

The Role of Sana'a University in Community Service from the Perspective of Faculty Members

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Paper Number: 240118

Abstract:

The current study aimed to identify the role of Sana'a University in community service from the perspective of faculty members. This study employed a descriptive survey methodology, administering a questionnaire to a stratified random sample of 235 faculty members. The results revealed that faculty members perceived the role of Sana'a University in community service to be low ($M = 2.34$, $SD = 0.749$ on a 5-point scale). The ranking of the domains was as follows: community service consultations, followed by scientific research, and finally education and training, with mean scores of 2.58, 2.31, and 2.13, respectively. The results also revealed statistically significant differences at the ($\alpha \leq 0.05$) level between the mean responses regarding the role of Sana'a University in community service attributed to gender, in favor of male faculty members, and to specialization, in favor of faculty members in applied disciplines. However, no statistically significant differences were found in relation to academic rank and years of experience. Furthermore, statistically significant differences were found at the ($\alpha \leq 0.05$) level between the mean responses regarding the role of Sana'a University in community service attributed to specialization. The study provided several recommendations, including the necessity of formulating a national strategy to guide Yemeni universities, including Sana'a University, toward organized and sustainable community service.

Keywords: Role, Sana'a University, Community Service.

Introduction:

Universities are widely recognized as pivotal institutions within society, distinguished by their multifaceted nature. Their core mission encompasses three primary functions: education, scientific research, and community service. Through these interconnected roles, universities play a fundamental part in societal advancement and serve as a cornerstone for urban and intellectual development. Among these functions, community service is particularly essential, defining the university's role as an active stakeholder in its surrounding environment. This mission is actualized through direct engagement with the community, including the provision of consultative services, professional training programs, and applied research initiatives. Furthermore, universities contribute to the public good by supplying a skilled workforce and innovative solutions that align with contemporary labor market requirements, thereby fostering economic growth and social well-being.

The significance of the university's community service function is rooted in its capacity to serve as a vital conduit for applying academic knowledge across diverse fields and disciplines. This function can be understood through two primary, interrelated dimensions: one intrinsic to the university's ethos and the other extrinsic, focusing on its engagement with the wider community. The first dimension pertains to the philosophical underpinning of the institution, embodying the principle of social responsibility and the ethical obligation of the academic community to contribute to societal well-being. The second dimension entails the strategic application of the university's intellectual and financial assets. By engaging directly with the community, the university grounds its operations and research in real-world contexts, thereby ensuring institutional accountability and preventing insular or arbitrary decision-making (Fluh, 2016, p. 222).

As a primary function of universities, community service manifests through both indirect and direct activities. Indirectly, universities serve the community by cultivating a skilled workforce equipped to meet the developmental needs of various professional sectors. This is complemented by direct initiatives that link scientific research to societal problems, aiming to implement positive changes that foster community growth and development (Al-Abadi et al., 2008, p. 95).

Furthermore, universities function as fundamental centers for scientific and applied research, which are essential for driving economic, social, and cultural progress. The fulfillment of this role in social change is contingent upon fostering a dynamic interaction between the individual and their social environment. This symbiotic relationship yields a cascade of

benefits: at the individual level, it strengthens professional skills and fosters creativity; at the societal level, these enhancements contribute to greater social refinement and improved family well-being. Ultimately, this translates into tangible socioeconomic outcomes, such as raised living standards, poverty alleviation, and reduced unemployment rates, achieved by aligning educational offerings with the diverse job opportunities demanded by contemporary society (Bernko, 2023, p. 533).

Sana'a University assumes a critical role in navigating the multifaceted challenges confronting the Yemeni community. These challenges include external pressures from global realities, economic and political transformations, and rapid advancements in information and communication technology. In response, the university is strategically expanding its academic programs and increasing the number of its research centers. This expansion is designed to enhance its capacity for integrating with diverse community issues, fulfilling its developmental mandate, and proposing appropriate solutions to evolving societal needs.

Accordingly, the present study aims to evaluate the role of Sana'a University in community service, specifically from the perspective of its faculty members.

Statement of the Problem

This study is based on the following research questions:

- What is the role of Sana'a University in community service from the perspective of faculty members?
- Are there statistically significant differences in societal members' responses regarding the role of Sana'a University in community service from their perspective, attributable to variables (gender, experience, academic rank, specialization)?

Study Objectives:

The study aims to achieve the following:

- Identifying the role of Sana'a University in community service from the perspective of faculty members.
- Identifying differences in faculty members' responses regarding the role of Sana'a University in community service, attributable to variables: gender, experience, academic rank, and specialization.

Study Significance:

The significance of this study is rooted in its dual capacity to both evaluate and inform. Primarily, it provides a systematic assessment of the community services currently offered by Sana'a University, establishing a clear baseline of its contributions. Furthermore, the findings will furnish university leadership and decision-makers with an empirical foundation

upon which to formulate strategic policies and plans. This evidence-based approach is crucial for enhancing the university's role in community service, ensuring its activities are effectively aligned with societal needs and institutional goals.

Definition of Key Terms

Role: Conceptually, a role is defined as "the repeated patterns of actions, works, or tasks performed by the university that constitute the functions it carries out by virtue of its position and status in society" (Al-Rawashdeh, 2012, p. 71).

Operational Definition: The "role" refers to the specific activities and initiatives undertaken by Sana'a University to serve the community. This includes, but is not limited to, providing professional consultations, conducting applied research with practical applications, offering training and development programs, and organizing community outreach events.

Sana'a University: This term refers to the oldest and one of the leading academic institutions in Yemen, established in 1970. For the scope of this research, the definition encompasses all of the university's constituent colleges, research centers, and administrative units responsible for designing and implementing educational, training, and community service programs.

Community Service: Conceptually, community service is defined as "indirect activities directed toward students to meet the environmental needs of different specialties, working to link scientific research with its problems, and direct activities aimed at others to achieve desired changes that lead to community growth and advancement" (Al-Abadi et al., 2008, p. 95).

Within the context of this study, community service is operationally construed as the aggregate of deliberate efforts and interventions by the university, executed through its constituent faculties and centers, with the primary objective of advancing the socioeconomic development of the external community. This encompasses a range of initiatives, including:

- Designing and implementing programs to address specific community problems.
- Conducting applied research and providing expertise to support local development processes.
- Organizing outreach activities and services that enable community members and institutions to benefit fully from the university's intellectual and material resources.

Faculty Members: This term refers to the academic staff of Sana'a University who hold official appointments across various specializations and academic ranks. These individuals are formally responsible for the university's core functions of teaching, research, and community service, and they constitute the study's population of interest.

Study Limitations

- **Subject:** The role of Sana'a University in community service from the perspective of faculty members.
- **Population:** All faculty members at Sana'a University.
- **Geographic:** Sana'a University.
- **Time:** The academic year of 2025.

Review of Related Literature

A substantial body of literature has examined the multifaceted role of universities in community service and their contribution to sustainable development. A review of relevant studies reveals key themes regarding the perceived effectiveness of these institutions, the methodological approaches employed, and the specific contexts being investigated.

Assessments of University Effectiveness in Community Service

Previous research presents divergent findings on the effectiveness of universities' community service roles. Several studies reported a high level of engagement and positive impact. For instance, Al-Shishani (2018) found that the role of the Open University of Jerusalem in community service was rated highly by its faculty. Similarly, Mas'adah (2015) and Abbas et al. (2022) concluded that Zarqa University and the Faculty of Education at Misrata University, respectively, played a significant and highly valued role in serving their communities.

Conversely, other studies identified weaknesses or moderate performance. Bernko (2023) and Al-Dubiani et al. (2018) both found the community service role of their respective universities (Ahmed Draia and Dhamar) to be weak from the faculty perspective. Similarly, Matar (2021) identified deficiencies at Saada University in specific areas, such as cultural dissemination and education, while noting that performance was moderate in other domains. Al-Rawashdeh's (2012) study of Al-Balqa Applied University positioned this perception at a moderate level, suggesting a spectrum of effectiveness across different institutions.

Methodological Approaches and Key Variables

The studies reviewed consistently employed a descriptive or analytical-descriptive methodology, utilizing questionnaires to gather data from faculty members. A recurring finding across this research is the general absence of statistically significant differences in perceptions based on demographic variables. Studies by Alsyarayreh (2025), Abbas et al.

(2022), Al-Shishani (2018), and Mas'adah (2015) all found no significant differences attributable to variables such as gender, academic rank, or years of experience. This suggests a degree of consensus in faculty viewpoints within each institutional context, regardless of personal or professional backgrounds.

Furthermore, some studies broadened the scope to link community service with related concepts. Abdallah et al. (2022) established a significant relationship between universities' social responsibility initiatives and their contributions to sustainable development. Al-Huwaish (2023) adopted a comparative approach, analyzing the experiences of Saudi universities alongside international models to recommend strategic enhancements for promoting a culture of social responsibility.

Synthesis and Research Gap

The synthesis of this literature highlights two critical points. First, the perceived effectiveness of a university's community service role varies significantly by institution, underscoring the importance of context-specific research. Second, while studies have examined various universities in the Arab world, a specific and focused investigation into Sana'a University is conspicuously absent.

While previous research has included other Yemeni institutions, such as Dhamar University (Al-Dubiani et al., 2018) and Saada University (Matar, 2021), no study to the researchers' knowledge has specifically investigated the role of Sana'a University, the nation's oldest and leading academic institution, from the perspective of its faculty. This gap in the literature limits the understanding of community service dynamics within Yemen's most pivotal higher education setting. Therefore, the current study is designed to address this specific gap, providing a foundational assessment of Sana'a University's role and contributing a vital piece to the broader landscape of higher education research in the region.

Theoretical Framework

1. Sana'a University

Sana'a University holds a preeminent position within the higher education landscape of the Republic of Yemen, distinguished by its historical legacy and academic contributions. It was established in 1970 pursuant to the Republican Decree No. (42), it is one of the nation's first universities, founded with the primary mission to absorb graduates of secondary education and equip them with specialized training across various scientific disciplines. The objective was to develop a qualified cadre capable of contributing to national development and implementing state-led plans. The university's current structure includes 21 faculties and 23 specialized research centers, reflecting a period of considerable growth since its establishment.

The university's strategic direction is guided by a formal framework designed to ensure its continued relevance and impact:

- **Vision:** Excellence in the quality of education, scientific research, and community service.
- **Mission:** Sana'a University is committed to providing high-quality educational and research services, contributing to community development by supplying qualified human resources that meet labor market demands. The university pursues this mission through a focus on quality, excellence, and local and regional competitiveness, fostering positive interaction with the wider community.

Strategic Objectives

- Enhance the academic and administrative performance of the university to support the educational process.
- Improve the overall quality of the educational process.
- Develop the university's scientific research system.
- Provide opportunities for innovation and creativity that serve sustainable development.
- Enhance community partnership (Sana'a University, 2021).

2. Key Domains of University Community Service

Universities fulfill their community service mandate through a diverse array of interconnected domains. These activities are designed to address societal needs directly and align with the institution's core academic strengths. The primary fields through which universities, including Sana'a University, engage with their communities include:

- **Professional Consultancy and Expertise:** Universities serve as vital reservoirs of specialized knowledge, offering expert consultations to public and private institutions.
- **Engineering Consultancy:** Leveraging faculty expertise to oversee projects that meet high-quality and international standards, thereby demonstrating the university's technical engagement with external partners.
- **Administrative Consultancy:** Providing specialized courses, executive training, and scientific studies (e.g., feasibility analyses, accounting systems) to governmental and non-governmental organizations.
- **Medical Consultancy:** Contributing to public health through organizing conferences and seminars to raise health awareness, and mobilizing health teams during crises or epidemics (Al-Abadi & Al-Ta'ee, 2011, p. 297).
- **Training and Human Capital Development:** A core function is to enhance the skills of the existing workforce and prepare future professionals. This is achieved through continuing education programs, professional development courses, and training tailored to the needs of various productive sectors (Mas'adah, 2015, p. 10). Furthermore, universities

contribute to long-term human capital by developing their own students and supplying the community with skilled graduates essential for national development (Al-Abadi & Al-Ta'ee, 2011, p. 300).

- Knowledge Dissemination and Public Dialogue: Universities act as forums for intellectual exchange by organizing conferences and seminars on pertinent social, economic, and scientific issues. These events facilitate a multidisciplinary approach to problem-solving by involving diverse community stakeholders and applying scientific methods to address local challenges (Al-Abadi & Al-Ta'ee, 2011, p. 298).
- Cultural and Ethical Stewardship: Beyond economic and technical contributions, universities play a crucial role in the social and cultural fabric of the nation. This involves reinforcing national, ethical, and humanitarian values among students, which helps foster a strong sense of identity and civic responsibility. This function is integral to preserving the nation's cultural heritage and promoting social cohesion (Al-Abadi et al., 2008, p. 98).

Study Methodology

The study employed a descriptive survey method, which, according to Al-Assaf (2012), is a research design focused on describing a phenomenon by surveying a population or a large sample. This method is limited to description and does not extend to examining relationships or inferring causal links.

Study Population:

The population of the study consists of all faculty members at Sana'a University, whose total number is (2,324) faculty members (according to official statistics from the University Presidency for Academic Affairs, 2025).

Study Sample:

Due to the variance in the number of faculty members at Sana'a University, the researchers selected a sample using stratified random sampling. The study sample of 235 faculty members was determined using the table for sample size determination developed by Morgan and Krejcie (1970). The following section describes the characteristics of the study sample.

Table (1) Description of the Study Sample

Variable	Categories	Frequency	%
Gender	Male	136	57.9
	Female	99	42.1
Academic Rank	Teaching Assistant	34	14.5
	Assistant Professor	135	57.4
	Associate Professor	27	11.5
	Professor	39	16.6
Specialization	Humanitarian	172	73.2
	Applied	63	26.8
Years of	1-5 Years	39	16.6

Variable	Categories	Frequency	%
Experience	6-10 Years	60	25.5
	11 Years and More	136	57.9
Total		235	100.0

As presented in Table 1, the 235 faculty members in the sample were distributed across several demographic variables, including gender, academic rank, specialization, and years of experience.

Research Instrument

This study utilized a questionnaire as its primary data collection instrument, which was developed through a systematic process grounded in established methodological principles.

As the primary data collection instrument, the questionnaire was structured to measure faculty members' perceptions of Sana'a University's role in community service. The instrument was structured into two distinct sections. The first section was designed to collect demographic data from the participants. The second section comprised 27 items distributed across three core research domains: Scientific Research, Education and Training, and Community Service.

Item Development and Scaling: The items were formulated based on a comprehensive review of relevant literature and prior research. To ensure clarity and prevent ambiguity, items were phrased as direct, concise behavioral statements, with each item corresponding to a single, measurable behavior. All items were measured using a five-point Likert scale to capture the degree of respondents' agreement or disagreement.

Validity and Reliability of the Instrument

The psychometric properties of the questionnaire were rigorously evaluated to ensure its suitability for data collection.

Content Validity

To establish the content validity of the instrument, the initial draft was submitted to a panel of five subject-matter experts. The panel was tasked with evaluating the relevance, clarity, and comprehensiveness of the items in accurately representing the three research domains. All feedback from the experts was systematically incorporated, leading to the refinement of the instrument. This validation process resulted in a final 27-item questionnaire, reduced from an original 33 items.

Construct Validity

Construct validity was confirmed by examining the correlation between each domain score and the overall questionnaire score, which demonstrated that the individual domains were measuring the unified construct of the university's role in community service (Table 2).

Internal Consistency Reliability

The internal consistency reliability of the instrument was evaluated using Cronbach's alpha coefficient. This coefficient was calculated for the overall instrument as well as for each of the three domains individually. The resulting alpha values, which indicate the extent to which the items within each domain are interrelated, are presented in Table 2.

Table (2) Correlation and Stability Coefficient for Each Field of the Questionnaire and the Total Score of the Questionnaire

No.	Domain	Paragraphs No.	Correlation Coefficient (R)	Alpha Coefficient
1	Scientific Research	9	0.907**	0.915
2	Education and Training	7	0.920**	0.916
3	Community Service - Consultations	11	0.935**	0.962
Total Instrument as a Whole		27		0.973

****Significance level (0.01)**

The results of the construct validity and reliability analyses are presented in Table 2. Construct validity was confirmed by calculating the correlation coefficients between each domain score and the overall questionnaire score; all coefficients were statistically significant at the 0.01 level. This indicates that the instrument's domains effectively measure the intended construct.

Furthermore, the instrument demonstrated excellent internal consistency reliability. Cronbach's alpha coefficients for the individual domains ranged from 0.915 to 0.962, while the overall reliability coefficient for the 27-item questionnaire was 0.973. These values indicate a high degree of reliability and internal consistency for the scale.

Results and Discussion

Answering the first question: **What is the role of Sana'a University in community service from the perspective of faculty members?**

To answer this, means and standard deviations were used to measure this role, with the results presented as follows:

Table (3) Arithmetic Means and Standard Deviations of the Sample Members' Estimates about the Role of Sana'a University in Community Service from the Perspective of Faculty Members

No.	Domains	Rank	Arithmetic Mean	Standard Deviation	Grade
1	Scientific Research	2	2.31	0.728	Low
2	Education and Training	3	2.13	0.768	Low
3	Community Service -	1	2.58	0.942	Low

No.	Domains	Rank	Arithmetic Mean	Standard Deviation	Grade
	Consultations				
Overall Mean			2.34	0.749	Low

As indicated in Table 3, faculty members perceive the role of Sana'a University in community service as low ($M = 2.34$, $SD = 0.749$ on a five-point scale). This finding suggests that the university may lack a clear and integrated strategy for fulfilling its community service functions across research, training, and consulting domains.

The analysis of the survey data reveals that the role of Sana'a University in the Community Service and Consultations domain was evaluated as low, with a mean score of 2.58 (on a 5-point scale) and a standard deviation of 0.942. Further analysis of the individual items within this domain showed that the mean scores, when arranged in descending order, ranged from 3.07 to 2.02, with corresponding standard deviations ranging from 1.391 to 0.857.

This statistical finding substantiates the low assessment of the university's performance in community service. This shortcoming appears to stem from the absence of a sustainable and organized institutional framework; consequently, while some colleges and centers offer intermittent consulting, these efforts are not systematically governed or promoted at an institutional level.

The evaluation of Sana'a University's role in community service was particularly low in the Scientific Research domain, with an overall mean score of 2.31 ($SD = 0.728$). This is further reflected in the item-level scores, which ranged from a high of 2.99 to a low of 1.77 (SDs ranging from 0.922 to 1.058).

This low assessment highlights a critical gap between the university's research output and its societal relevance. This deficiency can be attributed to several factors, including inadequate funding, limited partnerships with civil society and the private sector, and the restricted application of research findings in addressing pressing societal problems. Consequently, the research conducted at the university appears to prioritize theoretical and academic aspects over its relevance to community problems and practical needs, which ultimately weakens the university's image as a leading development institution.

Furthermore, the role of Sana'a University in community service within the Education and Training domain registered the lowest evaluation among the domains discussed, with a mean score of 2.13 (on a 5-point

scale) and a standard deviation of 0.768. Mean scores for individual items in this domain ranged from 1.80 to 2.47 (SD = 0.911–1.107).

This result reveals a clear gap between the university and the community in terms of capacity building. The low assessment is likely due to an insufficiency of programs for qualifying community personnel and a lack of professional training services. Specifically, this may be attributed to the university's lack of an active role in providing continuing education, short courses, and capacity-building programs for community members or for public and private sector entities.

Answering the second question: **Are there statistically significant differences in the responses of the sample members regarding the role of Sana'a University in community service from the perspective of faculty members, attributable to the variables of (gender, academic rank, specialization, and years of experience)?**

First: The Gender Variable

To examine the statistically significant differences in the mean responses regarding the role of Sana'a University in community service, based on the gender variable, the independent samples t-test was employed (see Table 4).

Table (4) Results of Examining the Significance of the Difference between the Average Estimates of the Sample Members for the Role of Sana'a University in Community Service from the Perspective of Faculty Members, attributed to the Gender Variable

Domains	Gender	Number	Arithmetic mean	Standard Deviation	T Value	Sig. at a	Verbal Connotation
Scientific Research	Males	136	2.46	0.741	3.766	0.000	Sig.
	Females	99	2.10	0.660			
Education and Training	Males	136	2.28	0.856	3.748	0.000	Sig.
	Females	99	1.91	0.566			
Community Service - Consultations	Males	136	2.72	0.995	2.756	0.006	Sig.
	Females	99	2.38	0.831			

The results presented in Table 4 reveal a statistically significant difference in the mean responses regarding the role of Sana'a University in community service, attributable to the gender variable ($p \leq 0.05$). Specifically, these differences favor the male faculty members, indicating that they perceive the university's role more positively or are more actively engaged.

This finding can be attributed to several socio-cultural and practical factors. Male faculty members are often more engaged in field activities,

seminars, and community consultations, possibly due to social and cultural circumstances that may restrict the participation of female faculty in certain activities. Furthermore, male faculty members may have greater opportunities for communication and collaboration with external community institutions, such as the private sector, non-governmental organizations (NGOs), and government bodies, which facilitates a higher perception of the university's community role.

Second: The Academic Rank Variable

To test for the significance of the differences between the mean responses regarding the role of Sana'a University in community service, attributable to the academic rank variable, a one-way analysis of variance (ANOVA) was employed, as detailed in Table 5.

Table (5) Results of Examining the Significance of the Difference between the Average Estimates of the Sample Members for the Role of Sana'a University in Community Service from the Perspective of Faculty Members, attributed to the Academic Rank Variable

Domains		Sum of Squares	Degree of Freedom	Squares Mean	F Value	Sig. Level	Verbal Connotation
Scientific Research	Between Groups	0.270	3	0.090	0.168	0.918	Not Sig.
	Within Groups	123.669	231	0.535			
	Total Variance	123.939	234				
Education and Training	Between Groups	3.819	3	1.273	2.190	0.090	Not Sig.
	Within Groups	134.269	231	0.581			
	Total Variance	138.089	234				
Community Service - Consultations	Between Groups	4.190	3	1.397	1.585	0.194	Not Sig.
	Within Groups	203.600	231	0.881			
	Total Variance	207.789	234				
Overall Mean	Between Groups	0.893	3	0.298	0.527	0.664	Not Sig.
	Within Groups	130.528	231	0.565			
	Total Variance	131.421	234				

The results presented in Table 5 indicate that there are no statistically significant differences at the 0.05 significance level ($p > 0.05$) between the mean responses regarding the role of Sana'a University in community service, attributable to the academic rank variable.

This non-significant finding suggests that the challenges facing community service at the university are primarily institutional in nature and are not related to the academic rank or standing of the faculty

member. Furthermore, this homogeneity in response indicates that faculty members across all academic ranks share the view that the university's role in community service remains limited or substandard. Consequently, the assessment of the university's community service is perceived as an institutional responsibility rather than an individual one, leading to a consensus among faculty members of different ranks and experiences.

Third: The Years of Experience Variable

To test for the significance of the differences between the mean responses regarding the role of Sana'a University in community service, attributable to the years of experience variable, a one-way analysis of variance (ANOVA) was employed, as detailed in Table 6.

Table (6) Results of Examining the Significance of the Difference between the Average Estimates of the Sample Members for the Role of Sana'a University in Community Service from the Perspective of Faculty Members, Attributed to the Years of Experience Variable

Domains		Sum of Squares	Degree of Freedom	Squares Mean	F Value	Sig. Level	Verbal Connotation
Scientific Research	Between Groups	0.064	2	0.032	0.060	0.942	Not Sig.
	Within Groups	123.874	232	0.534			
	Total Variance	123.939	234				
Education and Training	Between Groups	0.703	2	0.351	0.593	0.553	Not Sig.
	Within Groups	137.386	232	0.592			
	Total Variance	138.089	234				
Community Service - Consultations	Between Groups	4.364	2	2.182	2.488	0.085	Not Sig.
	Within Groups	203.426	232	0.877			
	Total Variance	207.789	234				
Overall Mean	Between Groups	0.612	2	0.306	0.543	0.582	Not Sig.
	Within Groups	130.809	232	0.564			
	Total Variance	131.421	234				

The results presented in Table 6 indicate that there are no statistically significant differences at the 0.05 significance level ($p > 0.05$) between the mean responses regarding the role of Sana'a University in community service, attributable to the years of experience variable.

This non-significant finding suggests that the perception of the university's community service role is consistent across faculty members

regardless of their professional longevity. This may be attributed to the fact that the institutional reality is uniform for all, and that the perceived weakness of community service at the university is a persistent, long-standing condition rather than a temporary or recent phase.

Fourth: The Specialization Variable

To test for the significance of the differences between the mean responses regarding the role of Sana'a University in community service, attributable to the specialization variable, an independent-samples t-test was employed, as detailed in Table 7.

Table (7) Results of Examining the Significance of the Difference between the Average Estimates of the Sample Members for the Role of Sana'a University in Community Service from the Perspective of Faculty Members, Attributed to the Specialization Variable

Domains	Specialization	Number	Arithmetic mean	Standard Deviation	T Value	Sig. at a	Verbal Connotation
Scientific Research	Humanitarian	172	2.22	0.673	-	3.215	Sig.
	Applied	63	2.56	0.816	-		
Education and Training	Humanitarian	172	2.02	0.702	-	3.644	Sig.
	Applied	63	2.42	0.865	-		
Community Service - Consultations	Humanitarian	172	2.41	0.915	-	4.832	Sig.
	Applied	63	3.05	0.859	-		
Overall Mean	Humanitarian	172	2.21	0.709	-	4.324	Sig.

The results presented in Table 7 indicate statistically significant differences in the mean responses regarding the role of Sana'a University in community service, attributable to the specialization variable ($p \leq 0.05$). Specifically, these differences favor the faculty members in applied specializations.

The researchers attribute this finding to the fact that applied specializations are more closely linked to practical realities and immediate community needs. This linkage is often facilitated through tangible resources and services such as university clinics, hospitals, experimental farms, laboratories, and engineering centers. Furthermore, the community service activities of these specializations are typically tangible and direct, in contrast to those of theoretical specializations, whose impact on community service may remain less apparent or inactive.

Conclusion:

In light of the study's consistent findings regarding the substandard role of Sana'a University in community service from the perspective of its faculty members, it is concluded that the university, despite its established academic standing, faces significant structural and institutional challenges that impede the effective activation of this vital function.

The results clearly indicate that the university's activities in the core domains of Education and Training, Scientific Research, and Community Consultations remain below the desired level. This necessitates a fundamental review of current policies and strategies. The university's engagement in community service must not be viewed as a secondary or complementary function to teaching and research, but rather as a fundamental pillar for achieving sustainable national development, particularly given the complex economic and social transformations currently underway in Yemen.

The findings underscore the critical importance of redefining the relationship between the university and society within a comprehensive national vision. This vision should transform the university into a hub of expertise and intellectual leadership capable of addressing developmental, environmental, and social issues. Achieving this requires fostering a robust culture of social responsibility among both faculty and students, allocating the necessary resources to support applied research projects that tackle real-world problems, and establishing incentives that actively encourage engagement in community work.

In conclusion, establishing a university that is genuinely effective in community service transcends a purely academic goal; it is a shared national responsibility. This demands a concerted effort from individuals, institutions, and the state to transform Sana'a University into a model institution that effectively leverages science and knowledge to advance comprehensive national development and enhance the capacity of the Yemeni people.

Recommendations

Based on the findings of this study, the following recommendations are proposed to enhance the effectiveness of Sana'a University's role in community service:

- **Strategic and Institutional Reform:** Establish a comprehensive national strategy to guide Yemeni universities, including Sana'a University, toward organized, sustainable, and impactful community service.
- **Faculty Incentives:** Develop and implement a system of both financial and non-financial incentives to actively encourage and reward faculty

members for their participation in community engagement activities. Incentivizing

- **Partnership Development:** Systematically strengthen collaborative partnerships with civil society organizations (CSOs) and the private sector to maximize the reach and relevance of community service initiatives.
- **Applied Research Activation:** Prioritize and activate the role of applied scientific research focused on addressing pressing societal problems and developmental challenges.
- **Gender Equity in Participation:** Expand the participation of female faculty members by ensuring the provision of a suitable and safe environment and offering equal opportunities to contribute fully to community service efforts.
- **Bridging Theory and Practice:** Strengthen the practical link between theoretical disciplines (e.g., Education, Humanities, Economics) and community needs through the development of targeted training programs, field studies, and community initiatives.
- **Knowledge Transfer and Support:** Provide robust support for existing applied disciplines and encourage them to transfer their successful models and best practices to other faculties across the university.

Funding:

The author(s) did not receive any financial support for the research, authorship, and/or publication of this article.

Data availability

The data that support the findings of this study are available from the authors upon reasonable request.

Competing interest:

The authors declare no competing interests.

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