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## The Reality Of Volunteer-Work In The General Directorate Of Education In The Eastern Provence Of Saudi Arabia From The Perspective Of Educational Supervisors

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**Abstract:** The study aims at identifying the reality of volunteer-work support in the General Directorate of Education (GDE) in the Eastern Province from the perspective of its educational supervisors in the following dimensions;(Value Dimension, Cognitive Dimension, Practical Dimension), and revealing the existence of statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the average responses on the support of GDE for volunteer-work due to participants' variables ( gender, academic qualification, number of years of service). To achieve the objectives of the study, the descriptive survey approach was used on a sample of (132) supervisors from the GDE who were selected in a random, stratified method, with a response rate of 100%. The study results show that the degree of support for volunteer-work in the GDE is achieved with a medium degree and an average of (3.42), and a standard deviation of (0.79). The result of participants' approval on the study dimensions is as follows: First the "value" dimension with an average of (3.98), followed by the "practical" dimension with an average of (3.16), and last was the "cognitive" dimension with an average of (3.12). The findings also indicate no statistical differences ( $\alpha < 0.05$ ) were reported in the volunteer-work support provided by GDE leadership in the "value" and "cognitive" dimensions based on the gender of respondents, however, there was a statistically significant difference ( $\alpha < 0.05$ ) in the "practical" dimension, in favor of male participants. Also, findings show no statistical significant differences due to the academic qualification and the number of years of service. The study presented some recommendations to the GDE leadership which included: Creating a clear picture of the future of the volunteer-work that is both optimistic and attainable, with the active participation of all supervisors and other workers, developing operational plans for volunteer-work in all areas of volunteering, developing initiatives to promote the culture of volunteerism at GDE, allocating

the human, procedural and financial resources needed to promote effective volunteer-work.

**Keywords:** Volunteer-work; General Directorate of Education, Educational Supervisors, Saudi Arabia.

## **Introduction**

In today's world, developed countries seek to intensify efforts and raise awareness to increase individuals' services to their communities, and to consolidate and root the principles of social solidarity through their contribution to volunteer-work. Volunteerism has a positive impact on achieving development and prosperity for both the individual and society with highest levels of human sophistication and interdependence (Al-Lohedan and Al-Bazai, 2017).

Volunteerism expresses an altruistic statement inherent in the human being, as well as an activity with social, relief, service, scientific or research purposes. The importance of volunteerism lies not only because it fills a gap in the activities of the state and social institutions, but also because it is of great importance for the development of a sense of belonging and loyalty to society, as well as strengthens social cohesion among different groups of society. (Hawala, 2013).

Al-Otaibi's study (2016) indicates that volunteer-work has found great and increasing interest in many countries in the present time, as voluntary organizations and associations have spread, and their volunteers have increased. Societies rely tremendously on volunteers by harnessing and investing their energies and directing them towards carrying out actions aimed at the renaissance and development of their homelands and contributing to their aspirations.

While volunteerism is an important requirement for various institutions of society, it is an utmost necessity in the field of education. This is because educational institutions, basically the educational leaders, play a vital role in shaping the identity of young people, entrenching the sound values of their employees within the framework of the society's culture, and the lofty moral values they include. (Al-Lohedan and Al-Bazai, 2017).

Educational institutions can activate volunteerism, spread its culture and promote participation in volunteer-work through school activities, as well as through school curricula. This is what the United Nations (2019) called for through the Newsletters of Volunteer-Work from a socio-scientific perspective, where it called for highlighting the concept of volunteerism in curricula and school activities as confirmed by the study of: Al-Enezi (2018), Al-Ghaith (2020), and Williams & Pickell (2020).

Consequently, and because of the importance of volunteering, the current study tried to focus on the reality of volunteer-work in the GDE in Saudi Arabia in the light of its benefit. The study has identified different dimensions to measure volunteerism, including the dimensions of: Value, Cognitive and Practical. The value dimension as mentioned by Holmes & Canaan (2020) works on developing responsibility, discipline, accuracy and achievement towards society and nourishing the ethics of volunteering and its literature. The cognitive dimension as pointed out by Al-Humayani (2021) is an opportunity for the volunteer to acquire moral and professional life skills, and to contact experienced people who help him/ her learn new skills in an elaborate and accurate manner. As for the practical dimension, Al-Humaidan (2017) suggested it works on providing the volunteer with years of experience and knowledge through his/her volunteer experience which ultimately reflect positively on the personality of the volunteer becoming an individual who contributes to the building of his community and homeland.

Volunteer-work has gone beyond its traditional concept as a charitable interactive initiative aimed at supporting and backing society as mentioned in the study of Al-Enezi (2018) but has become an international trend advocated by the requirements of modern life and urged by contemporary social and development studies, including the study of Haddock & Devereux (2016) and the study of Kerstin et al., (2016). In light of the growing interest of the Kingdom of Saudi Arabia in volunteering, reaching one million volunteers by 2030 to chart an educational path that meets the vision of the Kingdom of Saudi Arabia and the objectives of the Ministry of Education to help volunteers to grow comprehensively in aspects of their personalities as a national wealth that to be given the utmost attention (Saudi Vision 2030, 2016).

### **Study Problem:**

Volunteer-work is an important pillar in achieving sustainable development based on UN reports as it aims to have one billion volunteers in the world by 2030 (UN Report, 2019). Since enabling social responsibility is one of the strategic objectives of Saudi Arabia's Vision 2030 within the ambitious nation pillar, it was the duty of government sectors to contribute and participate in achieving this goal by spreading the culture of volunteerism in their organizations in all fields (Vision 2030, 2016).

Previous empirical studies have stressed the importance of volunteer-work as Al-Manajh (2019) results indicated a statistically significant relationship between the impact of volunteering and the national development through the reduction of extremism and terrorism, while the study of Al-Subhi (2021) stressed the

importance of volunteering and the high extent of its contribution to the development of society members socially. Similarly, Rafida (2016) results indicated that volunteerism has a great role in the development of society economically, socially, educationally, and health wise. The recommendations of some conferences, such as the World Conference (Scouting and Volunteering, A Theoretical Vision and Practical Experiences) held in Riyadh (2017), emphasized the need to pay attention to the values and principles of volunteering and its applications in the educational field, and work to activate it and work to spread the voluntary movement in all educational facilities and institutions.

Despite the efforts made, further studies indicate that there are some shortcomings in spreading the culture of volunteer-work, and that educational institutions did not live up to their expected responsibilities in this matter. The findings of Al-Lohedan and Al-Bazai (2017), Al-Dhafiri (2019), Al-Harthy (2020), and Al-Sanad (2021) confirmed that the overall volunteer-work in today's organizations is not high enough, and that volunteer participation comes as an individual effort without being collected nor directed by a formal framework that leads and directs its paths.

Because of the researchers' many years of work-experience in the Saudi educational field, and in line with Saudi Arabia's vision in volunteerism which directs the educational institutions towards framed volunteer-work, and in taking into account the lack of local studies investigating the degree of support for volunteer-work in various GDE departments, this study aims to provide researchers and practitioners with recommendations that may inform and guide the senior decision-makers at different levels in the Saudi educational system, and in the GDE in particular with empirical data on volunteer-work which may increase volunteer-work to the desired level. In particular, this study **answers the following questions:**

1. What is the reality of volunteer-work support in the General Directorate of Education (GDE) in the Eastern Province from the viewpoint of the educational supervisors?
2. Are there statistically significant differences at the level ( $\alpha \leq 0.05$ ) between the average responses of the sample members on the volunteer-work support due to variables of (Gender, academic qualification, number of years of experience)?

#### **Objectives of the study:**

1. Identifying the reality of volunteer-work in the GDE in the Eastern Province from the perspective of educational supervisors.

2. Revealing the extent to which there are statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) between the average responses of the sample members on the support of the General Administration of Education in the Eastern Province for volunteer-work due to variables of (Gender, academic qualification, number of years of experience).

### **Importance of the Study:**

- 1- The importance of the study lies in addressing one of the strategic objectives of the Kingdom of Saudi Arabia Vision 2030.
- 2- This study draws its importance from the dynamism of the variable because of the lack of Arab and local research in libraries related to it.
- 3 - Enabling senior leader and researchers to know the difficulties behind promoting a culture of volunteerism in educational departments.
- 4- The researchers hope that the study will be a starting point for future research and studies in the GDE in the Eastern Province in this field based on the recommendations.

### **Study Limits:**

**Objective limits:** The study is limited to identifying the reality of volunteer-work in the GDE in the Eastern Province through the study of the degree of leadership support for the following dimensions of volunteer-work: (Value dimension - Cognitive dimension - Practical dimension).

**Spatial Limits:** The study is applied to the GDE in the Eastern Province of the Kingdom of Saudi Arabia.

**Time Limits:** The study is applied in the academic year 2021.

**Human Limits:** The study is applied to a sample of (942); all the educational supervisors affiliated to the GDE in the eastern province of Saudi Arabia, (435) male supervisors and (507) female supervisors.

### **Study Terminology:**

#### **1- Volunteer-work:**

Devereux & Haddock (2016) defined volunteer-work as: A work done by an individual to achieve specific social goals, without the purpose of his/ her work to pay, make profit, share it, or achieve personal benefit.

Naji (2017) also defined volunteer-work as: Any work that a person does with his consent, without material or immaterial compensation, and it may be

charitable work at the local community level, whether that work is directly or indirectly, or through the provision of advice or Consultation

This study defines volunteer-work procedurally as: A set of GDE leadership practices, principles, concepts, values, and knowledge which may support its members towards voluntary-work activities, with a view to enhancing their voluntary attitudes, skills, and developing practice without material requirement or benefit, which are addressed in the following dimensions: The first dimension is the value dimension which means the basic values, beliefs, and principles on which the GDE is based and directs the behavior of its members through its voluntary activities. The second dimension is the knowledge dimension that means the information and knowledge provided by the GDE in order to participate in volunteer-work. The third dimension is the practical dimension which means the actual practices provided by the GDE to support volunteer-work by its members.

### **Literature review:**

#### **Volunteer-work overview:**

Volunteerism is considered a human phenomenon that began with the beginnings of human existence where the individual had to help the group in which each lives according to his/her possibilities (Boutbal et al., 2016). In ancient civilizations, there are some Pharaonic drawings that indicated the urge to help individuals and groups to their communities, and it was also found that the rich Greeks were interested in helping the poor by providing food and shelter for them. Moreover, the monotheistic religions contributed to the consolidation of this concept and the cultivation of the values of volunteerism from giving money and providing assistance for good as works that one is rewarded for as part of Worship. Hence, volunteering is a concept and reality that has been ingrained in man since ancient times (Al-Farra, 2016).

As life develops and complicates, human burdens and responsibilities increase, it is decided to establish organizations and bodies that will foster and regulate volunteerism through regulations and laws. Britain is one of the first countries to establish volunteer teams and that was in (1666) to help control the great fire that occurred in London (Jamal El-Din et al., 2016), then The United States contributed to the passage of the first law regulating volunteerism in New York in 1737. With the First and Second World Wars, the emergence of voluntary organizations and institutions to contribute to mitigating the effects of grinding wars on people has increased, and as a result of which long-standing voluntary organizations with an international dimension were formed, including the British Oxfam Foundation, which still operates to this day and the other well-known

global organizations, such as: Doctors without Borders, Red Crescent, and others (Holmes & Canaan, 2020).

Volunteerism has evolved in many contemporary societies to become a symbol of progress and development, so many local, regional, and international entities have identified specific days of the year to highlight many essential aspects affecting the lives of individuals, families, and societies as a whole. One such globally- adopted day is the International Volunteering Day, which marks the 5th of December every year, on which the importance of volunteering, its areas, and practical models are illustrated. (Rustan & Samples2015).

Therefore, we find a number of theories of social sciences that support and explain volunteerism (Zangi et al., 2018). These theories vary according to the intellectual and civilizational environment from which they are based, including Maslow's Hierarchy of Needs Theory, which is based on the fact that the human needs are arranged in accordance with their importance in a fixed and hierarchical manner, and that the individual's behavior activates according to those unsatisfied needs. Maslow has classified the needs of the individual into five groups as indicated by Saadia (2019) from the lowest to the highest starting with the basic needs of human survival (such as food, drink, housing, and clothing), then the needs of safety and tranquility for individuals, finally the social needs, which include the individual's need for belonging, friendship, empathy, and affection. As for the social needs, it is clear that the importance of volunteerism for the individual volunteer and the beneficiary of volunteering in view of entailments of self-fulfillment, changing the perception of the volunteer's community personality, and the respect of groups particularly and local community generally for the volunteer, which gives him/ her a sense that she/he is an effective person in the community. Here the importance of society's perception of volunteers is highlighted, the more a volunteer feels appreciated, the greater his/ her motivation for volunteerism and internal conviction of the importance of his/ her voluntary activities to society. This is proved by the study Kerstin et al., (2016) which indicated several findings, most notably confirming that organizational support for emotion and tasks was positively associated with voluntary participation. The findings also demonstrated that voluntary participation was positively associated with the satisfaction and happiness of volunteers and the perceived social value of volunteerism.

On the other hand, the theory of organizational balance shows that in order to urge members of society to participate in voluntary work, it must be realized that when people join or contribute to voluntary activities, they want to have the benefit that is equivalent to or increases their participation rate. Participation will continue as long as there are benefits, what members of society donate is the

primary source of the Foundation's activities and programs, and that participation in funds or membership increases or decreases depending on the lures provided by the institution to participants. The results of the Holmes & Canaan study (2020) also indicated differences in motivation among volunteers that represent different cultural and social values as organizations must strike an organizational balance in order to attract volunteers.

It is evident from the above that many theories of behavioral sciences have supported volunteerism and focused on mutual social relations, the value of participation, mutual work, and its importance among members of society.

### **Volunteer-work importance:**

Volunteerism is one of the most important means used to advance the status of today's societies and is becoming increasingly important day by day, as volunteerism has different effects on individuals and societies that reflect its importance, and therefore has considerable attention at different levels (Personal, Social, Economic).

On a personal level, Volunteerism brings psychological comfort to the volunteer, where the volunteer is generated with a sense of self-esteem and confidence and strengthens the desire and confidence in the future. Many studies confirmed that volunteering is used to treat individuals with depression, distress and boredom where volunteering works to transcend towards the good and altruism in the human being Al-Ani et al., (2016), the study of Singh & Veerasamy (2013) showed that volunteers are healthier and more satisfied in life than non-volunteers, and the results of the study of Rustan & Samples(2015) pointed out a positive association between participation in volunteer work and life satisfaction, and that participants in volunteer work had a high self-esteem.

Volunteerism contributes to the affirmation of social affiliation as it works to provide for the basic needs of others (Hamza, 2016), which achieves a state of self-satisfaction among volunteers and confirms positivity towards the surrounding social context where volunteers provide services that satisfy their needs, thereby creating a state of interdependence and participation. The importance of volunteerism lies in developing a sense of belonging and achieving positive participation, where the results of the studies in (Warren, 2014 and Abdel Hamid, 2017) showed Volunteerism has had an impact on improving people's feelings and attitudes towards society, reflecting on their self-assessment as well as their assessment of society.

As for the economic importance, it lies in considering volunteering as an important tool in improving human energies with potential, skills and experiences



that can be a supportive and backing source for social institutions. The findings of Warren's (2014) study indicated that people who participated in volunteering showed openness, change, flexibility, and the production of new ideas, as volunteering works to reduce the cost of goods and services and increase their quality. This is usually done through society, especially non-governmental organizations, which have become the most widespread in the recent period, as there are care and development associations, all of which perform services by volunteers at a lower economic cost, and higher benefit and quality, where there is an element that may not be available in goods. Based on this, the results of (Kerstin et al., 2016 and Al-Najjar, 2019) studies showed that the quality of services provided by the volunteer compared to the quality of services provided by the non-volunteer.

### **Volunteer-work in Saudi Arabia:**

Voluntar-work in Saudi Arabia had a variety of forms, starting with individual and then family efforts. When the Ministry of Labor and Social Development was established in 1960, it was interested in the development of the local community, through the establishment of the first center for social development in Diriyah Governorate. Charities were not new, as the Ministry when establishing them sought to organize existing charitable funds, and were accredited as charities according to regulations governing their work until the issuance of the list of charitable institutions by the decision of the Council of Directors Ministers No. (107) dated 25/6/1410 AH, in order to encourage the continuation of charitable volunteering (Al-Sanad, 2021).

A General Administration of Social Development has been established in the Saudi Arabia for voluntary-work, which works to organize the efforts of individuals and groups, directing them to work jointly with government sectors to meet their needs, solve their problems and benefit from their potential and energies for integration and the renaissance of the country in an integrated manner for all aspects of the economic and social life of the local community with the aim of raising the level of quality of life and bringing about a beneficial change to the way of life while taking advantage of the material potential so that it corresponds to the needs of society, its traditions and religious values and Civilization (Al-Sanad, 2021).

Saudi Arabia is one of the countries that has given volunteering some attention and much care. Given the importance of volunteerism in society, the Saudi Vision 2030 has devoted many initiatives and programs that promote the culture of volunteerism in Saudi society (Vision 2030, 2016).

One of the most important voluntary initiatives in the Kingdom of Saudi Arabia is the Ministry of Human Resources National Platform for Volunteering, which has been launched to achieve the objectives of the Saudi Vision 2030. The Platform hosts more than 30 voluntary areas of opportunities for volunteering, including the service of pilgrims, health, tourism, recreation, and other fields. Also, it enables volunteers to calculate volunteer hours by linking them to the volunteer account at the Absher platform and extracting official certificates documented by the platform. The Ministry of Human Resources through the platform also provided other services enabling volunteers to provide volunteer ideas to the entities so that they become volunteer opportunities to benefit from and apply while preserving their intellectual rights. (National Platform for Volunteer Work website, 2021).

### **Educational institutions and volunteer-work:**

Educational institutions work to promote a culture of volunteer-work, encourage students to volunteer, inculcate it in them, train them to participate effectively in community service, and enhance the feeling of caring for others and helping those in need. There are many studies, such as Warren study (2014), Holmes & Canaan study (2020), and Al-Dhafiri study (2019) that demonstrated that schools can play an important role in supporting and encouraging societal responsibility and willingness to contribute to the achievement of society's collective objectives, especially as volunteer engagement in volunteerism fosters a positive feeling towards others and society, reflects the psychological and social attachment of individuals in their societies and encompasses aspects of good citizenship, a sense of responsibility, and their willingness to contribute to achieving the collective goals of society Al-Saadi (2018).

Therefore, in preparing the curriculum, pedagogues are interested in and take into account the basic factors of society that help individuals and groups (Talbi and Mubarak, 2018 and Al-Kalbani, 2020). They study the potential, needs, and interests of students and teachers in the light of the culture of society, and then study the problems faced by these groups in order to identify ways of improving the reality and solving the problems specific to the community, and identify the educational experiences that the curriculum must include. (Al-Humaidan, 2017).

Educational leaders are aware of the significant role of student activities in promoting volunteer work; because it encompasses all areas that meet the needs of the physical, psychological, social, etc., which can be interesting and desirable for students, and at the same time achieving the desired educational goals. Changing and renewed educational activities are determined by the tendencies of the students, their talents, school conditions, and the surrounding environment.

Al-Rawahieh study (2015) found that all areas of student activities can instill in the student the value of voluntary social work, as well as the teacher and student can practice volunteering in them, starting with the leadership and chairmanship of groups, extending to awareness groups, weeks and global days directed to sensitize society both inside and outside school.

**Based on the above**, the role of educational supervision appears as a key element in achieving the objectives of the volunteer-work systems, as it is not exclusive to one activity without another, as it is concerned with all elements of the educational process that support the provision of quality service to the community (Al-Humayani 2021). That's why, the educational supervision calls for a constructive response to the humanitarian and physiological needs of students and teachers, and satisfying the needs of the self; and is keen to achieve the objectives of volunteer activities as explained by them (Al-Sanad, 2021):

- Achieving good citizenship and forming student personalities.
- Modifying unethical tendencies and abnormal behaviors.
- Developing solutions to problems, whether individual or collective, facing students, employees and parents.
- Deepening students' relationship with each other and with teachers.
- Satisfying students' psychological needs such as the need for admission, belonging, loyalty, and increasing national awareness.
- Helping students to occupy empty times positively and entertain them.

The educational supervisor is a pioneer and social leader in the field of education and influences the teacher, who in turn affects students' performance, achievement, behavior, and attitudes (Atwi, 2018). The supervisor must therefore be highly socially responsible in his words, actions, appearance, and other actions. He is an example to teachers and students; he helps to consolidate volunteerism in schools as a non-profit work based on various considerations, including social, humanitarian, and moral, developing the attitudes of workers and students towards serving their community and home by refining their personalities, enriching the sense of faith, educating oneself on altruism, love of giving, helping them to take responsibility and learning new skills. (Al-lohedan, 2017).

## **Methods**

### **Sample & Data Collection**

Due to the nature of the study, and the objectives it seeks to achieve, a descriptive survey approach was used. The study sample consists of all the educational supervisors in the GDE in the Eastern Province of Saudi Arabia who were on duty during the second semester of the year 2021, the number of whom (942) according to the statistics of the Department of Educational Planning and

Development in the Eastern Province Education Department. A stratified random sample was selected so that the sample would be commensurate with the studying community, which was divided into separate groups so that each group would be similar, and the sample was divided into parts that were drawn from each group, the first one is (male and female gender) and the second one is (education offices). The first group consisted of (60) male supervisors and (72) female supervisors, and the second group consisted of (6%) from each of the (10) education offices. Thus 132 male and female supervisors underwent for the final statistical analysis with a response rate of 100%.

### **Data collection:**

To achieve the objectives of the study and answer its questions, a questionnaire was used, and was adopted to collect data. The questionnaire included two parts, the first part included the preliminary data of the respondents are of: (Gender - Academic qualification - Number of years of service) while the second part included phrases for measuring the level of volunteer-work support by GDE leadership, which are (22) items. The first dimension is value dimension (7) items, the second dimension is cognitive dimension (7) items, and the practical dimension (8) items.

The survey was issued via email, and the data was collected during 28 consecutive days with two reminders sent two weeks apart. The respondents were requested to indicate the degree to which they agreed or disagreed with the survey items using a 5-point Likert-type scale.

### **Reliability and Validity:**

After placing the questionnaire in its initial picture, it was presented to a group of arbitrators in order to identify the sincerity of the study tool in measuring what was developed to measure it, to ascertain the importance of the phrases, the extent to which they belong to the dimensions, and the extent of their clarity, and to identify the directions and opinions of the arbitrators (13 members). The validity of the internal consistency of the dimensions of the questionnaire and its statements was verified by applying it to a pilot-sample consisting of (30) male and female supervisors of the GDE outside the study sample, and the Pearson Coefficient Correlation was calculated to be ranged between (0.942) and (0.671) and this indicates that they are positively correlated. The tool's stability was also verified using the Cronbach Alpha coefficient and ranged between ( $\alpha=0.952$ ) and ( $\alpha=0.721$ ).

### **Procedures:**

The study followed a number of procedural steps to apply in the field, as they were represented in the following:

1. After completing the questionnaire in its final form, it was converted to an electronic copy on the search engine (Google).
2. Official approvals for the application of the study were obtained from the GDE, which includes a request to facilitate the task of the researchers.
3. A letter from the Director of the Department of Planning and Information was addressed to the directors of the administrations and education offices of the Eastern Province, which included facilitating the task of the researchers by distributing the electronic questionnaire link to the supervisors of the GDE of the Eastern Province.

## Data analysis & results

### Data analysis

This study used quantitative analysis methods. Firstly, the descriptive statistics were calculated, frequencies, percentages, arithmetic averages, standard deviations, and the level of response, and the statements were arranged descending according to the value of the highest arithmetic average. Secondly, the Mann Whitney Test and the Croscale Wallis test were used to detect differences in dimensional degrees. For interpretation purposes, the rating was segmented into five categories: very high (averaged at least 4.50), high (averaged 3.50–4.49), medium (averaged 2.50–3.49), low (averaged 1.50–2.49), and very low (averaged <1.50). Variables were added using SPSS statistical package, and the significance level was set at 0.05.

### Results

First Question: **What is the reality of volunteer-work support in the General Directorate of Education (GDE) in the Eastern Province from the viewpoint of the educational supervisors?**

To answer the above question, the participants assessed the degree of support of the GDE to the three dimensions of volunteerism (value, cognitive and practical).

Table (1) Descriptive statistics for the reality of volunteer-work support in the GDE from the perspective of educational supervisors (N=132).

Dimensions	Arithmetic average	Standard deviation	Degree of response	Rank
Value	3.98	0.82	High	1

Practical	3.16	0.86	Medium	2
Cognitive	3.12	0.89	Medium	3
Overall	3.42	0.79	Medium	

It is clear from table (1) that the support for volunteerism in the GDE in the Eastern Province from the perspective of educational supervisors is achieved at a (medium) level, where the arithmetic average of the total average of their responses to the measuring expressions of the support of the GDE in the eastern province for volunteering was (3.42) and with a standard deviation of (0.79). The order of responses to the dimensions was as follows: the value-dimension in the first place with an average of (3.98), followed by the practical-dimension in second place with an arithmetic average of (3.16) and in last place the cognitive-dimension with an arithmetic average of (3.12).

Table (2) Descriptive statistics of the value-dimension of volunteer-work from the perspective of educational supervisors (N=132).

Items	Arithmetic average	Standard deviation	Degree
The administration deepens the spirit of citizenship and belonging to the homeland	4.44	0.72	Very high
Management enhances the spirit of responsibility towards society	4.14	0.91	High
The administration consolidates the values of solidarity and social compassion	4.13	0.90	High
The administration views voluntary initiatives with high appreciation	4.00	1.01	High
The administration establishes a culture of cooperation among its employees	3.89	0.93	High
The administration adopts the voluntary participation of its employees in decision-making	3.62	1.19	High
The administration meet psychological and social needs such as self-esteem and confidence	3.61	1.01	High
<b>Overall average</b>	<b>3.98</b>	<b>0.82</b>	<b>High</b>

Noted from Table 2 above that the arithmetic average of the value-dimension of volunteerism is achieved at a high level with arithmetic average of

(3.98) and a standard deviation of (0.82). We also note that one expression received a response score of (very high), and six expressions received a response score of (high), which was arranged descending from the highest average to the lowest average. So, the results confirm the homogeneity among the respondents' agreement in evaluating the reality of volunteerism in the Value-Dimension.

Table (3) Descriptive statistics of the cognitive-dimension of volunteer-work from the perspective of educational supervisors (N=132).

<b>Items</b>	<b>Arithmetic average</b>	<b>Standard deviation</b>	<b>Degree</b>
The administration circulates the regulations that regulate and encourage volunteer work	3.46	1.07	<b>High</b>
The administration activates social media to familiarize its employees with voluntary work	3.39	1.01	<b>Medium</b>
The administration believes in the importance of exchanging voluntary experiences among its employees	3.33	1.12	<b>Medium</b>
The administration acquaints its employees with the voluntary work available throughout the year	3.03	1.05	<b>Medium</b>
The administration holds various programs (meetings, workshops, seminars) that deal with voluntary awareness	2.99	0.96	<b>Medium</b>
The administration is keen to host national voluntary personalities with experience and leadership in voluntary work	2.89	0.99	<b>Medium</b>
The administration provides adequate training for volunteers	2.76	1.07	<b>Medium</b>
<b>Overall average</b>	<b>3.12</b>	<b>0.89</b>	<b>Medium</b>

Results in table (3) shows that the cognitive-dimension of volunteerism in the GDE in the Eastern Province from the point of view of educational supervisors came with a degree of (medium), with an arithmetic average of (3.12) and a standard deviation of (0.89). As it can be seen that one item obtained a response score of

(high), and results were arranged in a descending order from the highest average to the lowest average.

Table (4): Descriptive statistics of the practical-dimension of volunteer-work from the perspective of educational supervisors (N=132).

Item	Arithmetic average	Standard deviation	Degree
The administration encourages its employees to participate in voluntary work in the work environment	3.49	1.07	High
The administration supports projects and volunteer work submitted by its employees	3.45	1.11	High
The administration is interested in forming a body that takes care of volunteer work and its management	3.33	1.12	Medium
The administration calculates the voluntary hours for its employees	3.19	1.09	Medium
The administration offers a variety of volunteer opportunities	3.02	0.96	Medium
The administration is committed to honoring volunteers and appreciating their efforts	3.02	0.96	Medium
The administration surmounts the difficulties facing its employees	2.93	0.97	Medium
Providing the necessary materials for the volunteer to complete the tasks	2.81	1.00	Medium
<b>Overall average</b>	<b>3.16</b>	<b>0.86</b>	<b>Medium</b>

It is clear from the above table that the practical-dimension of volunteerism in the General Administration of Education in the Eastern Province from the point of view of educational supervisors came with a degree of (medium), where the arithmetic average was (3.16) and a standard deviation of (0.86). We also note that two expressions received a response score of (high) and six expressions received a response score of (medium) which were arranged descending from the highest arithmetic average to the lowest arithmetic average.

**Second Question: Are there statistically significant differences at the level ( $\alpha \leq 0.05$ ) between the average responses of the sample members on the**



**volunteer-work support due to variables of (Gender, academic qualification, number of years of experience)?**

Before answering the above question, it was important to verify the normal distribution of the study sample, by applying the Kolmogrov-Semirnovtest test to the results of the study dimensions as shown in Table (5).

Table (5): Colmgrove-Smarnov Test to verify the Normal Distribution of Data.

Study dimensions	distribution	Significance
The value dimension of volunteering	0.126	0.00**
The cognitive dimension of volunteering	0.105	**0.005
The practical dimension of volunteering	0.095	**0.005
*Statistical significance 0.05; **high statistical significance 0.001		

As indicated the table (5) the distribution of degrees for the dimensions of the study does not follow the normal distribution where the value of statistical significance came less than (0.01), which indicates that the sample of the study is not moderately distributed. Therefore, it is preferable to use non-parametric tests to test the differences in the degrees of dimensions according to demographic variables where the Mann Whitney test and the Croscale Wallis tests were used as follows:

**1. Gender:**

Table (6): Mann Whitney test to reveal the significance of differences in the dimensions of the study according to “gender”.

Dimensions	Groups	Number	Average Ranks	Total Ranks	U value	Z value	Significance
Value Dimension	Male	59	72.71	4290	1787	-1.684	0.092
	Female	73	61.48	4488			
Cognitive Dimension	Male	59	73.08	4312	1765	-1.782	0.075
	Female	73	61.18	4466			
Practical Dimension	Male	59	73.92	4361.50	1715.5	-2.008*	**0.045
	Female	73	60.50	4416.50			
* **High statistical significance at 0.001; * Statistical significance at 0.05							

The findings in the table above indicate a difference in the degrees of the “practical” dimension of volunteering, at a statistical significance of ( $\alpha < 0.05$ ), which amounted to (0.045) with a value of ( $U = 1715.5$ ), in favor of males.

Table (6) findings show the degree of the “value” dimension ( $U = 1787$ ), and the degree of the “cognitive” dimension ( $U = 1765$ ), which are not statistically significant at the level ( $\alpha > 0.05$ ), indicating no statistically significant differences in the volunteer-work support provided to all respondents in the “value” and “cognitive” dimensions based on the gender of respondents. This may indicate that both female and male supervisors receive similar levels of volunteerism support in these two dimensions above. However, there was a statistically significant difference in responses ( $\alpha < 0.05$ ) in the “practical” dimension. This may indicate that male supervisors are receiving a higher level of support in the “practical” dimension.

## 2. Academic Qualification:

Table (7): Croscale and ACE Test to reveal the significance of differences in dimensions according to “academic qualification”.

Dimensions	Groups	Number	Average of the ranks	Chi square	Significance
Value Dimension	BA	101	66.73	1.300	0.522
	Master's	21	71.10		
	PhD	10	54.50		
Cognitive Dimension	BA	101	66.91	1.159	0.560
	Master's	21	70.14		
	PhD	10	54.70		
Practical Dimension	BA	101	68.24	1.812	0.404
	Master's	21	65.38		
	PhD	10	51.30		
*Statistical significance at 0.05; ** high statistical significance at 0.001					

The results in the table above indicate that there are no statistical differences in the response degrees in all three dimensions of volunteer-work support provided in the GDE according to the academic qualification ( $\alpha > 0.05$ ). This may indicate that all respondents view the support for volunteer-work at a similar level regardless of their educational qualifications (Bachelor - Master - Doctorate).

## 3. Years of Experience:

Table (8): Croscale and ACE test to reveal the significance of differences in dimensions according to “number of years of service”.

<b>Dimensions</b>	<b>Groups</b>	<b>Number</b>	<b>Average of the ranks</b>	<b>Chi square</b>	<b>Significance</b>
Value Dimension	From one year to less than five years	4	64.38	0.497	0.780
	From five years to less than ten years	13	73.54		
	Ten years or more	115	65.78		
Cognitive Dimension	From one year to less than five years	4	58.88	0.199	0.905
	From five years to less than ten years	13	64.88		
	Ten years or more	115	66.95		
Practical Dimension	From one year to less than five years	4	89.75	1.774	0.412
	From five years to less than ten years	13	70.73		
	Ten years or more	115	65.21		
* Statistical significance at .05; **high statistical significance at 0.001					

The results in the table (8) indicate that there are no statistical differences in the response degrees in all three dimensions of volunteer-work support provided in the GDE according to the “number of years of work experience” ( $\alpha > 0.05$ ). This may indicate that all respondents view the support for volunteer-work at a similar level regardless of the number of years of their own work experience in all three dimensions of volunteer-work (value, cognitive and practical).

## **Conclusion:**

The study and its topic is relevant in today's society as it contributes to the extant literature by providing an empirical examination of the levels of volunteerism support provided by GDE leadership to its members. The results of this study show that the GDE in the Eastern Region in Saudi Arabia supports volunteerism to a degree of (Medium), where the participants' approval to the overall dimensions of the study came with an average of (3.42). This result was in line with the study of Al-Harthy (2020) where the reality of volunteerism in Jeddah schools came to a degree of (Medium); and the study of Al-Shehri (2017) which indicated a low level of administrative support to students' volunteerism. These results stress the need for enhanced efforts by the GDE leadership at different regions in Saudi Arabia in supporting volunteerism practices among their members.

The participants of this study reported medium efforts by the GDE leadership in activating social media to support volunteerism, as well as medium efforts in establishing training and development programs that encourage volunteerism with averages of 2.99, and 2.76 respectively. Further results of this study show that the leadership support for the "value" dimension of volunteerism was achieved with a degree of (high) and an average of (3.98); and their support for the "practical" dimension ranked second with a degree of (medium) and an average of (3.16); and their support to the "cognitive" dimension of volunteerism ranked third with a response degree of (medium) with an average of (3.12).

The high rank of "value" dimension may reflect the high interest and keenness of the GDE leadership to instill and encourage voluntary values and beliefs and sense of national responsibility towards volunteerism as one of the main objectives of Saudi Arabia's National Vision 2030. These findings are similar to the Ghaith study (2020) and Holmes & Canaan study (2020), which showed that the leadership of different educational institutions in Saudi Arabia have a positive role in the development its workers' values and principles, as it considered volunteerism as a creative force capable of respecting the dignity of individuals, and found it to enhance the value of solidarity, compassion, cooperation, and interdependence among its members.

The results also agreed with the studies of Al-Lohedan and Al-Bazai (2017) and Al-Harbi (2015), which showed a medium degree of leadership support for the "practical" and "cognitive" aspects of volunteerism, but differed with the results of the study of Rustan & Samples (2015) and the study of Warren (2014) which showed that the role of the school leadership in spreading the culture of volunteerism came with a degree of (very high). The medium level of GDE support to the "cognitive" and "practical" dimensions reported in this study may indicate that the leadership support to volunteerism is still considered as an informal

activity, which makes it challenging to allocate the financial and human resources needed to develop the strategic and operational plans for effective volunteer-work.

The findings of this study also indicate that no statistical differences ( $\alpha < 0.05$ ) were reported in the volunteer-work support provided by GDE leadership in the “value” and “cognitive” dimensions based on the gender of respondents, which may indicate that both female and male supervisors receive similar levels of support in these two dimensions, however, there was a statistically significant difference ( $\alpha < 0.05$ ) in the “practical” dimension, which may indicate that male supervisors are receiving a higher level of support in the “practical” dimension, thus a higher voluntary-work activity may be present among male supervisors. This finding is consistent with the results of the Statistics Authority for Volunteerism Survey 2018 in Saudi Arabia (Statistics Authority, 2018) which indicated that the proportion of Saudi male volunteers was 22.6%, while the proportion of Saudi female volunteers was only 10.8%. This result may be explained to the masculine nature of some of the voluntary opportunities provided in many schools, such as bus-driving for field trips, building-construction in low socioeconomic areas, firefighting, traffic regulation, and other volunteer opportunities that are performed more by to males in Saudi culture (Volunteering Platform, 2021)

In addition, the results showed that there were no statistically significant differences in the responses according to the academic qualification and the number of years of service ( $\alpha \leq 0.05$ ); this finding may reflect the existence of a unified vision regarding volunteer-work in the GDE in the Eastern Province. The researchers view this result as an important positive indicator that calls for optimism and hope that a unified model for the application of volunteer-work plan which meets the needs of today’s society will come to light. The following recommendations are provided to the leadership at different levels of the GDE:

- Create a clear picture of the future of the volunteer-work in the GDE that is both optimistic and attainable, with the active participation of all supervisors and other workers affiliated with the GDE.
- Develop operational plans for volunteer-work in all areas of volunteering so that it is defined by statutory frameworks consisting of specific policies and procedures and identifying the required resources of funding.
- Develop initiatives to promote the culture of volunteerism at GDE; thus, educating workers on volunteerism and its importance. For example, (booklets on volunteer activities, inviting pioneers in volunteerism to share experiences, seminars and workshops,...).

- GDE leadership should serve as role models in volunteer-work and make their contribution visible to their subordinates.
- Establish partnerships with the for-profit and non-profit sectors to activate and employ volunteerism in the GDE, which in turn contributes to its planning and organization of educational environments to be a real start for institutional volunteering in achieving Vision 2030 to reach one million volunteers.
- allocating the human, procedural and financial resources needed to promote effective volunteer-work.

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