

ROLE OF SAUDI UNIVERSITIES IN SPREADING THE CULTURE OF SOCIAL RESPONSIBILITY BASED ON THE EXPERIENCES OF MALAYSIAN AND CANADIAN UNIVERSITIES

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ABSTRACT

Aim. This research paper aims to identify the role of Saudi universities in spreading the culture of social responsibility based on the experiences of Malaysian and Canadian universities.

Methods. The author adopted the descriptive analytical approach based on the literature review and analysing the experiences of Saudi, Malaysian, and Canadian universities.

Results. The results showed that the Saudi Ministry of Education should play its role in institutionalising social responsibility in Saudi universities and the higher education sector, e.g., promoting social responsibility practices at universities as a part of the ministry's strategy.

Conclusion. In the light of the results obtained the officials of Saudi universities can benefit from the experience of Malaysian and Canadian universities to spread the culture of social responsibility. This research recommends raising the awareness of university students of the importance of university social responsibility as a strategy to motivate them to participate in various community activities and programmes.

Originality. This research is considered one of the fewest studies that analysed the experiences of Saudi, Malaysian, and Canadian universities.

Keywords: Role, Saudi universities, Malaysian universities, Canadian universities, social responsibility.

INTRODUCTION

Developed and developing countries have recently experienced successive waves of change, which affect the components of education. These changes have influenced the social perspective towards university education institutions because contemporary universities are considered active



partners of community development; thus, universities are urged to practice their community role as a requirement for confronting contemporary challenges (Alsalmay, 2014). Work philosophy and mechanisms should be socially introduced, representing the relationship between these institutions and society and its service. Hence, social responsibility has emerged.

Social responsibility reflects the development of the community through education, research, development, and keeping pace with modern technologies to adapt to the surrounding changes (Ahandu, 2016). According to Ruxandra Vasilescu et al. (2010), university social responsibility is the ethical policy of the quality of university community performance of the university community (student, faculty, and administration), being responsible for managing the environmental, cognitive, educational, and labour market impacts, and being engaged in an interactive dialogue to improve sustainable human development.

Recently, the social responsibility of the universities has received much attention, so they should realise that their activities and decisions must reflect their values and standards, i.e., their commitment to social responsibility at the administrative and academic levels, which will benefit the institution and society (Asemah et al., 2013). Universities have been required to fulfil social responsibility and community service and develop the community through academic programmes, courses, attitudes, faculty and students' efforts, and direct efforts in supporting and adopting community programs and partnerships with different community sectors. They have developed organizational and institutional frameworks for the efforts of community service and achieving social responsibility practices (Al-Mutairi, 2016).

Saudi universities spread the culture of social responsibility by including the concept of community service in their missions. Many faculty members are recruited to provide experiences and knowledge to all private and public universities. Moreover, universities offer training courses and programs to all society members. For instance, Umm Al-Qura University established the Institute of the Custodian of the Two Holy Mosques Institute for Hajj and Umrah Research to be a comprehensive reference for conducting research that facilitates the performance of Hajj and Umrah.

Majmaah University (2016) hosted the Forum of Gulf Universities and University Social Responsibility: Strategic Visions and Effective Practices, which aimed to develop university programmes in the field of social responsibility as one of the university's major roles. The Conference of the Social Responsibility of Palestinian University in Nablus in 2011 recommended fostering the role of universities in social responsibility, improving the quality of education and scientific research in universities to keep pace with the developments of the local community, and making a plan for social responsibility as a major component of the university strategic plan and an assessment criterion to achieve quality (Ahandu, 2016). According to Yussef Awad (2010), the Forum of Arab Ministers for social develop-

ment in 2008 recommended creating a social culture, reviewing educational systems, especially at universities, to include the broad concept of social responsibility, and conducting further descriptive and analytical studies on social responsibility in the Arab world.

Several studies, such as Hasa Al-Suhaili (2020), Abdelmady Sawalha and Mohamed Sawaha (2016), Dahab Al-Shammari (2014), and Hamid Al-Hadrawi et al., (2014), stressed that social responsibility is an important factor in socialisation and daily life. They argued that social responsibility is a social necessity to keep pace with successive developments in all fields to prepare children to fulfil their roles adequately to achieve self-development and advance society. They stressed that social responsibility effectively promotes the creative abilities of university students. Thus, the lack of social responsibility is a negative, destructive factor in society.

Mehran Nejati et al. (2011), Mohamed Shahan (2012) and Abdelsalam Najadat (2010) asserted that many factors contribute to the success of a university in its social role and responsibility. There is an increasing interest in social responsibility among academics, practitioners, and universities as centres for knowledge generation. Moreover, they developed a proposal of university responsibility by influencing society and the important university role in spreading the culture of social responsibility.

Despite the prevalent international and Saudi interest in the concept of social responsibility in universities, the interest of the Ministry of Education, and the care of university leaders for social responsibility, there are numerous difficulties related to social responsibility in the Saudi university, especially its management (Al-Seweed, 2017). Saudi universities suffer from the low satisfaction of the university community, especially the academics and administrators, due to work conditions, social relations, and incentives (Khasawneh et al., 2017).

Wael Gibril (2016) indicated that the poor performance of Arab universities in community service is due to the lack of clear philosophy of community service; lack of funding; failure to define the field problems of the different sectors; poor marketing; lack of a clear vision, specific mechanisms, and scheduled programmes that activate the university's role in spreading the culture of social responsibility, as well as cultural, financial, and administrative problems. Poor student satisfaction plays a role in the poor performance of these universities (Ibn Gomaa, 2015). Moreover, Saudi universities have not played their role because of various challenges and problems (Al-Khelaiwi, 2015).

Some studies, such as Samira Mohamed (2017), Mohamed Al-Dosari (2016), Dahab Al-Shammari (2016), Nadia Alzoghbi and Abdallah Almejeed (2011), Meshabib Al-Asmari (2014), showed several obstacles that impede the Saudi universities' performance of social responsibility, including a lack of an organizational structure of social responsibility at the university, lack of reporting the university's performance of social responsibility, poor university performance in supporting the external community

and documenting the relationship with the community and its institutions, lack of strategic planning for social responsibility programmes, poor incentives and facilities for implementing the programmes, the weak relationship with its graduates and its disinterest in involving them in the activities and development processes, the lack of inviting employers to join the university's programs and activities, as well as the lack of qualified competencies in the field of planning, designing, implementing and evaluating social responsibility programmes and activities.

Many international experiences in this field have confirmed that the role of social responsibility in universities is one of the influential roles at the level of different societies (Bokhari, 2017). This issue has led many researchers to emphasise the need to highlight the social roles and responsibilities carried out by many universities globally (Nejati et al., 2011). However, the main problem is the lack of a number of studies analysing the nature of universities' social responsibilities and the impact they can have on the level of community development (Geryk, 2011). The emphasis was, therefore, on the need to conduct research on the social responsibility of universities by analysing the efforts of those institutions, the nature of the activities undertaken in this regard, and the expected benefits derived from those activities and initiatives (Gołaszewska-Kaczan et al., 2017)

The author's selection of Malaysian universities is due to the Malaysian government's keenness to enhance the social responsibility agenda. In its Vision 2020, there were three initiatives concerned with social responsibility: Moral communities, sponsor communities, and a just economic community (Yaakub et al., 2011). The author's selection of Canadian universities is because they all participate in social responsibility research. Moreover, the federal government supports university institutions to improve social responsibility performance. Some believe that social responsibility is totally integrated into academic curricula (Strandberg, 2019).

In light of the increasing social problems and the relevant challenges and repercussions, the lack of a culture of social responsibility among Saudi university students and the Saudi universities' inability to play their role in spreading this culture due to the obstacles and challenges they face, Saudi Arabia and its universities have had to adopt the philosophy of spreading the culture of social responsibility based on granting the universities their globally recognised rights to fulfil their roles in accordance with the best practices of Islamic and international universities. They should endeavour to confront these challenges by utilizing the experiences of some developed countries in spreading the culture of social responsibility by analyzing the roles of universities in this regard. The present paper aims to identify the role of Saudi universities in spreading the culture of social responsibility in Saudi Arabia by benefiting from the experiences of Malaysian and Canadian universities in spreading social responsibility.

THEORETICAL FRAMEWORK

Sociologically, social responsibility has been related to the individual and one's social frame. It is the individual's responsibility to one's actions toward social power and its traditions and customs. In this regard, responsibility adheres to the reference of the implied community, culture, and value system, and the lesson is about the results achieved in society. Accordingly, social responsibility is a structure of rights and duties that determine the desired individual behaviour in society because the society, not the state or political regime, is the goal and scope of social responsibility effectiveness (Laila, 2015).

Archie Carroll (1991) developed an important and well-known model of university social responsibility to assess university social responsibility. Because this model is easy and applicable to all institutions, the author adopted this model with its four components to answer the study's questions. This model relies on the institution's fulfillment of its economic, philanthropic, social, and legal responsibilities towards the society; thus, its social responsibility comprises (economic, legal, ethical, and philanthropic) components (Carroll, 1991; Nagy, 2011; Öbersedereta et al., 2011).

Carroll (1979) categorizes the social responsibility of institutions into four major domains:

Economic responsibility, which means the corporate's commitment to be productive, achieve the highest possible profitability for shareholders and stakeholders, achieve competitiveness, produce effectively, provide job opportunities and income to the staff, and contribute to technological progress and creating services. *Legal responsibility*, which is the corporate's commitment to fulfil economic responsibility under the legal framework of the state and the applicable regulations, fulfil its legal commitments, and meet at least the minimum legal requirements necessary for its products. *Ethical responsibility*, which is a commitment to respect the moral standards, rules, and expectations of society even if not codified. It also indicates respect for the development of new concepts and values that reflect the interests of individuals in society, which may develop in the future into legislation and laws. Ethical responsibility interacts actively with legal responsibility to include higher levels than those defined by the law. *Philanthropic responsibility*, which is the corporate's voluntary decision to provide material resources to achieve the prosperity and well-being of society. It includes donations and grants for achieving basic goals, such as combating poverty, combating illiteracy, preventing diseases, and encouraging voluntary work.

Wayne Visser (2008) provided some characteristics of Carroll's model to assess social responsibility, as follows: The model provides a comprehensive and basic definition of social responsibility, regardless of the sectors to be applied to, whether profitable or service, It is simple, easy to under-

stand, and follows logic. Over 25 years, Carroll's model was considered as the first model for defining social responsibility and was reformulated in many academic research related to social responsibility. Also, it includes different domains and criteria, such as corporate citizenship and all related parties. This model also gives utmost importance to the economic component of social responsibility that differs from Ferdman's definition of social responsibility.

THE ROLE OF SAUDI UNIVERSITIES IN SPREADING THE CULTURE OF SOCIAL RESPONSIBILITY

Universities play a part in achieving the Saudi Vision 2030 because they prepare academic educational, professional, political, and intellectual leaders. They are also responsible for developing society and improving its social, economic, political, intellectual, and cultural circumstances by activating its basic functions (education, scientific research, and community service) (Kesnawy, 2001). The university affects and is affected by society as the main tool for forming intellectual capital, preparing human cadres, and qualifying leaders to fulfil its job by consolidating and spreading social responsibility. Below, the author reviews the experiences of two Saudi universities in spreading the culture of social responsibility.

King Faisal University

King Faisal University has offered initiatives on providing programmes and activities aiming at cooperation and community participation with the Colleges of Agriculture, Science, and Physical Education, which spreads the values of social responsibility. This is indicated by the official website of King Faisal University in 2019, stressing that under the guidance and support of the Dean of the College of Applied Studies and Community Service, the College organised a seminar entitled "Al-Ahsa Leaders: Cooperation Towards Social Responsibility" in 2018 in cooperation with the Department of Community Partnership Development at the University (Consulting and Programs Unit). The meeting was attended by a number of leaders of public and private institutions and charitable bodies in Al-Ahsa (King Faisal University, 2019). Believing in the importance of social responsibility, King Faisal University has activated its social roles and established many partnerships with community institutions. King Faisal University highlighted some of the University's partners as follows (King Faisal University, 2019):

- *Prince Mohammad Bin Fahd's Scholarship Project*: This agreement was made within the framework of cooperation between the University and Prince Mohammed bin Fahd's Scholarship Project in order to achieve community partnership and cooperation in educational and training issues and consolidate the value of charitable work in the community.

The areas of cooperation were in the fields of education, training, and volunteering.

- *Prince Fahd bin Salman's Charitable Society*: This agreement was made within the framework of cooperation between Prince Fahd bin Salman's Charitable Society and the university for the development of humanitarian and social services and the provision of health and social services to the community. The areas of cooperation were in the educational, awareness, and community service fields.
- *Saudi Commission for Tourism and National Heritage*: This agreement was made within the framework of cooperation between the Saudi Commission for Tourism and National Heritage and the university to strengthen the role of the tourism sector through coordination with official bodies, including King Faisal University, which is full of thousands of competent energies in various branches of knowledge, including what the commission needs in the performance of its mission to care for tourism and national heritage.
- *Al-Ahsa Charitable Society*: This agreement was made within the framework of cooperation between Al-Ahsa Charitable Society and the university for the development of society, interest in charitable work, and the promotion of social responsibility in the hearts of community members. Cooperation was in the field of scientific research, education, training, and community service.
- *The Commission of Promotion of Virtue and Prevention of Vice*: The university concluded this agreement with the Commission of Promotion of Virtue and Prevention of Vice to spread the culture of moderation, promotion of virtue, and prevention of vice in Saudi Arabia. The agreement included skill development, training courses, symposia, conferences, community service, infrastructure, and information technology.
- *Al-Ahsa Literary Club*: This agreement was made within the framework of cooperation between the University and Al-Ahsa Literary Club for the development of cultural and literary aspects and to improve and develop the capabilities of individuals and interest in cultural talents and discovery. Cooperation was in the cultural, literary, human resources, media, and talent fields.

King Abdulaziz University

The university has been interested in providing volunteer activities, workshops, programmes, and free lectures that engage the community and spread the culture of social responsibility (King Abdulaziz University, 2019), stressing that the university has been keen to direct efforts to care for the community through the launch of "Social Responsibility Program" by the Deanship of Community Service and Continuing Education on November 20th, 2014. Social responsibility is a key pillar in the university's strategic plans for the coming years. The correlation between development and social responsibility will be increased. The activities of the social responsi-

bility unit are based on social solidarity, the education sector, and health in line with the distinguished services to the community (King Abdulaziz University, 2019).

In 2019, King Abdulaziz University confirmed that the university had held the activities of the Third National Forum and Exhibition for Productive Families 2014, which was held under the title: 'Made in Saudi Arabia' in the presence of more than 500 businessmen, businesswomen, managers of governmental agencies, and those interested in family affairs and development of craft work. During the forum, a joint cooperation agreement was signed between the university and the Jeddah Chamber of Commerce and Industry, whereby the Chamber established and supported a scientific chair on social responsibility issues, and the university develops and supervises a programme that grants a diploma in social responsibility and provides information for studies and research in corporate social responsibility. Jeddah Chamber of Commerce and Industry is entrusted with the task of finding ways to communicate with the bodies responsible for the social responsibility of these companies (King Abdulaziz University, 2019).

THE REALITY OF THE ROLE OF MALAYSIAN UNIVERSITIES IN SPREADING THE CULTURE OF SOCIAL RESPONSIBILITY:

The Malaysian government prioritises its social and economic growth based on promoting a social responsibility agenda. Thus, awareness and understanding of the importance of social responsibility increased over the past few decades (Nasir et al., 2015). Malaysia has been extensively addressed in the literature investigating social responsibility in developing countries (Zulkifli & Amran, 2006). Noor Nasir et al. (2015) revealed that the concept of social responsibility is not new in Malaysia. Studies on social responsibility have recently become an important topic in journals specialising in social responsibility research. Several researchers detected that social responsibility has been used as a strategy to improve the positive image of Malaysian institutions, not as a means to provide stakeholders with information. They concluded that the purpose of practicing social responsibility in Malaysia is to maintain the good reputation of the institution and improve its image.

Malaysian universities provide adequate interactive initiatives and activities that help spread the culture of social responsibility. Radiah Othman and Roslan Othman (2014) pointed out that Malaysian universities have a significant role to play in community development. This is represented in constructing campuses and launching projects of adopting children and awareness campaigns on safety rules while driving. They also provide sporting, recreational, and educational programmes that ensure the participation of all age groups. These are some experiences of Malaysian universities in spreading the culture of social responsibility.

University Technology Malaysia

University Technology Malaysia (UTM) is a prominent entrepreneurship research university driven by innovation in engineering science and technology. Currently, the great efforts made by the personnel and students towards social responsibility have achieved great success. Thus, higher education departments should receive more attention because they have started developing faculty members as constant community service (Akdere & Egan, 2005). UTM has to endorse its activities of social responsibility because they promote its role in the region. These activities maintain competition, make it a well-established research university, improve its reputation, and promote its positive image. The active role of the university involves creating good citizens and renewing civic responsibility among its members, especially students, and staff, who participate as volunteers (Sawasdikosol & Moral, 2009).

The results related to the university's role in social responsibility have been clarified through the provision of its facilities and services, which have caused the emergence of the concept of interdependence between various forms of capacity building that helps achieve healthy and sustainable development. Through its ecotourism programme, UTM offers many recreational activities for community members. This includes the recreational forest, deer park, lake, tropical garden, bird watching, orchard, and observatory. The natural resources have empowered the university to offer various outdoor activities to the community, such as camping, jungle trekking, horse riding, and kayaking within the university area (Shaari et al., 2018).

The major role of the university is to build and enhance the knowledge, skills, competencies, and capabilities of the communities by organising its academic or non-academic activities (e.g., student volunteering activities and community training programmes). For example, the Islamic Center helped the university to spread Islamic knowledge to the Muslim community, as it has implemented more than 60 programmes. The Center for Community and Industry Network (CCIN), which focuses on university and community participation and promotes volunteering among staff and students through community participatory research and awareness programs, reflects another aspect of good citizenship. Approximately 5,000 staff and students participated in volunteer projects and spent more than 20,000 hours (Atakan & Eker, 2007).

Roziana Shaari et al. (2018) examined the role of UTM in providing facilities and services to the community and their impact on the community. The results showed that the university helped form social capital through community participation, social responsibility, and providing facilities, services, and programmes that optimise the community field, including capacity building, community empowerment, and reinforcing types of sustainable life.

University Kebangsaan Malaysia

University Kebangsaan Malaysia (UKM) was established to serve the citizens. Therefore, it has adopted social responsibility, which began when

international students from neighbouring countries, such as Cambodia, Thailand, and the Philippines, joined it. The university forewent their fees as an initiative of social responsibility. Its vision also is associated with social responsibility. To reinforce the value of social responsibility, the university encouraged employees and students to participate enormously in community services and implemented social responsibility activities based on the principle of community service (Abdul Rahman, 2018).

The Centre for Community Service was established at the university in 1995 to encourage student clubs to participate in community service activities actively and provide facilities and training. Over time, students have remained the main actors in social responsibility activities (*Albright College*, 2020).

Faculty members' participation in social responsibility was independent of the initiatives run by the university, and social responsibility was perceived as a part of good practice. Then, the university encouraged faculty members to be more involved in social responsibility. However, activities were limited to community services, such as helping orphanages, nursing homes, and zoo cleaning. When professors or doctors give sermons in mosques or help people, they play a role in community participation. In the mid-2000s, the administration began to be interested in social responsibility, especially concerning to the participation of faculty members. The university was encouraged to consider social responsibility as one of its major agendas. It was agreed that the funds and incentives provided by the Ministry of Education have a greater impact on these changes. Senior management also highlighted the level of commitment to social responsibility as one of the university's agendas. The university conceived that it was a good start to motivate the university community to participate in corporate social responsibility and to create awareness about the importance of performing it for the community and the university (Abdul Rahman, 2018).

Over time, the social responsibility of this university became more systematic, like other public universities. The university's commitment to social responsibility was present when it recognised social responsibility as a standard for promoting faculty members. Employees are obligated to participate in social responsibility because their promotion requires it (*Albright College*, 2020).

In the light of spreading the culture of social responsibility, these universities work to provide teaching and research services, strengthen discipline and strong management, increase community participation, and overcome economic and social challenges. Shu-Hsiang Chen et al. (2015) pointed out that these universities follow a basic system in the form of a structure based on the concepts of reinforcing university practices to consolidate the values of social responsibility, which have attracted the attention of Southeast Asian countries in particular. This theoretical structure consists of several components through which the role of these universities in spreading the culture of social responsibility is clear, such as working to provide all teaching, educational, and research services; deepening the

university's administrative and controlling role and increasing the rate of community participation; improving aspects of university life to enhance university practices to spread the culture of social responsibility and highlight environmental, economic, and social challenges.

THE ROLE OF CANADIAN UNIVERSITIES IN SPREADING THE CULTURE OF SOCIAL RESPONSIBILITY:

Canadian universities play a prominent role in spreading the culture of social responsibility among students and the community. The major mission of the university is to provide several educational programmes that allow students to succeed in their educational and professional lives and deepen their positive role as good citizens in the community. This encourages the university to set several goals through which social responsibility is spread based on supporting students to achieve their personal, professional, and educational roles and increasing ethnic and cultural diversity within the community (McDade & Bulcroft, 2015).

Some Canadian universities spread the culture of social responsibility in the light of their cooperation with the community, institutions, and various organisations by consolidating the research, and educational aspects that help activate the highest levels of quality related to service and cooperative aspects to achieve and ensure the university's role towards adopting the highest levels of social responsibility towards the university's partners, individuals, and society, as a whole (University of Victoria, n.d.). These are some experiences of Canadian universities in spreading the culture of social responsibility.

The University of British Columbia

The University of British Columbia, Faculty of Medicine (University of British Columbia, n. d.) developed a well-defined programme that establishes several key themes that focus on the goals of spreading the culture of social responsibility significantly. The University of British Columbia maintains a positive learning environment that fosters self-learning and lifelong learning, where students learn to undertake their learning responsibility and social responsibility. Thus, learning empowers them to fulfil the major medical requirements for the members of indigenous, rural, and remote communities. These points represent the visions and methods of the University to achieve those objectives, which are as follows:

- Attention to the public health of community members: working to increase the number of graduate students who contribute to strengthening the infrastructure of the public health system at all research, academic, and medical levels.
- Clarification of the programme: attention to support remedial practices in rural and remote areas and to meet the needs and requirements of

groups that may be ignored around British Columbia, especially the elderly, children, and poor members of the community.

- Refinement of social awareness: work to improve and develop an appropriate level of social awareness among students in relation to their practice in rural and remote areas.
- Community Requirements: meeting all the medical and therapeutic requirements and needs of the entire community and in rural and remote areas, in particular, including the need for health professional models and teachers of health education.
- Identification of needs: Establishing mechanisms for dealing with the local communities served by the programme, particularly indigenous, rural, and remote communities to identify and address their major health problems and requirements of physician education.
- Indigenous, rural, and remote communities' physicians: Increasing the number of students who participate in postgraduate training or establish practices in indigenous, rural, remote, and northern communities in British Columbia.
- Required specialties: Increasing the number of graduates who majored in family practice and the necessary specialties, including geriatrics.
- Community needs: It meets the health care needs of the indigenous, rural, and far areas in British Columbia.
- Long-term impact: Impact on access to care and health status of indigenous peoples in British Columbia.
- Continuing medical education: It monitors the educational needs, including those in the rural and far areas, and provides professional training to doctors to maintain them in British Columbia.

University of Manitoba

The University of Manitoba has been strengthening its commitment to community participation and sustainable development since creating its first sustainability strategy in 2012. It has also attempted to become a part of the worldwide sustainability movement in education, corporate boards, and governments. Accordingly, it has received STARS Gold Rank, which shows that it has made significant achievements in academic and community engagement, operations, planning, and management through the strenuous efforts made by staff and students. Thus, successful initiatives, such as recycling campus waste, sustainable transportation strategy, pedestrians and cycling plan, study and assessment of biodiversity, and trees inventory, emerged. Moreover, the staggering success of the projects initiated by students and supported by faculty and staff on campus, such as composting initiatives, food gardens on campus, and green space assessment, has to be considered. The partnerships that formed their success are unique to the campus environment and make opportunities for advancement through research, study, and pioneering practices one of the university's greatest assets (University of Manitoba, n.d.).

The Faculty of Social Work, University of Manitoba, is working to establish an active social citizen dependent on applied formats that support services and social context, thus spreading the culture of social responsibility. The Faculty of Social Work, University of Manitoba (The University of Manitoba, n.d.) notes that the role it plays in achieving the foundations through which the culture of social responsibility is evidenced by transforming community members into social workers. This is required by voluntary programmes based on social activities, which are divided into two basic forms:

- The first form: increasing the absorptive capacity of the social responsibility owned by the social actor, which involves a wide range of job evaluations and planning values.
- The second form: working within the service contexts of the community to establish several specific responsibilities within the community to support community members and children.

BENEFITING FROM THE EXPERIENCES OF CANADIAN AND MALAYSIAN UNIVERSITIES IN SPREADING THE CULTURE OF SOCIAL RESPONSIBILITY IN SAUDI ARABIA

The author summarised these experiences as follows:

Malaysian Universities fulfil their role by launching projects, awareness campaigns, and activities, providing education to marginalised groups, fostering community capabilities, providing low-cost facilities, providing research services, as well as identifying and resolving environmental, economic, and social challenges.

Canadian universities fulfil their role through health programmes, raising awareness, identifying the medical needs of community members, integrating development elements in research and educational frameworks, activating service activities, raising competence, providing educational programmes, and assuming responsibility towards the rural and far areas.

Saudi universities can benefit from the experiences of Malaysian and Canadian universities in spreading the culture of social responsibility as follows:

- The Ministry of Education plays its role in institutionalising social responsibility in Saudi universities and the higher education sector, such as promoting social responsibility practices in universities as a part of the strategy of the Saudi Ministry of Education.
- Saudi private and public universities should play a major role in community development work that emanates from the universities' role in constructing campuses, launching development projects and awareness campaigns, as well as providing sports, recreational and motivational activities and programmes.
- Saudi universities, as a center for research (knowledge generation, continuity, and participation), play a major role in adapting to the problem

concerning global sustainability. The university should be a foundation for revealing and practicing the social responsibility of good institutions and promoting a healthy and beneficial lifestyle for its personnel.

- Senior management at Saudi universities has to ensure the participation of all faculty members and employees in social responsibility. Social responsibility is integrated as one of the university's agendas and used as a strategy that keeps its good reputation and positive image.
- Saudi universities include social responsibility as a major performance indicator for employees, and its achievement affects their annual performance assessment. They maximise faculty members' expertise and facilitate cooperation between industry and relevant universities.
- Saudi universities adopt a fundamental system in the form of a structure based on concepts related to the consolidation of university practices to reinforce the values of social responsibility. This structure consists of several components that show the role of these universities in spreading social responsibility culture, including providing all teaching, educational, educational, and research services. Saudi universities best contribute to forming social capital through community participation and undertaking social responsibility that requires providing facilities, services, and programmes that improve all community areas.
- Community service centres have been established at Saudi universities to provide support, facilities, and training to the students for social responsibility. Like Canada, the Ministry of Education contributes to the establishment of a center of excellence in social responsibility as an essential element in its social responsibility strategy that promotes discovery and innovation, which benefit communities and improve their life quality.
- Saudi universities spread social responsibility culture in light of their cooperation with the various elements of the community, institutions, and organisations by consolidating research and educational aspects that activate the highest levels of quality related to service and cooperative aspects between them and the various elements of the community.
- Saudi universities play their role in spreading the culture of social responsibility, activating the foundations of sustainable lifestyles and sound citizenship, emphasising the need to adhere to the foundations of community development, providing research services as well as identifying and overcoming the environmental, economic, and social challenges.
- Saudi universities play their desired role in spreading the culture of social responsibility by providing programmes that care about the health of community members, identifying one's medical and therapeutic requirements, involving developmental elements into research and educational frameworks, activating service activities, asserting the importance of participation and community communication.

RESULTS AND DISCUSSION

It is important to note that each of the above experiences in the field of social responsibility has been different from others. For example, Saudi universities focus on volunteering, social solidarity, and awareness of the need for clean energy. At the level of the Malaysian experience, there is an emphasis on several initiatives and community projects related to the launch of projects to adopt children and provide learning opportunities for marginalised groups. Finally, at the level of Canadian universities, they focus on providing health care services and educational activities to individuals in remote and rural areas to ensure access to all services to achieve the principle of equal opportunities.

Accordingly, the results of the present research include Vision 2030 focused on the importance of social responsibility and its great role in reaching a vibrant, prosperous, and ambitious community. Thus, the Kingdom's Vision 2030 document stressed that citizens must undertake their social roles and responsibilities towards their community. Despite the spread of the social responsibility concept at universities; the global interest in it; the increased desire to spread its culture by the Saudi Ministry of Higher Education, and the university leaders' interest and satisfaction with the feasibility of social responsibility for universities, there were numerous difficulties related to social responsibility at the Saudi University, headed by the Department of Social Responsibility.

The Malaysian government prioritised the country's social and economic growth, which can be achieved through promoting social responsibility agenda, as it increased awareness and understanding over the past few decades. The literature review revealed that researchers have extensively addressed social responsibility recently, so it is not new in Malaysia. Ministry of Education aimed to institutionalise social responsibility in the University of Malaysia and the higher education sector. The promotion of social responsibility practices at the universities as a part of Malaysia's national strategy asserts this. The major role of UTM was to build and enhance knowledge, skills, competencies, and capabilities of the communities either by organising its academic or non-academic activities (e.g., students volunteering activities and community training programmes). For instance, UTM helped form social capital through community participation, social responsibility, and providing facilities, services, and programmes that optimise community. Facilities, services, and programs optimised community fields, including capacity building, community empowerment, and reinforcing types of sustainable life.

Canadian universities play a prominent role in spreading the culture of social responsibility among students and the community. The major mission of the university is to provide several educational and educational programmes that allow students to succeed in their educational and pro-

essional lives and deepen their positive role as good citizens in the community. In 2009, the Canadian government launched the first social responsibility strategy, which specified Canada's commitment to promoting social responsibility, defined as voluntary activities carried out by the foundation. Canadian universities spread social responsibility culture in light of their cooperation with the community, institutions, and organisations by consolidating research and educational aspects that activate the highest levels of quality related to service and cooperative aspects between them and the various elements of the community. Canadian universities constantly update systems, applied processes, and policies to consolidate the research and educational role of the university as well as raise the rates of efficiency, which help achieve and ensure the role of the university towards the adoption of the highest levels of social responsibility towards the partners of the university, individuals, and the community as a whole.

In sum, the author recommends the officials of Saudi universities to benefit from the experience of Malaysian and Canadian universities to spread the culture of social responsibility.

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