		Four years or more (n=31)	
	Mean	St. D	Mean	St. D	Mean	St. D
Administrative	3.00	1.002	3.71	.613	3.62	.918
Activating the role of faculty	2.91	1.018	3.28	.623	3.07	.521
Funding and economy	2.22	.955	2.64	1.017	2.46	.764
Developing community partnership programs	2.50	1.083	3.06	.525	2.92	.813
Community guidance and awareness	2.49	1.125	3.21	.724	2.86	.980
Total	2.66	.945	3.21	.576	2.91	.613

C- *According to Training courses in community partnership*
Table (11): Mean and standard deviations for sample individuals' estimations on strategies practiced by heads of departments at Sattam Bin Abdul Aziz University in building community partnerships with local community individuals and institutions according to the variable of training courses in community partnerships

Domains	Not attended any courses (n=20)		From 1- 2 (n=11)		Three or more courses (n=27)	
	Mean	St. D	Mean	St. D	Mean	St. D
Administrative	2.63	1.047	2.81	1.170	3.53	.605
Activating the role of faculty	2.54	1.087	2.58	.892	30000.43	.681
Funding and economy	1.82	.483	2.11	1.151	2.60	.876
Developing community partnership programs	1.84	.613	2.25	.993	3.11	.914
Community guidance and awareness	1.91	.795	2.22	1.093	3.14	.948
Total	2.19	.634	2.41	1.026	3.19	.695

Tables (9, 10 and 11) show face differences between means for estimations of participants on strategies practiced by department heads at Sattam Bin Abdul Aziz university in building community partnerships with local community individuals and institutions according to variables of the study. MANOVA was used to know the statistical significance levels for these differences, as shown in table (12).
Table (12): Analysis results for the multi-difference variance between means sample individuals' estimations about strategies practiced by department heads at Sattam Bin Abdul Aziz University

in building community partnerships with local community individuals and institutions according to variables

Sources of variance	Domains	Sum of square	Freedom degrees	Square means	F-Value	Statistical Sig.
Sc. qualification Hotelling value= 0.229	Administrative	5.473	1	5.473	8.533	.005*
	Activating the role of faculty	4.687	1	4.687	6.568	.013*
	Funding and economy	2.317	1	2.317	2.674	.108
	Developing community partnership programs	4.109	1	4.109	5.606	.022*
	Community guidance and awareness	8.080	1	8.080	9.826	.003*
Years of administrative work Wilks value=0.671	Administrative	3.814	2	1.907	2.974	.044*
	Activating the role of faculty	.272	2	.136	.190	.827
	Funding and economy	.019	2	.010	.011	.989
	Developing community partnership programs	.464	2	.232	.316	.730
	Community guidance and awareness	.055	2	.027	.033	.967
Training courses in community partnership Wilks value =0.568	Administrative	15.691	2	7.846	12.234	.000*
	Activating the role of faculty	14.684	2	7.342	10.288	.000*
	Funding and economy	6.677	2	3.338	3.853	.028*
	Developing community partnership programs	18.071	2	9.036	12.328	.000*
	Community guidance and awareness	20.591	2	10.296	12.520	.000*
Error	Administrative	33.348	52	.641		
	Activating the role of faculty	37.109	52	.714		
	Funding and economy	45.059	52	.867		
	Developing community partnership programs	38.114	52	.733		
	Community guidance and awareness	42.761	52	.822		

Statistical significant at ($\alpha \leq 0.05$)

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Table (12) shows the presence of differences of statistical significance between the mean estimations of participants in all strategies practiced by department heads at Sattam Bin Abdul Aziz University in building community partnerships with local community individuals and institutions as a whole are due to the academic degree in favour of the estimations of higher qualifications (Doctoral). The authors indicate that this is due the fact that department heads who are among those who hold the doctoral degree are the most capable of building community partnership. Absence of differences of statistical significance between the mean estimations of participants at all strategies practiced by department heads at Sattam Bin Abdul Aziz university in building community partnerships with local community individuals and institutions, except Administrative Domain, is due to the variable of years of administrative work, and to identify sources of these differences, Scheffe's test was used, as shown in table (13).

Table (13): (Results of Scheffe test for differences between sample individuals' estimations about administrative domain according to the variable of experience years in administrative work

Years of experience in administrative work		One year to less than two	From two to less than four	Four years and more
	Mean	2.96	3.14	3.62
One year to less than two	2.96		0.18	*0.66
From two to less than four	3.14			*0.58
Four and more	3.62			

*α =0.05

Table (13) shows that there are differences of statistical significance between mean estimations of those with a number of years of experience in administrative work (from one to less than two years and two to less than four years) on one side, and mean estimations of those with a number of years of experience in administrative work (four or more years), on the other side, it is due to variable of number of years in administrative work, in favour of those with a number of years of experience in administrative work (four or more years). This is because administrative work is a main factor in the ability of department heads to build methods of community partnership. This result agrees with the results of Al-Kenany's study (2014), as the study reached the result of the presence of differences according to the variable of years of experience in developing students' activities in relation in favour of those who have 20 years' experience and more compared to those with 10 years to less than 20 years. Presence of differences of statistical significance between the mean estimations of participants at all strategies practiced by department heads at Sattam Bin Abdul Aziz in building community partnerships with local community individuals and institutions are due to the variable of training courses in community partnership. To identify the sources of these differences Scheffe test was used as shown in table (14):

Table (14): Results of Scheffe test for differences between sample individuals' estimations about strategies practiced by department heads at Sattam Bin Abdul Aziz University in building

community partnerships with community individuals and institutes according to the variable of training courses in community partnership

domain	Training courses in community partnership		No courses attended	One to 2	Three or more
		Mean	2.63	2.81	3.53
administrative	No courses attended	2.63		0.18	0.90*
	One to 2	2.81			0.72*
	Three or more	3.53			
domain	Training courses	Mean	2.54	2.58	3.43
Activating the role of faculty	No courses attended	2.54		0.04	0.89*
	From 1-2	2.58			0.85*
	Three or more	3.43			
domain	Training courses	Mean	1.82	2.11	2.60
Funding and economy	No courses attended	1.82		0.29	0.78*
	From 1-2	2.11			0.49*
	3 or more	2.60			
domain	Training courses	Mean	1.84	2.25	3.11
Developing community partnership programs	No courses attended	1.84		0.41	1.27*
	From 1-2	2.25			0.86*
	3 or more	3.11			
domain	Training courses	Mean	1.91	2.22	3.14
Community guidance and awareness	No courses attended	1.91		0.31	1.23*
	1 to 2	2.22			0.92*
	Three or more	3.14			

*α =0.05

Table (14) shows that there are differences of statistical significance between mean estimations of those with a number of courses in community partnership (Has never attended, 1 to 2), on one side, and mean estimations of those with a number of courses in community partnership (3 or more) on another, due to the variable of the number of training courses in community partnership, in favour of the estimations those of a number of training courses (three or more). The reason for this is that department heads that attended training courses more than three are the most understanding of building community partnership. Three-way ANOVA test was made between estimations of participants on strategies practiced by department heads at Sattam Bin Abdul Aziz in building community partnerships with local community individuals and institutions as a whole according to the variables of study where the results were as presented in table (15).

Table (15) analysis test for tri-difference variance between estimations of participants for strategies practiced by department heads at Sattam Bin Abdul Aziz University in building community partnership with local community individuals and institutions in total according to the variables of study

Variables	Sum of squares	Degree of freedom	Square mean	F-value	Statistical Sig.
Sci. qualification	4.705	1	4.705	8.119	.006*
Years of experience in administrative work	.350	2	.175	.302	.740
No. of training courses in community partnership	14.594	2	7.297	12.592	.000*
Error	30.135	52	.580		
Total	487.061	57			

*α =0.05

The presence of differences with statistical significance between estimations of participants for strategies practiced by department heads at Sattam Bin Abdul Aziz University in building community partnership with local community individuals and institutions in total due to the variable of qualification for favor of those holding the qualification (Doctoral Degree). Absence of differences with statistical significance between total mean estimations of participants at all strategies practiced by department heads at Sattam Bin Abdul Aziz University in building community partnership with local community individuals and institutions due to the variable of Years of experience in administrative work. Presence of differences with statistical significance between total mean estimations of participants for strategies practiced by department heads at Sattam Bin Abdul Aziz University in building community partnership with local community individuals and institutions due to the variable of no. of training courses in community partnership. And to identify sources of differences, Scheffe test was used as shown in table (16).

Table (16) results of Scheffe test for total differences between sample participants' estimations about strategies practiced by department heads at Sattam Bin Abdul Aziz University in building community partnerships with community individuals and institutes according to the variable of training courses in community partnership

Training courses in community partnership		No courses attended	1 to 2	Three or more
	Mean	2.19	2.41	3.19
No courses attended	2.19		0.22	1.00*
1 to 2	2.41			0.78*
Three or more	3.19			

*α =0.05

Table 16) shows that there are differences of statistical significance between mean estimations of those with a number of courses in community partnership (Has never attended, 1 to 2) on one side, and mean estimations of those with a number of courses in community partnership (3 or more), from another side, due to the variable of number of training courses in community partnership in favour of those who took training courses (3 or more).

*Third question***:** What is the strategy proposed for the practices of department heads at Sattam Bin Abdul-Aziz University for methods of building community partnerships?
Strategy of Prince Sattam Bin Abdul Aziz University for Community Partnership:
Achieving community partnership objectives depends on the following strategies:
-        Establishing a scientific pedagogic information Centre with the task of publishing and broadcasting newest researches, programs and policies and applications for all those interested in university education, especially media and non-governmental educational institutions.
-        Establishing an administration in each department with the task of developing strategies to support and help individuals and institutions that work to link families and community to the university.
-        Enough training for faculty members and all employees in the University efficiently with the surrounding community.
-        Merging community partnership in an educational program and preparing students in all colleges at PSAU in all stages for the needs of students to study the skills of dealing with the family and community.
-        Providing the policy makers and community groups with the strategies and tools of family and community partnership and choosing what is suitable from them to the environment.
-        Welcoming students' parents and identifying their points of view, criticisms and collaboration to develop University environment and performance.
-        Interest in spreading the idea of community partnership and calling for it through meetings of department and college boards.
-        Supporting all efforts leading to attracting parents to solve the various problems that the university faces, and it is not limited to parents only, but there has to be the opportunity provision for non-governmental societies interested in higher education.
-        Inviting the community elite and parents to attend or participate in activities implemented by the University.

- Having interest in inviting all directors of commercial and charity organizations in the beginning of each academic year to define their needs and presenting the University needs to them.
- Having interest in making a brochure about the University including (University name, establishment, and the reasons for naming, contact, the Rector, list of faculty members, achievements, top students, famous graduates and important needs) to be distributed to students, community institutions companies and organizations.
- Having interest in making a record entitled "Community Partnerships" and how to benefit from it in developing education, provided that this record includes the plan and timetable for community partnership on the level of the academic year, as well as what the contributions of the university are in local community service surrounding the university and local community contributions in university service.
- Having interest in cooperation with youth centers and clubs to conduct training courses in all individual and group sports with the presence of parents, so we can develop students' sports talents.
- The most important problems must be reported to leaderships.
- The University should be keen on receiving local community individuals during the holiday and daily evening times to implement illiteracy and adult education programs, and practicing of activities, teaching of computer and internet, in addition to opening the library and holding religious and social events in the University, and benefitting from the revenues of these programs and activities in developing the University.

Analysis of the current situation of community partnership:

First: Strengths and weaknesses:
Strengths:
- The availability of University buildings and resources in providing social services and activities.
- Using the available resources in the community for the University to hold its educational and non-educational programs.
- Holding a series of seminars and meetings in University colleges participating in the projects and the other groups in the society to raise awareness of the standards of community partnership.
- Holding a monthly seminar by using video conference to train the surrounding community as a whole on the standards of community partnership and how to achieve them.
- The presence of faculty members with experience, research efficiency and good leadership.
- The presence of programs to qualify volunteers to participate in University projects.
- The University administration adopts strategies and procedures to encourage and ensure communication with media to achieve transparency.

Weaknesses:
- Some parents use their influence in community partnership to achieve their personal interests.

-        Unawareness of some community institutions of the educational process.
-        Interference of some parents without awareness, the thing that negatively affects the quality of the educational process.
-        Absence of a uniform system away from bureaucracy to organize the process of community participation.

Secondly: Opportunities and Threats:

Opportunities:

-        The presence of companies and institutions that is ready to sponsor the University and provide all types of financial and technical support.
-        The University administration trains leaders and helps them and all middle management cadres- training unit and assessment officials – those trained among the sponsored students and efficient faculty staff to be change agents.
-        The University studies community needs and develops community partnership plans.
-        Organizing advertising campaign to raise awareness of the importance of community partnership.

Threats:

-        Weakness of community culture relating to community partnership.
-        Lack of teamwork spirit in the University.
-        Belittling and underestimating student's opinion.
-        Weakness of community culture and unawareness of the importance of community partnership.
-        Weakness of available financial resources to develop the University.
-        The weak level of some leaderships and educational cadres.
-        Full centralization in dealing with educational issues and decision taking.

RECOMMENDATIONS

1-   The Head of Department must be keen on developing the positive attitudes between faculty members in the department and students to develop positive relationships with the local community.
2-   It is necessary to benefit from the academic experience and knowledge of faculty members to serve the institutions and individuals of the local community.
3-   Holding training workshops for parents and students on learning different life skills to achieve community partnership.
4-   Providing a sufficient budget to provide service programs to the local community through using donations.
5-   Establishing funds through community financing to enhance the department activities.
6-   Sponsoring creative and outstanding students and developing the events of voluntary days to serve the community.
7-   Activating the role of mass media in raising the awareness of local community institutions of the importance of community partnership in University development.

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