

**Reality of the Role of Universities in Yemen in Serving Local Community
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Dr. Mohammed Ali Al-Khateeb

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Recommendations for the Ministry of Higher Education Policy

The Ministry of Higher Education is therefore recommended to:

- Make local engagement and its wide agenda for economic, social and cultural development explicit in higher education legislation and policy. It should provide incentives for universities' local engagement in the form of strategic incentive-based funding schemes on a competitive basis.
- To strengthen universities' accountability to society by developing indicators and monitoring outcomes to assess the impact of universities on regional performance. The contribution of universities to local development should be included in the universities' annual evaluations.
- To develop a common vision of local development among universities in Yemen, by building on existing links and initiatives that align universities with the local needs. Such vision should be supported with a strategy and milestones, and funding in order to ensure that local engagement is part of universities' activities and reflected in their development plans.
- To develop and encourage collaboration between local stakeholders and universities in order to foster economic and social wellbeing in the community. This kind of collaboration between the organizations, bodies and units already in existence should be promoted. to invest jointly with higher education institutions in programs that bring benefit to local businesses and community.

Recommendations for Universities in Yemen

Universities in Yemen are recommended to:

- Foster a stronger alignment of education and research programs with the local needs.
- Expand partnerships with neighboring communities in the fields of common interests and concerns. This co-operation should be furthered in order to ensure a coordinated development of industrial research, promote exchange of methodologies, instruments and strategies for project evaluation, and share modalities that enable comparison of initiatives.
- Engage more actively in the diffusion of the best practices in business support and education. Given the increasingly strong competition on the international market, universities need to develop a capacity to train a new generation of businessmen with upgraded skills to support the development of local industry.
- Help local people, in one way or another, to manage concerning problems and bring about behavioral and developmental changes in the surrounding environments by producing a public opinion that cares about the issues of the local communities.
- Develop effective strategies to develop scientific research related to local community issues and further expand its fields to keep pace with the technological developments in order to really serve the local community.

In spite of all of the efforts that universities in Yemen are making to partner with communities and to contribute to society by playing a socially responsible role, they can and should do more. Similarly, one should not diminish the current commitments of universities to service-learning, civic engagement, or community-based research hoping that these efforts will continue to flourish.

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Results:

The current study reached several results, the most prominent of which are the following:

- First: Universities in Yemen provide educational services to local communities such as introducing qualitative specializations to meet the actual needs of the labor market, offering scholarships, to some extent, to outstanding students from the local communities, and supporting and encouraging students' volunteer participation to serve communities.
- Second, universities in Yemen provide services related to qualification and training programs. Such services are represented in holding scientific conferences and seminars to discuss the issues and needs of community, organizing workshops and training programs on an ongoing basis for community members to develop their abilities and skills, offering rehabilitation programs and service facilities for people with special needs, and providing computer courses for people to coup with technology and internet updates.
- Third, universities in Yemen provide scientific-research-related services, some of which are; Publishing scientific research related to local community services, concluding research contracts with local community institutions to achieve the expected and planned goals, and establishing specialized centers to provide consultations to members of the local community.
- Fourth, universities in Yemen build strong relationships with local communities in terms of community partnership. Such partnership is represented in participating with local community institutions in organizing various events and occasional activities, concluding agreements with local community institutions aiming at making positive changes and progress in local communities, participating in financing innovations and initiatives that serve local communities, and responding to the inquiries, complaints, and suggestions of the local people.

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Table 9: Mean and standard deviations of the items of the fourth domain (Community Partnership)

Community Partnership	Scale	Response		Mean	Std. Deviation	Ranking
		Unavailable	Available			
The university participates with local community institutions in organizing various events and activities.	Repetition	67	83	1.553	.498	1
	Rate%	44.7%	%55.3			
Universities conclude agreements with local community institutions aimed at developing the local community	Repetition	83	67	1.447	.498	2
	Rate%	%55.3	44.7%			
The university participates with the community in financing and producing innovations that serve the local community.	Repetition	102	48	1.320	.468	3
	Rate%	68.0%	32.0%			
The university responds to the inquiries, complaints, and suggestions of the local community.	Repetition	105	45	1.300	.459	4
	Rate%	70.0%	%30.0			
Mean				1.405	.3567	

Table 9 signifies the relationship and partnership between universities and local communities in terms of participation in ceremonies and activities, agreements of development, funding innovations, and responsive acts. The item “Universities participates with local community institutions in organizing various events and activities” came first in this domain (mean 1.553 and standard deviation 0.4988). Results in Table 9 also show that partnership between universities and communities is not actually valued as much as the educational and training-related services. Scarcity of community-related centers and lack of funding local projects are two major issues which universities should reconsider in their policies. Therefore, one important thing to take into account is that collaboration and mutual relationships can be facilitated through ongoing communication. This can involve listening to members of the community rather than making assumptions. Communication needs to take place before partnership begins in order to foster trust and shape partnership ideas, and once partnership is established, communication can be enhanced by regular and ongoing meetings and exchanges.

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(32 Table 8: Mean and standard deviation of the items of the third domain (Scientific research and knowledge production))

Scientific research and knowledge production	Scale	Response		Mean	Std. Deviation	Ranking
		Unavailable	Available			
The university encourages applied research that addresses community's economic, social, health, and other problems.	Repetition	69	81	1.540	.500	2
	Rate%	46.0%	54.0%			
The university is keen to publish scientific research related to local community services.	Repetition	68	82	1.547	.499	1
	Rate%	45.3%	54.7%			
The university concludes research contracts with local community institutions to achieve general goals.	Repetition	82	68	1.453	.499	3
	Rate%	54.7%	45.3%			
The university works to establish specialized centers to provide consultations to members of the local community.	Repetition	101	49	1.327	.470	4
	Rate%	67.3%	32.7%			
Mean				1.557	.2336	

Table 8 reveals that there is a relationship between universities and local communities in terms of research-community-related issues, publishing community-oriented researches, contractual relationship, and consultancy. From the results in Table 8, it seems that universities adopt a clear policy regarding publishing and encouraging researches which scrutinize local community needs and concerns. However, universities, to some extent, specify consultation centers with limited numbers, resources and capacities, though such centers reinforce and strengthen the relationship between universities and local people. It can be noted that the relationship between university and community regarding scientific research is at times moderate and a bit intense and is weakened and weakened at other times. In both cases, it is directly or indirectly influenced by the different systems of government policies, the philosophies underlying such systems, and self-interest. As a result, every change in community should be reflected in the university, and every development of the university should be accompanied by a change in the local community.

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Table 7: Mean and standard deviation of items of the second domain (Training and Qualification Programs)

Training and Qualification Programs	Scale	Response		Mean	Std. Deviation	Ranking
		Unavailable	Available			
University holds scientific conferences and seminars to discuss the issues and needs of community.	Repetition	84	66	1.440	.498	3
	Rate%	%56.0	%44.0			
The university organizes workshops and training programs on an ongoing basis for community members to develop their abilities and skills.	Repetition	73	77	1.513	.501	2
	Rate%	48.7%	51.3%			
The university offers rehabilitation programs and service facilities for people with special needs from the local community.	Repetition	99	51	1.340	.475	4
	Rate%	66.0%	%34.0			
The university provides courses in learning to operate a computer.	Repetition	46	104	1.693	.462	1
	Rate%	%30.7	69.3%			
Mean				1.496	.3390	

Table 7 reveals that there is a relationship between universities and local communities in terms of scientific contributions, training workshops, rehabilitation programs, and technology literacy represented in providing computer courses. Providing computer courses surpasses the other provided services related to training and qualification, which means that universities cope with technology and attempts to educate local people technologically. In addition, Table 7 indicates that a good deal of universities in Yemen organize workshops, training programs, conferences, and seminars in order to introduce, discuss, scrutinize, and evaluate debatable, concerning, up-to-date issues related to local community needs and concerns. The services related to people with disabilities receive less attention. Therefore, universities should adopt disability statements setting out how they give support. Also, universities can have disability advisors to tell people about the support available. Universities can offer course materials for students with disabilities and make buildings and facilities accessible in addition to encouraging flexible teaching methods and giving support during exam.

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Educational Services	Scale	Response		Mean	Std. Deviation	Ranking
		Unavailable	Available			
The university introduces qualitative specializations to meet the actual needs of the labor market.	Repetition	37	113	1.753	.432	1
	Rate%	24.7%	75.3%			
The university provides classrooms for use in activities and events related to community service.	Repetition	51	99	1.660	.475	2
	Rate%	34.0%	66.0%			
The university supports student volunteer participation and other participations that aim to serve the community.	Repetition	65	85	1.567	.497	3
	Rate%	43.3%	56.7%			
The university offers scholarships to outstanding students from the local community.	Repetition	84	66	1.440	.498	4
	Rate%	%56.0	%44.0			
Mean				1.605	.3096	

Table 6 reveals that universities provide educational services with different rates. "Introducing qualitative specializations to meet the actual needs of labor market" outstands prominently among the other provided services. Such policy is adopted by universities in Yemen in response to the recommendations of the Ministry of Higher Education and for the sake of competing in the higher education market, because establishing qualitative specializations provides more opportunities for students to join such specializations. Results in Table 6 also show that universities provide facilities to local communities in terms of scholarships and students' volunteer participation in serving local community. Such facilities are not provided as much as the first two items, i.e., introducing qualitative specializations and offering halls and other premises for local use, since positive responses represent less than 57% of the sample. A notable issue to mention here is that providing such activities does not necessarily constitute having an impact and making a difference in communities. This does not mean to diminish community service-learning or civic engagement initiatives, but such activities are limited in their capacity so long as the current vision of public service remains prevalent on university campuses. If campuses are to be truly connected to society and the communities in which they reside, they need to make a difference -a measurable difference.

Delimitations

The study was delimited to universities in Yemen and the community services provided by universities. The study was conducted in the academic year 2021-2022.

Results Discussion

In order to answer the questions of the study, responses to the questionnaire were statistically analyzed by using the SPSS statistical package (version 22) to calculate means, standard deviations, and the relative significance level of all the items.

Question 1: Do universities in Yemen adopt clear policies regarding community service?

From the discussion presented above regarding the missions of some selected universities in addition to the surveyed literature, it is clear that universities in Yemen adopt the fact that universities should provide various activities and services to local communities to develop them and meet the need of labor markets. In addition, results of the study reveal that universities in Yemen provide several services to local community, some of which involve educational services, scientific research, qualification and training, and strengthening channels of cooperation and partnership with the relevant local authorities. Therefore, it can be concluded that universities in Yemen adopt positive, clear, and comprehensive policies regarding community service.

Question 2: What services do universities in Yemen provide to local societies?

In order to answer this question, the result of each domain of the questionnaire is discussed below respectively.

Table 6: Mean and standard deviation of items of the first domain (Educational Services)

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Table 4: *Alpha Cronbach coefficient for the questionnaire*

Domain	No. of Items	Cronbach's Alpha	
Domain I: educational services	4	0.802	
Domain II: qualification and training programs	4	0.798	
Domain III: scientific research and knowledge production	4	0.772	
Domain IV: Community Partnership	4	0.801	
Overall scale of reliability	16	0.837	

Table 4 shows that the total alpha Cronbach coefficient is 83% for the questionnaire items. This value is greater than 70%, which indicates that the questionnaire items are reliable.

For internal consistency validity, the correlation coefficient of the degree of the items of the four domains was calculated. Table 5 shows that level of significance and validity coefficient for each item, proving that all the items are appropriate and they measure what they are designed for.

Table 5: *Correlation coefficients between the degree of each of the four domains items*

Domains	Correlation Coefficient	Significance
Domain I: Educational Services		
Item I	.571**	.000
Item II	.700**	.000
Item III	.690**	.000
Item IV	.634**	.000
Domain II: Qualification and Training Programs		
Item I	.645**	.000
Item II	.740**	.000
Item III	.757**	.000
Item IV	.657**	.000
Domain III: Scientific Research and Knowledge Production		
Item I	.761**	.000
Item II	.745**	.000
Item III	.746**	.000
Item IV	.709**	.000
Domain IV: Community Partnership		
Item I	.750**	.000
Item II	.796**	.000
Item III	.706**	.000
Item IV	.707**	.000

****Correlation is significant at the 0.01 level (2-tailed).**

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Table 3: *Frequencies and percentages of participants in terms of job title*

Position	Frequency	Percent
Doctor	44	29.3%
Employee	36	24.0%
Student	58	38.7%
Parents	12	08.0%
Total	150	100%

Approach

The descriptive-analytic approach was followed.

Instrument

A questionnaire was designed in order to collect the data of the study. The researcher prepared the questionnaire relying on related literature and previous studies and then presented it to several experts for validation. The questionnaire was modified in light of the suggestions of the experts. The questionnaire was divided into four domains, each of which contained four items. These domains are educational services, qualification and training programs, scientific research and knowledge production, and community partnership. The rationale of including these four domains is presented below.

The first domain (educational services) aims at identifying the role of universities in providing educational, training, advisory, and applied services to serve the local community and meet its educational needs. The second domain (qualification and training programs) aims at investigating whether universities in Yemen contribute to designing training and qualifying programs that serve to develop and update skills of local people. The third domain (Scientific research and knowledge production) aims at identifying the extent to which Yemeni universities consider the role of scientific research in promoting communities, in addition to examining the ways Yemeni universities implement to meet their goals and fulfil their missions related to scientific research related to local communities. The fourth domain (Community partnership) aims at investigating the relationship between universities in Yemen and local communities and how such relationship is really and practically reflected. In order to measure validity and reliability of the questionnaire, the Alpha Cronbach coefficient was measured as shown in Table 4.

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In light of the above related studies, the researcher concluded that such presented studies focused on the positive role of universities towards community service in general, emphasizing that the relationship and partnership between universities and communities are based on mutual interests and benefits. To conclude, such studies confirmed that universities facilitate innovation and help fill the current gaps in the market, ensuring that the role of universities is reflected positively on local communities.

Methodology

This section presents the methodology of the study in terms of sample, approach, instrument, and limitations.

Sample

A sample of 150 participants from 23 universities was selected in order to collect data for this study. The sample was selected from 12 public universities and 11 private universities. Table 2 lists the public and private universities targeted.

Table 2: *A list of the public and private universities targeted for the study*

Public Universities	Private Universities
Sana'a University	Al-Razi University
Shabwa University	Science and Technology University
Saba region University	The National University
Hajjah University	Emirates University
21 September University	Malaysia University
Thamar University	Al-Saeeda University
Ibb University	Al-Hikma University
Taiz University	Ibn Sina University
Hodeidah University	Qualitative college
Aden University	Al-Jazeera University
Amran University	Al-Yemenia University
Abyan University	
Total: 12	Total: 11

For the sake of obtaining reliable results from different resources, the sample consisted of doctors, administrative employees, students, and parents as Table 3 reveals.

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In addition to the studies above, Chansirisira and Nuangchalerm (2012) attempted to identify the role of universities in community service. They used observation, interview and questionnaire as tools for data collection. Their study concluded that universities should support communities through employing university skills to develop community participation to meet the needs of communities and linking students' academic education with practical experiences in communities. Similarly, Mohrman, Shi, Feinblatt, and Chow (2008) made a comparison between case studies in order to popularize successful strategies in community service. Such comparison showed the scope of the diversity of community service fields and public universities in North America, confirming that one of the factors for the success of university-community projects is leadership and partnership between institutions, adequate funding and new tools. Focusing on the role of the university in community development in light of the challenges of globalization, Leliugiene and Barsauskiene (2003) shed light on the concept of the local community, the concept of community development in addition to the university's mission and role in community development in response to the challenges of globalization and in support of the theoretical framework that it presented. Their study concluded by presenting participation of Kaunas University of Technology in the field of community development.

OECD (2011) stated that universities and other tertiary education institutions can play a key role in human capital development and innovation systems in their cities and regions. Reviews of Higher Education in Regional and City Development have been the OECD's tool to mobilize higher education for economic, social and cultural development of cities and regions. They analyze how the higher education system impacts local and regional development and help improve this impact. They examine higher education institution's contribution to human capital and skills development; technology transfer and business innovation; social, cultural and environmental development; and regional capacity building. The review process facilitates partnership building in regions by drawing together higher education institutions and public and private agencies to identify strategic goals and work together towards them.

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universities, it can be concluded that there is a positive relationship between universities and communities. Universities offer assistance and partnership with local community in order to find appropriate solutions to the problems facing universities and communities. In addition, universities support training, service projects, and academic service programs to develop communities.

Related studies

Since community service is an issue widely addressed by researchers all over the world, several studies have investigated the relationship between universities and local communities. Below is a brief summary of some of those studies.

Shana, Alwaely, Lahiani, and Alshalabi (2020) highlighted the importance of cultural interactions between university and community through understanding the modern university's role in servicing its community. Results of their study indicated that there are practices that should be maintained to add to the effectiveness of community service programs. For example, community service information and news programs should be regularly updated on the university's website and distributed at the beginning of every year as a printout. In the same context, Ion and Mirela (2014) assumed that the university's role within the community can be assessed according to the services through which it contributes to the local and regional development. A university with an entrepreneurial spirit maintains a strong connection with its social and economic environment by offering trainings in which individuals, different from students, might be interested. This is necessary in order to meet these individuals' need of continuous training and development in the new paradigm of a knowledge-based community.

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University	Mission Statements Related to Community
Cambridge University (England)	To contribute to society through the pursuit of education, learning and research at the highest international levels of excellence (University of Cambridge, 2023).
Ibb University (Yemen)	To link the university to the local community through scientific publishing and research and to contribute to supporting development plans and promoting activities in all aspects (Ibb University, 2022).
King Saud University (KSA)	To serve society and contribute to building the knowledge economy and community through the use of innovative learning methods and cutting-edge technology and by ensuring effective international partnership (King Saud University, 2023).
Mansoura University (Egypt)	To provide distinguished educational and research programs that serve the community by building effective partnerships locally and internationally according to the international standards (Mansoura University, 2023).
Oxford University (England)	To promote sustainability and social justice (Oxford University, 2023).
Sana'a University (Yemen)	To provide specialized and in-depth academic opportunities for students in different fields of knowledge to meet the country's needs of specialists, technicians and experts and to contribute to the sustainable development efforts by providing an accredited higher education environment and excellent research services within a fruitful national partnership based on transparency, professionalism and creativity (Sana'a University, 2022).
Stanford University (USA)	To extend the frontiers of knowledge, stimulate creativity, and solve real-world problems, prepare students to contribute to the world, deploy Stanford's strengths to benefit the region, country, and world, and engage with partners beyond walls to learn from and give back to the local and global community (Stanford University, 2023).
Thamar University (Yemen)	To provide distinct educational services that gain knowledge and skills of meetings of the labor market according to quality standards and academic adoption and to encourage scientific research that effectively contribute to solving the problems of community (Thamar University, 2022).
University of Science and Technology (Yemen)	To link learning outcomes with the requirements of labor market to ensure the graduates are employable and to enhance the role of the university in the community service by providing excellent training and consultative programs in various aspects of development (University of Science and Technology, 2022).

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- Providing continuing education and continuing training to improve adequacy of the learners and trainees and provide them with the necessary expertise.
 - Disseminating science and knowledge among local community members through conducting seminars and lectures that help them solve their problems and adapt with their community.
 - Conducting scientific seminars and conferences for graduates in order to learn about all developments in their fields of specialization and to address the problems they may face in the future.
 - Providing students with educational programs that raise their cultural level and connect them with their environment and community.
- Therefore, all the aforementioned services, of course, are reflected in the desire to achieve comprehensive development, attain the desired social change, strengthen entrepreneurship and participation, strengthen human relations, enhance new techniques, and pursue scientific and technological progress in local community.

University Missions

Since universities are one of the most important social institutions, they affect and are influenced by the social atmosphere surrounding them. Thus, their performance in making artistic, professional, political and intellectual leadership differs from one university to another according to the policy set for each university in terms of missions. Table 1 summarizes the missions related to community service of some internationally and locally recognized universities.

Table 1: *Some famous international and local universities missions related to community service*

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linking the quality of scientific research with the problems of local community, and conducting comprehensive environmental research to address cross-cutting problems.

Similarly, Pasque, Hendricks, and Bowman (2006) stated that the areas of community service are varied according to the circumstances and possibilities of each university as well as to the changing conditions of community. Such service includes activities and practices which aim at achieving the overall development of community in its various aspects (economic, social, political and environmental) by exploiting all the actual capacities and material resources of institutions of higher education to improve the conditions of societies.

In relation to community, Ahmed (1996) classified the areas of community service offered by universities into three types: applied researches, which are designed to solve problems or to satisfy needs of societies for services; consultations, which are performed by university professors in their respective fields of specialization to governmental and community-based institutions of community, as well as community members who need such services; and organization and implementation of training and rehabilitation programs for employees of production enterprises in order to achieve the principle of continuous education and professional development.

Also, Khan, Dandiwal and Priyanshu (2019) classified the areas of community service as follows: scientific consultations provided by universities to institutions and community members; training and continuing education provided by universities to staff members; applied research that seeks to study the problems of community and its institutions and work to solve them; dissemination of science and knowledge among members of the community through seminars, lectures and continuing education programmers; constructive social criticism to guide community's movement within the framework of objectives.

To conclude community service section, Organization for Economic Cooperation Development (OECD) (2011) listed the services provided by universities to communities as follows:

- Preparing individuals who are capable of generating the desired development and who are capable of coping with the scientific and technological changes of the modern world.
- Conducting researches and conferences that contribute to promoting local community and resolving its problems, as well as providing scientific consultations to community institutions.

**Reality of the Role of Universities in Yemen in Serving Local Community
Promises vs. Practices**

Dr. Mohammed Ali Al-Khateeb

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Literature Review

Community service is one of the most prominent functions of universities at present to provide a climate for the exercise of democracy and effective participation in opinion and work, through which learners develop the capacity to participate and contribute to building community and solving its problems, in addition to seeking knowledge, challenging reality and sustaining the future in a rigorous scientific approach that takes into account the social, economic and political conditions of community (Magdy, 2002). Similarly, universities serve societies by contributing to linking scientific research to production needs and service sectors. One way to achieve this would be to establish centers in higher education institutions for companies and industrial enterprises to have their headquarters where they interact with teaching bodies, students and laboratories and cooperate to study the problems faced by different production sectors to impede their development, and then work on solutions. Such centers are referred to as science stations. If it is not possible for industrial companies to move to universities, the alternative is that universities can move to them by allowing faculty members to work in such companies for limited periods, for certain purposes. This makes them recognize the problems of industry in the field, pass them on to universities, and make them the scope of their research and scientific models rather than simply teaching abstract theories, which over time end up isolating universities from their communities. By applying this, universities reach out to societies for progress by linking them to production needs (Amer, 2007).

Community Service

Universities provide various activities and services to local communities, whether individuals or institutions, seeking to continuously develop and diversify them, some of which are scientific research and community services at the local, regional and international levels. Universities also contribute to supporting practical and scientific research efforts in various fields and linking learning outcomes with the requirements of the labor market to ensure the employability of graduates (Barquisimeto, 2011). In this context, Enas (1995) stated that universities have three sets of objectives, which are knowledge objectives, economic objectives, and social objectives. Social objectives include providing community with its needs for a trained workforce, training students in social activities such as combating illiteracy, addiction, and health awareness, building a mindset that is sensitive to the problems of community and local environment,

Problem of the Study

The social responsibility of universities is a matter that is not subject to debate and controversy. Rather, educational institutions in general, and universities in particular put social responsibility at the center of their strategies in the service of communities and in an effort to improve cooperation with societies in which they are established (Ramos-Mong, Audet & Martinez, 2017). Therefore, the researcher assumes that there is a gap between what universities claim to have been doing for communities and the practices such universities actually perform for communities. As a university teaching staff, the researcher feels that there is a lack of agreement and cooperation between universities and communities, and that the relationship between them is of interest and business-like. Hence, in order to be sure about such assumption, the researcher attempts to investigate practicality as well as reality of university programs set for serving communities.

Questions of the Study

The present study seeks to answer the following two questions:

1. Do universities in Yemen adopt clear policies regarding community service?
2. What services do universities in Yemen provide to local communities?

Objectives of the Study

The study aims at:

1. Shedding light on the expected role of universities in Yemen regarding serving local communities.
2. Analyzing the missions of universities in Yemen with respect to community service.
3. Identifying real practices of universities (what they preach) regarding serving community.

Significance of the Study

This study is significant in the sense that it attempts to bridge the gap between universities and local communities in Yemen by highlighting the possible services which universities can provide in order satisfy local communities.

Introduction

Education plays an important role in the development of community through the contribution of its institutions to training graduates to work in all fields and different disciplines. University is one of the most important institutions with a set of objectives that fall under three main functions: teaching, scientific research, and community service (Berini, 2018).

Historically speaking, the primary role of universities has been teaching. Then, as a result of Alexander von Humboldt's academic revolution in the mid-19th century, scientific research became the second main function of universities. Community service became the third role of universities became a discussion issue in the late decades of the 20th century. That was caused by changes in the community development of service industry and knowledge-based production. However, community service is mostly regarded as the third task, but is closely connected to the first and second tasks. Recently, community service has become highly valued all over the world. Rapid changes assume universities to build closer connections to their surrounding environments to meet local community expectations (Keerberg, Kiisla & Mäeltsemees, 2013).

In Yemen, public and private universities claim that they play an important role in community service. For instance, Ibb University claims that it has a senior and vital role in serving community. It also claims to have provided individuals and institutions of various patterns of services, seeking to develop and diversify such services continuously through the establishment and opening of a number of service facilities and through partnership with internal and external entities to achieve a high level of community services (Ibb University, 2022). Similarly, Sana'a University aspires to achieve a national leading role in teaching, learning, scientific research and community service; and to be among the best regional universities in Yemen. It aims to contribute to the sustainable development efforts by providing an accredited higher education environment and excellent research services within a fruitful national partnership based on transparency, professionalism and creativity (Sana'a University, 2022). Likewise, Tamar University claims that it provides scientific, research and community services at the local, regional and international levels, and provides distinguished educational and research services that contribute to community service and meet the requirements of the labor market (Tamar University, 2022).

واقع دور الجامعات في اليمن في خدمة المجتمع المحلي - التعهدات والممارسات

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الملخص:

هدفت الدراسة الحالية الى التعرف على دور الجامعات في اليمن في تقديم خدمات للمجتمع المحلي. ولتحقيق هذا الهدف، تم تصميم استبيان الكتروني لجمع المعلومات المتعلقة بالدراسة، وتم توزيعه على عينة مكونة من ١٥٠ مشاركاً من ٢٣ جامعة حكومية وأهلية. اتبعت الدراسة المنهج الوصفي التحليلي. وتوصلت الدراسة الى العديد من النتائج أهمها أن الجامعات في اليمن تتعاون مع المجتمعات المحلية فيما يتعلق بالخدمات، وحققت الخدمات التعليمية التي تقدمها الجامعات اليمنية للمجتمعات المحلية أعلى نسبة من بين الخدمات الأخرى بنسبة ٧٥,٣٪، مؤكدة بذلك أن الجامعات توفر تخصصات نوعية تلبيةً للاحتياجات المحلية. وتبين أيضاً أن الجامعات في اليمن تقدم دورات في تعليم مهارات الحاسوب، بالإضافة الى انها تحرص على نشر الأبحاث العلمية لخدمة المجتمعات المحلية. وأكدت النتائج وجود شراكة إيجابية بين الجامعات والمجتمعات المحلية، حيث تتشارك الجامعات والمجتمعات المحلية في تنظيم العديد من الفعاليات والمناسبات المختلفة. وقدمت الدراسة هذه بعض التوصيات للجامعات في اليمن ولصانعي القرار في وزارة التعليم العالي والبحث العلمي.

الكلمات المفتاحية: الجامعات، وزارة التعليم العالي، اليمن، المجتمع المحلي، الخدمات.

Reality of the Role of Universities in Yemen in Serving Local
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Abstract:

This study aimed at identifying the role of universities in Yemen in providing services for the local community. To achieve this aim, an electronic questionnaire was designed to collect the required data and was administered to a sample of 150 participants from 23 public and private universities. The descriptive analytic approach was followed. The study reached several results, the most prominent of which are: that universities in Yemen collaborate with local communities in terms of local services, as the educational services provided by universities to local communities scored the highest percentage (75.3%) among other services, confirming that universities provide quality specializations that meet actual local needs. Results also showed that universities in Yemen offer courses in mastering computer skills, as well as that they are keen on publishing scientific researches to serve the local communities. In addition, the results showed that there is a positive partnership between universities and local communities. Universities participate with local communities in organizing various events and occasional activities. This study concluded with some relevant recommendations for universities in Yemen and for policy makers in the Ministry of Higher Education and Scientific Research.

Keywords: Universities, Ministry of Higher Education, Yemen, local community, services.