



دور الجامعات السعودية في الإسهام بتحقيق أهداف التنمية المستدامة لهيئة الأمم المتحدة: دراسة ميدانية

زينة محمد فالح القحطاني

-

Doi10.55534/1320-010-004-012

المستخلص:

)

(

)21(

)3(

)382(

) 1444-1443 (

:

.

.

-

-

الكلمات المفتاحية:

.



The Role of Saudi Universities in Contributing to the Achievement of the United Nations Sustainable Development Goals: Empirical Study

Zainah M. Alqahtani

Assistant Professor

Department of Education and Psychology
Faculty of Education, Hafr Al-baten University

Doi10.55534/1320-010-004-012

Abstract: The purpose of the study is to investigate the role of Saudi universities in contributing to achieving the Sustainable Development Goals of the United Nations (educational roles, research roles, and service roles). The researcher followed the descriptive survey approach, as it fits the subject of the study, and to achieve the objectives of the study, the researcher used the questionnaire as a tool for collecting information, and the questionnaire consisted of (21) items, distributed into (3) domains. The population consisted of all faculty members in higher education institutions in of Saudi Arabia in the academic year 1443-1444 AH, the study sample totaled (382) faculty members. The study reached several results, the most important of which are: that Saudi universities play a significant role in achieving the. The research domain had the highest contribution, while the educational domain had the lowest contribution but in a high degree. Further, the study showed that the service roles of Saudi universities contributing to achieving the Sustainable Development Goals of the United Nations came in a high degree.

Keywords: Sustainable development - United Nations – SDGs.



المقدمة

:

.

(Al-Kurd, 2018, 1).

(Dwekat, 2007, 32).

"

Al- "

)

(

"

(Thalbi, 2017, 1-2).

(Al-nuri, 1988, 75).

(Mojahed, 2020, 54) 2014م (

(2030 (

(SDGs)

)2015(

,)2030(

(Development Program in Arab States, 2022).



:

.(Development Program in Arab States, 2022)

(17(

-

)2030(

Development

.(Program in Arab States, 2022)

.(Al-Kurd, 2018, 1)

)

(

.(Gerio, Fiorani & Pietropaoli, 2019, 689)

.(Ibrahimi, 2015, 4)

.(Ghayad, 2020, 8)



(Ojan, 2008).

2030

(Al-hwas & Al-esamy, 2020, 190).

(

(Sustainability

:

(Ezzi & Ibrahimi, 2016, 413).

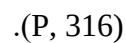
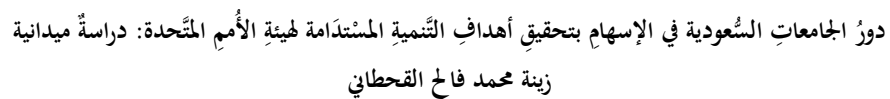
.

.

(Chankesliani & McCowan, 2021, 6).

.

(Mohammed, 2015)



•

.(Al-rifai, 2012, 298)

)Elmassah, Biltagy & Gamal, 2022)

[illegible]

)Al-shiti, 2020) ١

)2030(
)80(
)

•

•

)2030(

(Mobarez, 2019)

)260(

•

(Abedalmawla, 2019)



59(:
Bosaha & .
24 (Bhos, 2019)
50(

:
0.05(
(Abdulmoti & Mahfooz, 2018)
) (

(Mohammed, 2015)
)300(
:
:
:

،

:



مشكلة البحث:

Al-Aqel, 2021,

(869)

(Mojaheed, 2020)

(Mobarez, 2019)

(Ibrahimi, 2015)

«(Mohammed, 2015)

(-)

ما دور الجامعات السعودية في الإسهام بتحقيق أهداف التنمية المستدامة لهيئة الأمم المتحدة؟

:

1.

2.

3.

أهداف البحث

:

1.

2.

3.



أهمية البحث

:

1. الأهمية النظرية:

.

.

.

.

.

.

.

2. الأهمية التطبيقية:

:

(

.

)

.

)

(

.

.

.

حدود البحث

(1) الحدود الموضوعية:

.)

(

(1443-1444).

(2) الحدود الزمانية:

(3) الحدود المكانية:

(4) الحدود البشرية:

مصطلحات البحث

الدور Role:

"

":

: (Mobarez, 2019, 133)

:

SDGs

.



التنمية المستدامة Sustainable Development ":

" Al-qutb et

" : (Al-Khaliya & Shat, 2021) .(al., 2021, 363)

: " (P239).

.

الأمم المتحدة :United Nations

:

: " (Manee, 2007, 32).

.



$$=Z .3 \quad 0.95 \quad 1.96$$

$$=d .4 \quad 0.05$$

$$=p .5 \quad 0.50 =$$

(382)

(382) (100.00%)

توزيع أفراد عينة الدراسة حسب متغيراتها:

)

(

:

جدول 2

المتغير	الفئات	العدد	النسبة
		101	26.44%
		281	73.56%
		382	100.00%
		211	55.24%
		171	44.76%
		382	100.00%
	5	97	25.39%
	10-5	165	43.19%
	10	120	31.41%
		382	100.00%

خامساً: أداة الدراسة:

" :

)3(

)21(

،(Khlifat, 2019, 154)

:

جدول 3

م	المجال	عدد الفقرات
1	:	7
2	:	7
3	:	7



م	المجال	عدد الفقرات
	المجموع	21

سادساً: صدق الاستبانة:

1. صدق الاتساق الداخلي:

(Pearson)

30(

0.75-0.60(

0.71- 0.63(

0.81-0.52(

0.05(

2. الصدق البنائي:

جدول 4

م	الفقرة	معامل الارتباط بيرسون	القيمة الاحتمالية Sig
1		0.90	0.00
2		0.89	0.00
3		0.89	0.00

* الارتباط دال إحصائياً عند مستوى دلالة $\alpha = 0.05$

-0.89(

$\alpha = 0.05$ (

0.90)

سابعاً: ثبات الاستبانة:

) (

(Alwadi & Al-zubi, 2011, 216).

:



جدول 5

م	المجال	عدد الفقرات	معامل ألفا كرونباخ
1		7	0.78
2		7	0.80
3		7	0.85
	جميع الفقرات	21	0.92
(0.78)			

ثامناً: المعالجات الإحصائية المستخدمة في البحث

:

:

(1

(2) T (One Sample T Test)

(3

(4



نتائج البحث ومناقشتها

" ما دور الجامعات السعودية في الإسهام بتحقيق أهداف التنمية المستدامة

لهيئة الأمم المتحدة،

:

جدول 6

Sig

(N=382)

م	المتوسط	الانحراف المعياري	المتوسط النسبي	قيمة الاختبار	القيمة الاحتمالية Sig	الحكم
1	3.35	0.40	83.75%	41.70	0.00	
2	3.31	0.44	82.75%	35.74	0.00	
3	3.26	0.40	81.50%	37.05	0.00	
	3.30	0.37	82.50%	42.51	0.00	

:

(1) 3.30(

0.37(82.50(%

82.50(%

2030(

(Al-Shiti, 2020)

.

(2) 3.35(0.4(:

83.75(%

(Al-shiti, 2020)

2030(

.

(3) 3.26(0.4(:

81.50(%



(Bosaha & Bhos, 2019)

"ما الأدوار التعليمية للجامعات السعودية الإسهام في تحقيق أهداف

التنمية المستدامة لهيئة الأمم المتحدة،

جدول 7

		) (		) (		Sig	
		) (		) (		Sig	
م	الفقرة	المتوسط	الانحراف المعياري	المتوسط النسبي	قيمة الاختبار	القيمة الاحتمالية Sig	الحكم
3		3.32	0.62	83.00%	25.96	0.00	
2		3.31	0.62	82.75%	25.53	0.00	
1		3.28	0.52	82.00%	29.36	0.00	
5		3.26	0.60	81.50%	24.94	0.00	
6		3.23	0.65	80.75%	21.96	0.00	
7		3.22	0.64	80.50%	21.84	0.00	



م	الفقرة	المتوسط	الانحراف المعياري	المتوسط النسبي	قيمة الاختبار	القيمة الاحتمالية Sig	الحكم
4		3.18	0.62	79.50%	21.45	0.00	
	.	3.26	0.40	81.50%	37.05	0.00	

:

(1) 3.26(0.4(81.50(%
(81.50(%

2030(

(Abedalmawla, 2019)

(2) 3(3.32(0.62(83.00(%

(Abedalmawla, 2019)

(3) 4(3.18(0.62(79.50(%

(Al-Shiti, 2020)

" ما الأدوار البحثية للجامعات السعودية الإسهام في تحقيق أهداف التنمية

:

المستدامة لهيئة الأمم المتحدة؟،



جدول 8

Sig		)		(		)		(	
		N=382							
م	الفقرة	المتوسط	الانحراف المعياري	المتوسط النسبي	قيمة الاختبار	القيمة الاحتمالية Sig	الحكم		
6		3.41	0.53	85.25%	33.61	0.00			
7		3.38	0.53	84.50%	32.30	0.00			
1		3.34	0.61	83.50%	26.68	0.00			
3		3.33	0.54	83.25%	30.13	0.00			
4		3.33	0.64	83.25%	25.36	0.00			
5		3.33	0.54	83.25%	30.13	0.00			
2		3.31	0.64	82.75%	24.95	0.00			
	المجموع الكلي	3.35	0.40	83.75%	41.70	0.00	عالية		

(3.35)

(1)

0.4(83.75(%)،

83.75(%)



(Abdulmoti & Mahfooz, 2018)

(2) 6(3.41(0.53(85.25(%

(Abedalmawla, 2019)

(3) 2(3.31(0.64(82.75(%

(Abdulmoti & Mahfooz, 2018)

"ما الأدوار الخدمية للجامعات السعودية الإسهام في تحقيق أهداف التنمية

المستدامة لهيئة الأمم المتحدة؟"

جدول 9

م	الفقرة	المتوسط	الانحراف المعياري	المتوسط النسبي	قيمة الاختبار	القيمة الاحتمالية	الحكم
Sig							
1		3.54	0.58	88.50%	35.02	0.00	
7		3.34	0.55	83.50%	30.06	0.00	
2		3.30	0.61	82.50%	25.79	0.00	



م	الفقرة	المتوسط	الانحراف المعياري	المتوسط النسبي	قيمة الاختبار	القيمة الاحتمالية Sig	الحكم
4	.	3.26	0.62	81.50%	23.82	0.00	
4	.	3.25	0.67	81.25%	21.86	0.00	
6	.	3.24	0.62	81.00%	23.61	0.00	
3	.	3.22	0.62	80.50%	22.57	0.00	
	المجموع الكلي	3.31	0.44	82.75%	35.74	0.00	عالية

(1) 3.31(:
 0.44(82.75(%
 82.75(%

(Mohammed, 2015)

(2) 1(3.54(0.58(88.50(%،

(Bosaha & Bhos, 2019)

(3) 3(3.22(0.62(80.50(%،

(Mohammed, 2015)



ملخص نتائج الدراسة

1.

(82.50%.)

2.

(83.75%.)

3.

(81.50%.)

4.

(82.75%.)

توصيات الدراسة

1.

2.

3.

4.

5.



المراجع

أولاً: المراجع العربية

- . : . (2015).
- <https://search.emarefa.net/ar/detail/BIM-796413.14-1>، (24)5
- . (2022).
- <https://www.arabstates.undp.org/content/rbas/ar/home/sustainable-development-goals.html>
- . : . (2019).
- .86-69 ، (1)3
- <https://www.asjp.cerist.dz/en/downArticle/530/3/1/82450>
- . (2017). (2015-2004)
- <https://search.emarefa.net/ar/detail/BIM-837698.116-88>، (34)33
- . (2020).
- .2030
- <https://usrij.com/wp-content/uploads/2020/08>
- . (2007).
- . (2012). 24-23
- . (2020).
- "2030"
- <https://search.mandumah.com/Record/1100845.561-537>، (3)9
- . (2006). 13-12
- . ()
- . (2018).
- .44-1 ، (7)34 ،
- <https://search.emarefa.net/ar/detail/BIM-1131316>
- . (2019).
- .226-182 ، (31)1 ،
- <https://search.mandumah.com/Record/989009>
- . (1992).



- (2016(3-6.) () .
- . 2021(.
- https://edusohag.journals.ekb.eg/article_137597.910-865 ،(2) I
- " 2008(.
- "
- . 2021(.
- 380-357 (102)3 2030 :
- https://search.mandumah.com/Record/1041284
- . 2021(.
- 339-277 ،(3)4 ،
- http://dx.doi.org/10.29009/ijres.4.3
- . 2018(24-26.) ()
-
- 2018/4/25
- . 2007(.
- . 2019(.
- 176-113 ،(117)30
- https://search.mandumah.com/Record/970623
- . 2020(. (- (
- https://inp.journals.ekb.eg/article_164572 .72-51 ،(2)28
- . :
- . 2015(.
- https://search.emarefa.net/ar/detail/BIM-.338-315 ،(1)16 ،
- 766986
- . 1988(.

ثانيًا: المراجع الأجنبية:

- Abdulmoti, A., & Mahfoo, R. (2018). The role of accredited colleges in Egyptian universities in achieving sustainable development goals: the College of Education in Assiut as a model - an analytical study (In Arabic). Journal of the Faculty of Education, Assiut University, 34(7), 1-44. https://search.emarefa.net/ar/detail/BIM-1131316.
- Abedalmawla, M. (2019). The role of educational research in supporting the requirements and goals of sustainable development in Egyptian universities: an applied study at the Faculty of Education, Aswan University. International Journal of Educational and Psychological Sciences, Egypt, 1(31), 182-226. https://search.mandumah.com/Record/989009.
- Abood, A. (1992). In continuing education, literacy, and adult education (1st ed.). Egyptian Nahda Library.



- Al-aqel, M. (2021). Dimensions of sustainable development, its sources, and applications in light of Islamic education. *Educational Journal of the Faculty of Education in Sohag*, 1(2), 865-910. https://edusohag.journals.ekb.eg/article_137597.
- Al-hawas, H., & Al-esamy, A. (2020). Obstacles that limit the role of Saudi universities in achieving economic development in light of the Kingdom's Vision 2030(In Arabic). *Journal of University Studies for Comprehensive Research*, 1 (3), 187-225 <https://usrij.com/wp-content/uploads/2020/08>.
- Al-Khaliya, A., & Shat, M. (2021). The extent to which dimensions of sustainable development are included in the content of the developed science curriculum for the fifth grade in the Sultanate of Oman. *International Journal of Research in Educational Sciences*, 4(3), 277-339. <http://dx.doi.org/10.29009/ijres.4.3>.
- Al-kurd, D. (2018, April 24-26). The expected role of Palestinian universities in promoting sustainable development (presentation paper). Research presented to the Sustainable Development in a Changing Environment Conference, organized by the Faculty of Economics and Social Sciences - An-Najah National University on 4/25/2018, Nablus, Palestine.
- Al-Nuri, A. (1988). *New trends in the economics of education in the Arab countries* (1st ed.). House of Culture for Publishing and Distribution.
- Al-Qutb, S., Atta, R., Al-Jundi, Y., & Hussein, T. (2021). Education and activating the values of sustainable development in light of the sustainable development strategy: Egypt's Vision 2030(In Arabic). *Journal of the College of Education*, 3(102) 357-380. <https://search.mandumah.com/Record/1041284>.
- Al-Shiti, E. (2020). The role of Saudi universities in harmonizing the outcomes of higher education and the requirements of sustainable development according to the "2030" vision in the Kingdom of Saudi Arabia: an analytical study of the opinions of administrative leaders at Qassim University. *International Journal of Economics and Business*, 9(3), 537-561. <https://search.mandumah.com/Record/1100845>.
- Al-Thlabi, R. (2017). The role of education in economic development in Iraq for the period (2004-2015) (In Arabic). *Gulf Economic Journal*, 33(34), 88-116. <https://search.emarefa.net/ar/detail/BIM-837698>.
- Abdelsalam, A. (2006, April 12-13). Developing education curricula to meet development requirements and face the challenges of globalization (presentation paper). Conference on specific education and its role in human development in the era of globalization. Faculty of Specific Education, Mansoura University, Egypt.
- Al-Rafii, M. (2012, April, 23-24). The role of adult education in achieving sustainable development (presentation paper), Tenth Annual Conference - Adult Education and Sustainable Development in the Arab World. Adult Education Center, Ain Shams University, Egypt.
- Bosaha, M., & Bhos, N. (2019). The role of the university in embodying sustainable development: a field study of a sample of university professors at the Tissemsilt University Center (In Arabic). *Shuaa Journal of Economic Studies*, 3(1), 69-86. <https://www.asjp.cerist.dz/en/downArticle/530/3/1/82450>
- Dweikat, K. (2007). *The role of graduate studies and scientific research in achieving sustainable development in Palestine* (1st edition). Publications of Al-Quds Open University.
- Ezzi, A., & Ibrahim, N. (2016, April, 3-6). The role of the university in achieving sustainable development (a study of the reality of the Algerian university) (presentation paper). The Sixth Arab Conference on Quality Assurance in Higher Education, Sudan University of Science and Technology, Sudan.



- Ibrahimi, N. (2015). The role of the university in achieving sustainable development: a study of the reality of the Algerian university (In Arabic). Al-Hikma Journal of Economic Studies, 5(24), 1-14. <https://search.emarefa.net/ar/detail/BIM-796413>.
- Mobarez, S. (2019). A proposed vision to activate the role of New Valley University in achieving sustainable human development for the local community. Journal of the Faculty of Education, Benha University, 30(117), 113-176. <https://search.mandumah.com/Record/970623>.
- Mohamed, A. (2015). The role of universities in achieving sustainable development in Sudan: a case study of a university of science and technology. Jerash Research and Studies, 16(1), 315-338. <https://search.emarefa.net/ar/detail/BIM-766986>.
- Mojaheed, Ab. (2020). Sustainability of Arab universities and achieving sustainable development, experiences of countries (Newcastle and Maribor Universities) (In Arabic). Egyptian Journal of Development and Planning, 28 (2), 51-72. https://inp.journals.ekb.eg/article_164572.
- Manee, J. (2007). International Organization (1st edit). Darl Al-Fokr Al-jamee.
- Ojan, W. (2008). Problems of university youth, research presented at the Second Cultural Conference "University Youth and the Challenges of Modernity and Tradition", Princess Sumaya University for Technology, Jordan.
- United Nations Development Program in the Arab Countries. (2022). Sustainable development goals. <https://www.arabstates.undp.org/content/rbas/ar/home/sustainable-development-goals.html>
- Chankseliani, M., & McCowan, T. (2021). Higher Education and the Sustainable Development Goals. Higher Education Journal, 81 (2), 1-8. www.discovery.ucl.ac.uk/id/eprint/10146665.
- Elmassah, S., Biltagy, M. and Gamal, D. (2022), Framing the role of higher education in sustainable development: a case study analysis. International Journal of Sustainability in Higher Education, 23(2), 320-355. <https://doi.org/10.1108/IJSHE-05-2020-0164>.
- Gerio, C., Fiorani, E., & Pietropaoli, F. (2019). The Role of Universities in Sustainable Development: The University of Rome 'Tor Vergata': A Place of Knowledge and Promotion for Sustainable Projects. Strategica journal, 1(2), 689-694. <https://strategica-conference.ro/wp-content/uploads/2022/04/74.pdf>.
- Ghayad, R. (2020). The role of universities in achieving sustainable development of society through university youth. International Journal of multidisciplinary studies on management, business, and economy, 3(2), 8-16. ISSN: 2735-5446.