

ACTIVATING THE ROLE OF EDUCATIONAL SCIENTIFIC SOCIETIES IN SAUDI ARABIA AND JORDAN: A COMPARATIVE STUDY

Saud Alrwaili

The present study attempts to identify the functioning of educational societies in Saudi Arabia and Jordan and the challenges being faced by them in functioning. Quantitative and qualitative approaches were utilized in the study for analysing the results. The study concluded that there was a convergence of the reality of educational societies in Saudi Arabia and Jordan. However, there were deficiencies in the development of specialization, professional development, and community service. Additionally, there was a set of challenges that hindered those in charge of societies from properly carrying out their roles. Further individuals were found to lack awareness about the importance of scientific societies.

KEYWORDS: Community Service, Educational Scientific Society, Professional Development, Society, Specialization Development.

INTRODUCTION

The world today is witnessing major changes in various fields in light of the age of knowledge and information explosion. These changes have posed a challenge to governmental institutions since they are no longer able to meet the needs and requirements of the individuals, especially those of scientists and researchers. This has led to the need to establish additional institutions, which were known as Educational Scientific Societies (Suleiman, 2002).

The scientific societies are voluntary efforts made by a group of educated intellectuals who contribute to the dissemination of information and

knowledge in the field in which they work among society members, without financial returns (Center for Research and Studies, 2014). Scientific societies have played great role in the advancement of science, knowledge, new discoveries and inventions. In England, these societies played an influential role in the construction of industrial civilization and modern renaissance, where scientists achieved development in the fields of science and arts. The philosophy of these societies has been based on the development of the specialized individual through means and methods that develop researchers and allow them to undertake research and serious scientific works (Suleiman, 2002).

There are many fields of scientific societies with various specialties in the Arab World, for instance, the educational societies which provide consultancy and services to enhance the institutional performance of educational institutions at different levels and cooperate with relevant local and international institutions in the field of educational reform and development (Council for Higher Education, 2007). Therefore, the present study aims at developing scientific thought in the field of education and working on its development and revitalization to achieve scientific communication, develop scientific and professional performance, and to provide advice to its members.

According to Al-Issa (2014), the role of scientific societies in Saudi Arabia begins to weaken after the issuance of its first regulation in 1999 by the Council of Higher Education under the name of Regulations for Scientific Societies in Saudi Universities. Its activities were confined to holding an annual conference and dull meeting in addition to its limited independence because of its association with scientific councils and university councils.

On one hand, some scientific societies have achieved some of their objectives through the active participation of their members and their integration into the society, with the aim of developing the profession, specialization and community service. On the other hand, some of them lack media coverage and have shortcomings in performing their professional, cultural and awareness roles, which led to the underestimation of its activities and efforts (Center for Research and Studies, 2014).

Al-Khazem (2006) points out the importance of developing scientific societies and making them to become valuable within the administrative and developmental system and to have an essential role in its field of specialization. In addition to providing objective and educational information through educational, training and service programs and providing analytical information for specialized evaluation to assist in the decision-making process.

A number of researchers have referred to the importance of scientific societies and the need to conduct scientific studies on them. Al-Ruwaili (2011) indicates the importance of scientific societies as they represent a frame for the scientific trend of specialization. Al-Mutairi (2012) proposes performing a comparative study among scientific societies to identify their role in supporting the issues of education and the requirements of knowledge society. Suleiman (2002) suggests conducting comparative studies among Saudi societies and their counterparts in Arab countries. In addition, he recommends conducting separate studies through which the various experiences of each society could be explored. This comparative study is developed based on the above claims, and it aims at revealing the reality of the educational scientific societies in Saudi Arabia and Jordan, and identifying the challenges facing them. However, in order to ensure the anonymity of societies, and in consideration of scientific research ethics that emphasize the preservation of the privacy of the target parties in the study, "Alpha" is utilized to refer to the society chosen in Saudi Arabia and "Beta" is used to refer to the society chosen in Jordan.

REVIEW OF LITERATURE

There are many studies that tackled the subject of educational scientific societies which have been presented in this section:

Suleiman (2002) aimed at identifying the roles of Saudi scientific societies, and the challenges faced by these roles from the viewpoint of its members. It adopted the descriptive approach, where questionnaire was applied to (770) members of the society and concluded that the basic roles played by scientific societies are to develop scientific thought, provide scientific and applied advice in the field of specialization, achieve scientific communication among members, and raise the level of scientific and professional performance of the society members. It also observed that the challenges that stood as a stumbling block to the development of these societies are embodied in the busyness of the members with their own activities, the financial factor, and the absence of a clear strategy in light of which the objectives of the society can be achieved.

Dahan (2009) aimed at identifying the hoped-for role of the educational scientific societies in the development of the scientific, professional and cultural competencies of educational supervisors, as well as exploring the statistically significant differences among educational supervisors attributed to age, scientific qualification and years of experience. The descriptive survey was utilized and a random sample of educational supervisors consisting (297) educational supervisors was chosen. The study concluded that the educational scientific societies play a significant role in the development of scientific, professional and cultural competencies of educational supervisors.

Al-Abbasi (2009) aimed at highlighting the intellectual system that organizes the work of the educational scientific societies, clarifying the efforts of the English educational scientific societies and their contributions to support some educational issues and clarifying the most important lessons learned from the contributions of the educational scientific societies in England to support some educational issues. The study used the descriptive approach and concluded that the scientific societies can contribute to supporting professional development through cooperation with each other and with technical and educational centres to carry out some activities. In addition to establishing specialized educational and pedagogic centres aimed at supporting creativity and innovation among teachers, as well as organizing seminars, workshops, scientific conferences and educational sessions, societies can also contribute to supporting scientific research activities through its expansion of publications, supporting teaching and learning programs through holding seminars on various teaching and learning issues, and establishing educational centres.

Al-Abbasi, Abbas and George (2009) aimed at identifying the intellectual system of organizing the work of the educational scientific societies and clarifying the activities of the American educational scientific societies and their roles in supporting future school, as well as clarifying the most important lessons learned from them. The study used the descriptive approach. It concluded that the scientific educational societies can contribute to supporting the professional development of the Future School through conducting partnerships with each other and with universities and schools, the establishment of specialized centres, and the development of a code of ethics of the teaching profession committed to by teachers before practicing the profession. The study also concluded that societies can contribute to supporting the teaching and learning programs at the Future School through partnership with the corresponding societies, the Teachers' Union and the Ministry of Education, constructing the Future School curricula, and setting-up the standards of building and evaluation.

Shenouda (2010) aimed at monitoring the educational effectiveness of the Egyptian educational societies in facing the educational and pedagogic issues and problems. It also aimed at standing on the reality of the existing links between these societies and their findings and the decision-making bodies charged with developing and implementing the educational policy in Egypt. The study used the cultural analysis, the historical, and the phenomenological approaches, and it presented the educational efforts made by some societies in spreading education through the provision of educational services, which compensated for the failure of the government under the British control.

Abdel-Aal (2011) aimed at studying the proposed mechanisms needed to activate the scientific activities of the Egyptian society for Comparative Education and Educational Administration in light of the experience of Bulgaria, Australia, and New Zealand. The study used the comparative approach and Beredy entrance and it proposed several results, the most important of which are: To create the general climate to support the academic scientific activities of the Egyptian society for Comparative Education and Educational Administration in Egypt through media publishing about its objectives, invest current and pro-active opportunities for educational reform and utilize the experiences of some countries through the results of the comparative studies of international societies, and formally promote conducting international research in the field of comparative education.

Al-Mutairi (2012) aimed at presenting a proposal for building an advanced system of scientific societies at King Saud University towards achieving the requirements of the knowledge society by recognizing the reality of these societies' efforts to achieve the requirements of the knowledge society. The study used the descriptive approach consisting of (177) members as sample. The study came out with a proposal whose features were in the support axis for the development of professional development activities for scientific society members, support for the dissemination of science in Saudi society, and support for the realization of the requirements of the knowledge society.

From reviewing these previous studies, it is clear that all of them were exposed to the subject of the present study, i.e. the scientific societies. Although the present study is consistent with the previous studies in dealing with this subject, it focuses on the scientific societies in the field of education, and aims at conducting a field of comparative study on two educational societies in Saudi Arabia and Jordan, while most of the previous studies such as Al-Abbasi (2009), Al-Abbasi, Abbas, and George (2009), Shenouda (2010) and Abdel-Aal (2011) were theoretical in nature.

SIGNIFICANCE OF THE STUDY

The current study is of significance, since it enriches the educational library with regard to the status of educational scientific societies in Saudi Arabia and Jordan and its challenges through a comparative field study. The results of the study also contribute to providing the decision makers of educational scientific societies at Saudi Arabia and Jordan with the necessary information for the development of these societies, as well as informing educational researchers of the need to highlight the importance of non-governmental organizations and their role in the reform and development of education. This study is also an

addition to the efforts of previous researchers in the field of education and in the educational literature related to educational scientific societies.

OBJECTIVES OF THE STUDY

The study aims to achieve the following objectives:

1. Identifying the reality of scientific educational societies in Saudi Arabia and Jordan.
2. Identifying the challenges which hinder scientific educational societies in Saudi Arabia and Jordan from performing their duties.
3. Identifying ways to activate the roles of scientific educational societies in Saudi Arabia and Jordan.

RESEARCH QUESTIONS

The study seeks to answer the following questions:

1. What is the reality of educational scientific societies in Saudi Arabia and Jordan?
2. What are the challenges facing the educational scientific societies in Saudi Arabia and Jordan, hindering them from performing their duties?

RESEARCH METHODOLOGY

The researcher has adopted a mixed methodology involving quantitative and qualitative approaches to achieve the objectives of this study.

POPULATION AND SAMPLING

The study sample and population include the following:

1. (337) members of the Alfa society in Saudi Arabia, selected as a sample, just (166) responded.
2. (70) members of the Beta society in Jordan, selected as a sample, just (52) responded.
3. Conducting an interview with (5) members of the Alfa society in Saudi Arabia and (5) members of the Beta society in Jordan.

TOOL USED

A questionnaire which was designed after reviewing the theoretical framework and pieces of literature review including, Suleiman (2002), Al-

Mutairi (2012), Dahan (2009) and Al-Abbasi (2009) was utilized. The final version of the questionnaire composed of 32 items. It was validated by presenting them, in their initial form, to a group of faculty members specialized in education and members of the societies to explore their opinions on the clarity of the phrasing of each item, its significance and its relevance to the domain, as well as to delete or add some items. The reliability of the tool was calculated by Cronbach's alpha test with a value of 0.90, which is a high value, indicating that the questionnaire has a high degree of reliability.

Based on the mean; the questionnaire domains and their items were examined as follows: from 1.0 to 1.75 represents the degree of agreement 'none', from 1.76 to 2.50 represents the degree of agreement 'weak', from 2.51 to 3.25 represents the degree of agreement 'moderate' and from 3.26 to 4.0 represents the degree of agreement 'high'.

After analysing the results of the questionnaire, the qualitative approach was utilized to explain them. Interviews conducted with five members of Alpha society numbered from 1 to 5 and five members of Beta Society numbered from 6 to 10.

A mixed method research was conducted to explain the results, since it is used when a researcher collects and analyses data by a questionnaire and needs an explanation of certain results. Then, qualitative data should be collected and analysed to provide the required explanation (Plano et al., 2008).

RESULTS AND DISCUSSION

Research Question 1: What is the reality of educational scientific societies in Saudi Arabia and Jordan?

To answer this question, the means and standard deviations are calculated. Data is presented in Table 1 which shows that the role of the Alpha Society in Saudi Arabia in the development of specialization got a moderate degree. It obtained a mean of 2.91, while its role in community service and professional development was weak with 2.31 and 2.08 respectively. As for the status of Beta Society in Jordan in the development of specialization and community service, it obtained a moderate degree, where the value of the means was 3.04 and 2.58 respectively. The reality of its role in professional development was weak as it obtained a mean score of 2.33. This result differs with the results of Dahan (2009) which proved that the role of the educational scientific societies in the development of the scientific and professional competencies of educational supervisors was high. However, it is consistent with Al-Mutairi (2012) and Suleiman (2002) which identify the role of scientific societies in raising the level of scientific performance as moderate.

Table 1

Means and Standard Deviations of the Reality of Educational Scientific Societies in Saudi Arabia And Jordan in Descending Order.

No.	Domain	Alfa Society in Saudi Arabia				Beta Society in Jordan			
		Mean	Standard Deviation	Rank	Level	Mean	Standard Deviation	Rank	Level
1	The role of the society in the development of specialization	2.91	0.641	1	Weak	3.04	0.584	1	Moderate
2	The role of the society in the development of professional development	2.08	0.857	3	Weak	2.33	0.600	3	Weak
3	The role of the society in the development of Community Service	2.31	0.782	2	Weak	2.58	0.621	2	Moderate
Total Degree		2.46	0.685		Weak	Weak	0.546		Moderate

The data given in Table 2 describes the domain and items of the questionnaire and highlights the reality of the role of scientific educational societies in the development of specialization in Saudi Arabia and Jordan.

Table 2 shows that the means of the sample responses to the domain items of the reality of the role of scientific educational societies in Saudi Arabia and Jordan in the development of specialization ranged from 2.08 to 3.69. Item No. 7, "The Society publishes a scientific journal that publishes original research papers that contribute to the development of educational knowledge", and item No. 5, "The Society organizes lectures, seminars and conferences in various educational fields", came at the forefront of this domain with great agreement from the point of view of the members of "Alpha" in Saudi Arabia, as well as from the point of view of the members of the "Beta" in Jordan. It indicates the convergence of these two societies in terms of the field of development of specialization, as they focus on this area through issuing a scientific journal and giving lectures and seminars. The Society members numbered 1, 3, 6, and 7 explained this result that these roles are one of the traditional roles of any scientific journal, so it is normal to be at the forefront of this domain in both societies. This result is consistent with Al-Mutairi (2012) and Suleiman (2002).

Table 2

Means and Standard Deviations of the Role of Scientific Educational Societies in the Development of Specialization in Saudi Arabia and Jordan.

No.	Item	Alfa Society in Saudi Arabia			Beta Society in Jordan		
		Mean	Standard Deviation	Rank	Mean	Standard Deviation	Rank
1	The society publishes books and publications that discuss various educational issues	3.11	0.794	3	2.62	1.013	7
2	The society works to raise awareness among its members of all new educational developments.	2.82	0.883	6	3.15	0.668	5
3	The society assists its members in developing the cognitive aspect in various educational fields	2.89	0.881	5	3.23	0.703	3
4	The society works to increase coherence among its members to exchange the mutual scientific benefit	2.36	1.040	8	3.23	0.703	3
5	The society organizes lectures, seminars, and conferences in various educational fields	3.20	0.759	2	3.69	0.612	1
6	The society carries out research projects in the field of education	2.93	0.850	4	2.69	1.076	6
7	The society publishes a scientific journal that publishes original research papers that contribute to the development of educational knowledge.	3.54	0.648	1	3.62	0.745	2
8	The society contributes to establishing centres for providing educational services.	2.45	0.988	7	2.08	0.837	8
Total Degree		2.91	0.641		3.04	0.584	

The role of educational scientific societies in professional development in Saudi Arabia and Jordan is given in Table 3.

Table 3

Means and Standard Deviations of the Role of Scientific Educational Societies in Professional Development in Saudi Arabia and Jordan.

No.	Item	Alfa Society in Saudi Arabia			Beta Society in Jordan		
		Mean	Standard Deviation	Rank	Mean	Standard Deviation	Rank
1	The Society offers training courses for its members to raise their professional level	1.98	0.947	6	2.23	0.983	4
2	The Society keeps its members updated with the latest developments in the field of their profession.	2.29	0.966	1	2.92	0.621	1
3	The Society works to provide its members with management skills in their field of work.	2.05	0.933	3	2.69	0.612	2
4	The Society seeks to provide its members with the skills of dealing with modern technologies to employ it in their profession.	2.05	0.984	4	2.00	0.886	6
5	The Society provides support and professional development for its new members in their profession	1.95	1.008	7	2.31	0.729	3
6	The Society awards its outstanding members in their profession	2.02	0.947	5	1.92	0.837	7
7	The Society encourages innovation and creativity among its members to be influential in their field.	2.20	0.994	2	2.23	0.807	4
Total Degree		2.08	0.857		2.33	0.600	

Table 3 shows that the means of the sample responses to the terms of the domain of the reality of the role of the scientific educational societies in Saudi Arabia and Jordan in the professional development ranged from 1.92 to 2.92. Item No. 2 "The Society keeps its members updated with the latest developments in the field of their profession" came at the forefront of this domain from the point of view of Alfa Society members in Saudi Arabia and Beta Society members in Jordan. However, this item differed in the degree of its agreement by the members of the two societies. It obtained a moderate agreement by the members of the Beta Society with a mean of 2.92, while it

received a weak agreement by the members of the Alpha Society with a mean of 2.29.

It is also clear from Item 7 that "The Society encourages innovation and creativity among its members to be influential in their field" came in the second rank with a weak agreement from the point of view of the members of "Alpha" Society with a mean of 2.20, while the item No. 3 "The Society works to provide its members with management skills in their field of work" came in the second rank, with a moderate agreement from the point of view of the members of "Beta" Society with a mean of 2.69.

The Society members numbered 1, 2, 8, and 10 attribute this result to the belief of the members of these Societies that the priority should be in the practices of developing the scientific aspect of the specialization among their members. Accordingly, they look for encouraging creativity and innovation, developing the administrative skills of members and keeping them updated on their profession etc. as subsidiary practices. This result is inconsistent with Al-Abbasi (2009).

The reality of the role of educational scientific societies in the community service in Saudi Arabia and Jordan is given in Table 4 which shows that the means of the sample responses to the items of the domain of the reality of the role of scientific educational societies in Saudi Arabia and Jordan in community service ranged from 2.92 to 2.24. Item No. 1 "The Society issues cultural pamphlets for the community" came at the forefront of this domain from the point of view of Alfa Society members in Saudi Arabia and with a mean of 2.36 and a weak rank. The Society members numbered 4 and 5 explained this result by the society's focus on the publication of scientific journals as it follows an academic institution and its lack of interest in cultural publications and pamphlets. This result is inconsistent with Al-Abbasi (2009) and Dahan (2009).

Item No. 6 "The Society establishes partnerships with various parts of society" and item No. 5 "The Society produces educational programmes aimed at the community" came at the second rank of this domain from the point of view of Alfa Society members in Saudi Arabia and with a mean of 2.35 and a weak rank. The Society members numbered 2 and 3 attributed this result to poor communication between the society and different parties in the community. This result is inconsistent with Al-Abbasi (2009) and Suleiman (2002).

Table 4

Means and Standard Deviations of the Role of Scientific Educational Societies in Community Service in Saudi Arabia and Jordan.

No.	Item	Alfa Society in Saudi Arabia			Beta Society in Jordan		
		Mean	Standard Deviation	Rank	Mean	Standard Deviation	Rank
1	The Society issues cultural pamphlets for the community	2.36	0.967	1	2.62	0.932	3
2	The Society produces educational programs aimed at the community	2.29	0.832	4	2.62	0.745	3
3	The Society launches a national project or a national awareness and cultural campaign.	2.24	0.847	6	2.31	0.829	5
4	The Society organizes awareness and educational events for the community	2.25	0.906	5	2.69	0.729	2
5	The Society provides consultations to various parties in the community.	2.35	0.887	2	2.31	0.729	6
6	The Society establishes partnerships with various parts of society	2.35	0.873	2	2.92	0.737	1
Total Degree		2.31	0.782		2.58	0.621	

Item No. 6 "The Society establishes partnerships with various parts of society" came at the forefront of this domain from the point of view of Beta Society members in Jordan and with a mean of 2.92 and moderate rank. It indicates a deficiency which is attributed by Society members numbered 7 and 9 to weak communication between the society and various parties in the community.

Item No. 4 "The Society organizes awareness and educational events for the community" came at the second rank of this domain from the point of view of Beta Society members in Jordan and with a mean of 2.96 and moderate rank. It indicates a deficiency in this aspect which is attributed to the society's focus on providing specialized events as lectures and seminars, instead of awareness and cultural events directed towards society by Society members numbered 6

and 10. This result is inconsistent with Al-Mutairi (2012).

Research Question 2: What are the challenges facing the educational scientific societies in Saudi Arabia and Jordan hindering them from performing their duties?

To answer this question, means and standard deviations were calculated. Data is given in Table 5.

Table 5

Means and Standard Deviations of Challenges Facing Scientific Educational Societies in Saudi Arabia and Jordan.

No.	Item	Alfa Society in Saudi Arabia			Beta Society in Jordan		
		Mean	Standard Deviation	Rank	Mean	Standard Deviation	Rank
1	Weak media and marketing services provided by the society	3.34	0.842	2	2.92	1.007	5
2	Weak financial funding.	3.24	0.788	4	3.62	0.491	2
3	Busyness of the Society's members.	3.31	0.808	3	3.54	0.851	3
4	Lack of social awareness about the importance of scientific societies.	3.48	0.753	1	3.46	0.851	4
5	The Society specialization in the field of education.	2.10	1.086	11	2.38	1.157	7
6	The organizational structure of the society and its reference.	2.78	0.985	9	2.31	1.001	9
7	The reluctance of specialists in education to participate in the society.	2.71	0.979	10	3.69	0.466	1
8	The limited usefulness of the activities provided by the society.	2.86	1.046	6	2.85	0.777	6
9	The society lacks special regulations that clearly define its roles and functions.	2.86	1.102	7	2.38	0.844	8
10	Lack of permanent, independent and equipped premises.	2.95	1.055	5	1.92	1.082	11
11	The absence of clear policies and objectives for the Society's activities.	2.81	1.061	8	2.08	0.926	10
Total Degree		2.95	0.558		2.83	0.469	

Table 5 shows that Item No. 3 "Busyness of the Society's members" received a high degree of agreement from the point of view of the members of "Alpha" society in Saudi Arabia, as well as from the point of view of the members of "Beta" society in Jordan with means 3.31 and 3.54, respectively. The Society members numbered 2, 4, 6, and 9 attribute this result to the involvement of the members of the two organizations in their work which distracts them from following up the progress of work in these two societies. Work in these societies requires the full presence of free individuals who can follow up their performance and make plans to increase their effectiveness. This result indicates that personnel policy of these two societies is identical, as they depend on some volunteering individuals. This result is consistent with Suleiman (2002).

Item No. 4 "Lack of social awareness about the importance of scientific societies" received a high degree of agreement from the point of view of the members of "Alpha" society in Saudi Arabia, as well as from the point of view of members of "Beta" society in Jordan with the means 3.48 and 3.46, respectively. The Society members numbered 3, 4, 7, and 8 explain this result by the lack of awareness among the members of the community about the importance of scientific societies distracts them from joining these societies. It indicates that the perception of the Saudi society and the Jordanian society is identical towards societies due to the absence of the culture of civil and volunteer work in Arab countries.

Item No. 1 "Weak media and marketing services provided by the society" has received a high degree of agreement from the point of view of the members of "Alpha" society in Saudi Arabia with a mean of 3.34. The Society members numbered 3 and 4 explain this result by the weak role of media and marketing makes these societies unknown to the community in terms of its identity, the services they provide, and the goals they want to achieve, which may make this society closed-on itself, have limited use, and be unable to perform its roles.

Item No. 7 "The reluctance of specialists in education to participate in the society" has received a high degree of agreement from the point of view of the members of "Beta" society in Jordan with a mean of 3.69. The Society members numbered 6, 8, and 9 attributed this result to the financial fees requested by the society which impede those who wants to participate as for the tough economic circumstances of the Jordanian individual. This result is consistent with Al-Mutairi (2012) and Suleiman (2002).

Item No. 2 "Weak financial funding" has received a high degree of agreement from the point of view of the members of "Beta" society in Jordan with a mean of 3.62. The Society members numbered 6, 8, and 9 attributed this result to the different practices and activities of the society which needs financial support, the absence of such support would hamper these activities and the Society performance. This result is consistent with Al-Mutairi (2012) and Suleiman (2002).

CONCLUSION

The study concludes that there is a convergence of the reality of the educational scientific societies in Saudi Arabia and Jordan, where it became clear that there is a deficiency in its role in the development of specialization, professional development, and community service. It also became clear that there are a number of challenges that hinder them from performing these roles. Therefore, a number of ways should be followed to activate the role of these societies; members should work full-time at the society, the need to increase the awareness of the community about the importance of the scientific societies, the importance of the media coverage and marketing of the services they provide, and the allocation of adequate financial support, which are essential steps that should be taken.

ACKNOWLEDGEMENT

The authors gratefully acknowledge the approval and the support of this research study by the grant no.7121-EAR-2017-1-7-F from the Deanship of Scientific Research at Northern Border University, Arar, K.S.A.

REFERENCES

- Abdel-Aal, H. (2011). Activating the scientific activities of the Egyptian society for comparative education and educational administration in light of the experience of the international societies for comparative education in Bulgaria, Australia and New Zealand. *Journal of Educational and Social Studies*, 7 (1).193-252.
- Al-Abbasi, F., Mehdi, A., & George, G. (2009). *Role of educational scientific societies in support of the future school "American experience"*. The Second Annual Scientific Conference of the Faculty of Education in PortSaid (Future School - Reality and Hope). Egypt.
- Al-Abbasi, F. (2009). Contribution of the educational scientific societies in England in supporting some educational issues. *Faculty of Education Journal*, 13 (6). 578-628.

- Al-Issa, A. (2011). *Higher education in Saudi Arabia: The journey of searching for identity*. Beirut: Dar Al-Saqi.
- Al-Khazem, M. (2006). *Higher education in Al-Mizan*. Riyadh: Arab House for Printing and Publishing.
- Al-Mutairi, F. (2012.) *Role of scientific societies in Saudi universities in achieving the requirements of the knowledge society*. (Unpublished Ph.D. dissertation). College of Education, King Saud University, Riyadh.
- Al-Ruwaili, N. (2011). *Ways of developing scientific research in Saudi universities*. (Unpublished Ph.D. dissertation). Faculty of Education, King Saud University: Riyadh.
- Center for Research and Studies (2013.) *Higher education in Saudi Arabia: Journey and achievement*. Ministry of Higher Education. Saudi Arabia.
- Council of Higher Education (2007). *The rules and regulations of higher education council (3ed)*. Riyadh: Ministry of Higher Education.
- Dahan, S. (2009). *The hoped-for role of scientific societies in the development of scientific, professional and cultural competencies of educational supervisors*. Unpublished MA thesis. College of Education, Umm Al-Qura University: Makkah.
- Kerka, S. (1986). Deterrents to participation in adult education. *ERIC Digest*, 59.
- Plano, C.V.L., Creswell, J.W., O'Neil, G. D., & Shope, R.J. (2008). Mixing quantitative and qualitative approaches: An introduction to emergent mixed methods research. In: SN Hesse-Biber, P Leavy (Eds.): *Handbook of Emergent Methods*. New York: Guilford Press, pp. 363–387.
- Shenouda, E. (2010). *Contributions of non-governmental associations in the framework of civil society: Future conference of teacher preparation in the faculties of education and the efforts of scientific societies in development processes in the Arab world*. Faculty of Education, Helwan University: Egypt.
- Suleiman, A. (2002). *Scientific societies in Saudi universities during the reign of the custodian of the two holy mosques King Fahd bin Abdul-Aziz Al Saud, the twenty years of giving*. University King Saud University: Riyadh.