

## **Reality of the Educational Role of the Secondary School in the Dammam Educational Region in Achieving the Educational and Social Goals of Sustainable Development from the Teachers' viewpoint**

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### **Abstract**

*The study aimed to identify the reality of the educational role of the secondary school in the Dammam educational region in achieving the educational and social goals of sustainable development from the teachers' viewpoint and to identify its obstacles. The study identified these goals, (eradicating poverty, good health, good education, and hygiene), the study followed the survey descriptive method and applied the questionnaire as a tool for the study on secondary school teachers in Dammam region in Saudi Arabia. The sample consisted of 317 teachers, which were chosen randomly. The study reached several results, the most prominent ones are: The general average of the responses of the study sample related to the reality of the educational role of the secondary school in the Dammam educational region in achieving the educational and social goals of sustainable development from the viewpoint of teachers reached 3,94 and a standard deviation 0,92, the highest expressions were (School works to activate Islamic values that encourage social solidarity) with an average of 4.28 and a standard deviation 0,75. Also, the general average of the responses of the study sample related to the obstacles of the educational role of the secondary school in the Dammam educational region in achieving educational and social goals for sustainable development from the viewpoint of teachers reached 3,64, it represents a degree of high obstacles and a standard deviation 1. This result may be attributed to the fact that with the realization of the role of secondary school in achieving the goals of sustainable development. However, there are still many obstacles that require more work to overcome to complete the role of secondary school in this aspect. The study presented a set of recommendations and suggestions.*

**Keywords:** *Secondary School, Sustainable Development, Teachers- Educational goals.*

### **Introduction**

The school has a great role in achieving all kinds of development, including sustainable development, sustainable development is a goal for all peoples of the world, and everyone seeks to achieve it according to their resources and capabilities. In this regard, education emerged as a tool to activate it, as it focuses on the human element in terms of providing it with different knowledge,

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training, and raising the level of awareness in all fields, and qualifying it to shift towards a sustainable life.

The first appearance of the sustainable development concept in the seventies of the twentieth century, based on the results of the Philosophical Club of Roma reports and calling for the importance of creating an environmental, balance. This is due to the failure of many development policies; which led to weak productivity, increased social differences, and recorded cases of poverty and famine (Al-Ma'ami, 2016). Therefore, in light of the new changes, both developed and developing countries of the world give increasing attention to the concept of sustainable development, which works to preserve the rights of current and future generations. Efforts were combined to achieve their various dimensions: economic, social, environmental, and even technology (Mansouri, 2020).

The dimensions of sustainable development are the economic dimension, the environmental dimension, the technical dimension, the social dimension, and the educational dimension. The economic and educational dimension of sustainable development is based on the principle that requires increasing welfare to the fullest extent, the environmental dimension relates to the preservation of the material, biological, and ecosystem base, and the need to prevent the potential for the collapse of development elements. The technical dimension also focuses on promoting the use of more technical means that are compatible with an environment aimed at reducing manifestations of damage, disruption of environmental balance, and maintaining the continuity of natural resources. the educational dimension focuses on spreading the process of learning and teaching between individuals and creating an educational atmosphere (Abdul Rahman, 2020).

#### Study Problem

Many of the global summits among countries came to fill the growing gap between the developed and developing world, to ensure the future of future generations, in terms of education, health, and development in its fields. The social-educational dimension Is the same as the dimension that characterizes sustainable development; (Bushmani, 2014). The two dimensions of sustainable development focus on refining the human personality so that it constitutes the essence and ultimate goal of development, and is concerned with societal justice; (Hegazy, 2017). It concludes that among the dimensions of social, educational, environmental and economic sustainable development, the educational and social dimension of sustainable development is highlighted. Each of them occupies an important space, especially as a new dimension to measure the level of development. (Parkash, 2013).

In order for the study problem to emerge, it is necessary to refer to two complementary and interrelated things that form In their entirety the research problem; First- full belief in the close relationship between education and sustainable development, and any progress in the educational system contributes to the success of societal interaction with the requirements of sustainable development. Second- The existence of a number of scientific indicators that have been proven by previous studies, questioning, the school's performance of Its educational role and the need to pay attention to the social dimension of sustainable development, such as the study of (Al-Anzi et al., 2018) which concluded that there are deficiencies in the application of the concept of sustainable development in the school environment, and the need to include the concept of sustainable development and its dimensions. In curricula for all levels of education, Muhammad's study (2016) demonstrated the harmonization of

educational programs with the requirements of sustainable development and the needs of society. (Noi 2017) study reached the necessity of adopting the knowledge entrance based on providing the requirements of knowledge and its entire economy, to contribute to achieving sustainable development with Its various economic, social, and environmental dimensions. The study of (Al-Shihab and Akour 2019) and (Dawood 2019) also demonstrated that.

In conclusion of the above, most studies, despite the different geographical regions and time periods, indicated that there are deficiencies in the social concepts that achieve sustainable development and that the Dammam educational area lacks studies that deal with sustainable development in its educational and social dimensions. The idea of conducting this study came to reveal the reality of the educational role of the secondary school in the Dammam educational area in achieving the social goals of sustainable development and shed light on the role of the school In achieving the social educational goals of sustainable development.

#### Study Questions

The study seeks to answer the following two main questions:

1. What is the reality of the educational role of the secondary school in the Dammam educational region in achieving the educational and social goals of sustainable development from the teachers' viewpoint?
2. What are the obstacles to applying the reality of the educational role of the secondary school in the Dammam educational region in achieving the educational and social goals of sustainable development from the teachers' viewpoint?

#### Study Objectives

1. To clarify the educational role of the secondary school in achieving the educational and social goals of sustainable development
2. To identify the reality of the educational role of the secondary school in the Dammam educational region in achieving the educational and social goals of sustainable development from the viewpoint of teachers
3. To reveal the obstacles to applying the reality of the educational role of the secondary school in the Dammam educational region in achieving the educational and social goals of sustainable development from the viewpoint of teachers.

#### Study Importance

The importance of the study lies in the following:

1. This study can be a complement to the rest of the previous studies, and enrich the Arab Library in the field of studies related to sustainable development, especially in the field of education and sustainable development.
2. This study may contribute to determining the reality of the educational role of secondary schools in the Dammam education region in achieving the social goals of sustainable development.
3. The importance of this study is based on the importance of sustainable development in the educational process and the need to increase awareness of the concepts of sustainable development.

4. This study agrees with Vision 2030, which aims to advance society, focus on sustainable development as a primary axis, and build a sustainable future.

#### Study Limits

The objective limits: This study was limited in its objective limits to the educational and social goals of sustainable development, namely: (eradicating poverty, good health, good education, and hygiene), and the reality of the role of secondary school in achieving it.

Spatial limits: Secondary schools in the Dammam region, and the researcher chose the study environment in the Dammam region due to the scarcity of studies that touched on the educational and social goals of sustainable development in the Dammam educational area.

Human limit: Secondary school teachers in the Dammam educational region.

Temporal limits: The study was applied in the first semester of the academic year 2023 AD.

#### Study Terminology

Educational role of the school:

This means the jobs that the school performs as a society for learning and education, which was established by the society in order to educate the youth, learn, and adapt to life (Haider, 2006).

The educational role of the secondary school can be defined procedurally as the duties, activities, and responsibilities that the secondary school should play in the Hail region in order to achieve the social goals of sustainable development.

Sustainable development:

The World Committee for Environment and Sustainable Development defined it as: "Development that meets the needs of the current generation without harming the ability of future generations to meet their needs" (Lakhdari and Kaouan, 2010).

Procedurally Sustainable Development Goals:

Social goals of sustainable development can be defined procedurally as the social goals of sustainable development, namely poverty eradication, good health, good education, and hygiene.

### **Theoretical framework**

We will address the following topics:

Teacher's role in the school: The greater part of the educational role of the school is based on the teacher himself, and among the aspects of the activities, he performs educational, psychological, social, religious, and professional guidance, as it is the backbone of the educational institution for the student so he must be aware of his mission and his community and educational role to the fullest.

Expected by the teacher an educator to his students and directs them to be a leader in his school and class, as he sees (Ali, 2017) and contributes to directing the ideas of his students, revealing their preparations and talents, developing their abilities, inclinations, and desirable attitudes in scientific and practical life, and contributes to building his family and society (Hassouna, 2019).

Role of the teacher as a knowledge carrier: The teacher is an important mediator in transferring information to his students, so he must have the appropriate knowledge of the subjects he is teaching, and the way it is communicated, and have the necessary competency for teaching (harden & joy 2000), (Abdel-Fattah, et al., 2022) and (Al-Blaihed, 2015) assert that the teacher as a transmitter of Information must be honest in his transfer, certain of his source, and well prepared.

Also, the teacher does not live alone and isolated in his school, as there are social and organizational relationships between him and the teachers, the school administration, and the education administration, and he must contribute to increasing the bonds of trust, love, and cooperation in his school (Al-Azmi et al., 2009)

One of the methods of developing the values of the learner is the method of encouragement in all that is required of him, and intimidating from all what is forbidden, in a balanced and purposeful manner characterized by flexibility, patience, and deliberation, so that the educator can establish in the learner's thinking that the behavior is motivated by good thinking and planning for the educational and social goal (Al-Balshy, 2023).

Concept of Secondary School: The education policy of the secondary school in the "stage of age" focuses on students and their growth characteristics, and it calls for different types of guidance and preparation. It includes various branches to which holders of intermediate certificates are enrolled according to the systems established by the competent authorities. Also, it includes secondary schools, secondary scientific institutes, vocational institutes of various kinds (agricultural, industrial, and commercial), and technical and sports institutes that are created at this level, and this stage participates in other stages in achieving the general goals of education, In addition to what it achieves of Its own goals" (Al-Harbi and Al-Khatlan, 2020)

In the same context, the Tunisian (2022) stated that secondary school is "the final stage or episode of the stages or episodes of general education, to which the student joins after passing the middle stage, and spends three academic years, then he moves to university studies or goes into working life (Harish, 2022).

Concept and emergence of sustainable development: The concept of sustainable development emerged in the eighties of the last century, with the aim of achieving balance in the relationship between man and the environment, through what was known in the report of Portland, which its name "Our Common Future" (Harish, 2022) this report included issues that threaten the future and the need to achieve sustainable development. Sustainable development has been known as "development that meets the needs of present generations without prejudice to the ability of future generations to meet their needs", UNESCO has defined it as "the desire to improve the quality of life for all and for future generations through reconciling economic growth, social development and environmental protection"(UNESCO,2005), while Al-Faraji (2000) defined it as "a continuous development in investing available resources and facing emerging problems with a set of solutions, to benefit current and future generations. The historical roots of the concept of sustainable development, as indicated by Al-Zamil (2020), date back to the second half of the last century, specifically in 1972, through the Stockholm Environment Conference, which issued a document of the principles of relations between countries in the field of environmental protection and dealing with natural disasters (Razman, 2010).

Local and international efforts in the field of sustainable development: Sustainable development does not represent a phenomenon or a new interest, nor is it limited to interest in a country without another rather, it is an important requirement for all countries imposed by the nature of life, in light of the challenges resulting from the deterioration of the environment, the excessive human being in the use of natural resources, (UNESCO, 2016). And exploiting it to meet its needs and increasing requirements, without taking into account the negative effects of this growth on natural resources and the gains of future generations (Hassan, 2019). For the sake of sustainable development, many conferences and meetings were held in which many countries adopted a goal for sustainable development, and emphasized the importance of including these educational and social goals in education, for the purpose of instilling them in the minds of young people in order to build a generation capable of maintaining the permanence and continuity of capabilities for him and for the generations that come after him (Hegazy, 2017). Accordingly, (Al-Ghamdi, 2019), (Al-Melis, 2006), and (Harish, 2022) indicated that the Kingdom of Saudi Arabia affirms through the Kingdom's Vision 2030, the great and important role of the human element as the means and purpose of development, and it was interested in educating the younger generation and enabling them to exercise a leadership role to achieve the permanence and sustainability of development, and keep up of developments in a rapidly changing world. (UNESCO, 2014).

It should be noted that education has an important role in achieving sustainable development, as indicated by (Al-Ma'ami, 2016), and as (Mansouri, 2020) emphasized that education is at the forefront of the priorities of developed countries to promote the concept of sustainable development among individuals and groups. (Hassan, 2009).

### **Previous studies**

Al-Zabni, et al., (2023), aimed to identify the reality of the educational role of the secondary school in the Hail educational region to achieve the social goals of sustainable development from the teacher's viewpoint, and to identify its obstacles. The study followed the survey descriptive method to identify the objectives of the study. The questionnaire was applied as a tool for studying secondary school teachers in the Hail region in the Kingdom of Saudi Arabia. The sample consisted of (317) female teachers who were selected randomly. The study reached several results, most notably: that the general average of the responses of the study sample related to the reality of the educational role of the secondary school in the educational region of Hail in achieving the social goals of sustainable development from the viewpoint of its teachers amounted to 3.94 and a standard deviation 0.92. The study presented a set of recommendations.

Tunisian, (2022) study aimed to introduce the educational system in Algeria since 2003 to reforms that included curricula, by adopting the approach to competencies that focus on recruiting knowledge as resources to solve problem situations close to the situations of daily life which makes the learner focus of the educational learning process. Also, developments in the world in all fields and it was necessary to keep up with the developments taking place in various fields. So the new curricula came (second-generation curricula), which focused on the value dimension of the curriculum, placing social structuralism at the forefront of the adopted strategies. To make a learner in the midst of developments to be able to confront the outside world. Proud of his affiliation and civilizational identity, open to others by consolidating national and human

values and the spirit of modernity and sustainable development, achieving the purpose of the educational effort and what awaits his society.

Study Al-Khudair (2021) pointed to reading and analyzing the text of the national educational policy written, read approved, and applied within the field of community partnership in the era between 1990 and 2016. In light of the impact of global and regional educational policy, and the approach of societal partnership applied to the social, economic, and environmental dimensions of education for sustainable development in official secondary schools in Lebanon. The study was generally based on John Dewey's theory. The community of the study consisted of (275) official high school directors, and an available sample of them consisted of (135) directors in proportion to all Lebanese governorates. It should be noted that the researcher faces and addresses challenges related to administrative, social, and economic matters and problems faced by the official sector and its institutions during the study. A sample of five representatives of civil society associations that have a partnership with the secondary school, according to Ministry of Education and High Education sources, was approved. The descriptive analytical method was used to achieve the study objectives. The results showed a difference between the text of the educational policy written, read, or approved and applied within the field of community partnership. It also turned out that there is a convergence between the applied societal partnership and the social, economic, and environmental dimensions of education for sustainable development in official secondary schools in Lebanon.

Baraeda and Al-Zubaidi's (2021), study entitled A Proposed Imagination to include the dimensions of sustainable development in the content of the book of geography in secondary education. The study aimed to a proposed imagination concept to include the dimensions of sustainable development in the content of the book of geography in secondary education (a curriculum system) in the Kingdom of Saudi Arabia. The descriptive method was used, and the sample was limited to analyzing the book of Geography in Secondary Education, which reached 12) units, and (259) pages. The results resulted in a disparity in the distribution of the dimensions of sustainable development that includes the content of the book of geography in secondary education, in the first place came the economic dimension, in the second place the environmental dimension, and in the last place the social dimension.

Study Al-Khatim et al., (2021) entitled Digitizing Human Resources and its Impact on Promoting Sustainable Development Requirements in High Education in Light of the Corona Pandemic: The study aimed to identify the extent to which human resource digitization and its impact on the creation of sustainable development in high education in light of the Corona pandemic. The study relied on the descriptive analytical method in addition to the historical method. To achieve its goals, the questionnaire was used to collect data, and the sample was represented by a group of 185 female students of Imam Muhammad bin Saud Islamic University. The study reached many results, the most important of which: The study resulted in more than 60% that the university is working to gain a prominent position among educational institutions and achieve sustainable development, by building a knowledge society based on a knowledge economy and digitizing human resources.

Study Al-Shiti (2020) entitled "The Role of Saudi Universities in Harmonizing the Outcomes of High Education and the Requirements of Sustainable Development According to the 2030 Vision in the Kingdom of Saudi Arabia. The study aimed to know the role of Saudi Universities in Harmonizing the outcomes of higher education and achieving the requirements of sustainable

development according to the vision of 2030 in the Kingdom of Saudi Arabia from the viewpoint of the administrative leadership at Qassim University. The descriptive analytical method was used to achieve its goals, and its society is one of the administrative leaders at the university. Number of its sample reached (80) of the administrative leaders, chosen by the intentional method. The study also relied on the questionnaire tool to collect data. This study reached many results, including the majority of the study sample agreed to some paragraphs on the quality of the qualitative level of graduates. The quality of the training programs offered to community institutions, scientific advisory, scientific projects, seminars, and conferences submitted by the university are in line with the sustainable development plans of the country and are also compatible with the Kingdom's 2030 vision.

Abdel Rahman (2020) study entitled Requirements for Achieving the Quality of Technical Education in Egypt as an Entry Point for Achieving Sustainable Development: The study aimed to identify the requirements that contribute to achieving the quality of technical education in Egypt (agricultural, industrial, commercial) and its relationship to achieving sustainable development, to achieve its goals. The researcher used the social survey method in the sample for both technical education students (agricultural, industrial, commercial), and the social survey of the sample also in Assiut Governorate, relied on the questionnaire tool to collect data. While its sample was represented by (385) students and (254) teachers. The results of the study showed that there is a positive relationship with statistical significance between the availability of requirements to achieve the quality of technical education (agricultural, industrial, commercial) in Egypt and achieving sustainable development.

Yassin's (2020) study, The Degree of Inclusion of Social Studies Curricula in the First Cycle of Basic Education for the Values of Sustainable Development: The study aimed to determine the degree of inclusion of social studies curricula in the first cycle of basic education for the values of sustainable development from the viewpoint of teachers and educational mentors. To achieve this, the descriptive analytical method was used and relied on the questionnaire tool to collect data, and its sample consisted of (353) male and female teachers, and (35) male and female mentors in the first cycle schools in the city of Latakia. The study concluded that the degree of availability of values related to the dimensions of sustainable development in the curricula of social studies is medium, as the environmental dimension came in the first place, the social dimension in the second place, and the economic dimension in the third place.

Akinsooto, (2018) study Achieving the Goals of Sustainable Development Through Informal Learning for Adults: This study aimed to identify the mechanisms for achieving the United Nations development goal to eradicate poverty through adult education, to achieve its goals. It relied on designing descriptive research to study the case, and its society consisted of all adult males who participated in informal economic activities within the Hausa community in Effie, Oson state. The sample consisted of ten adult males who engaged in informal economic activities within the study area. The results of the study Indicated that most of the study sample have the ability to take care of themselves and their families through the skills they possess, which indicates that adult education in Nigeria contributes to achieving the goals of sustainable development.

Study Montebon, (2018) The concept of pre-service teachers for sustainable development and their integration into science lessons. The study aimed to identify the perceptions of pre-service science teachers about sustainable development and used the questionnaire and interview tools to collect data. The



sample consisted of 22 second-year teachers' students in the Department of Biology. The results of the study indicated that there are some misconceptions in the study sample related to sustainable development. The urgent need for pre-service teacher rehabilitation programs on sustainable development issues and their integration into university courses for pre-service teacher rehabilitation.

Commentary on previous studies:

1. The current study agrees with some previous studies in terms of the tool used (questionnaire), such as: (Al-Khatim et al., 2021), (Al-Shiti, 2020), (Abdul Rahman, 2020), (Azab and Marjet, 2013), (Yassin 2020) study, and (Incekara & Tuna study, 2010).
2. The current study agrees with some studies in terms of the role of the school in achieving sustainable development, such as a study (Azab and Mortaja, 2013).
3. This study differs from previous studies in the dimensions that it dealt with and in these dimensions differs from the study (Baraeda and Al-Zubaidi, 2021), which focused on the dimensions of sustainable development in the content of the book of geography in secondary education, and from the study (Al-Khatim et al., 2021), (Abdul Rahman, 2020), (Akinsooto, 2018) that dealt with the study of digitizing human resources and their impact in enhancing the requirements of sustainable development.

#### Study Methodology

The study relied on the descriptive method in its survey style; as it is suitable for the main objective of the current study, which is to attempt to reveal the reality of the educational role of the secondary school in achieving the educational and social goals of sustainable development.

#### Study Community

The study community consisted of secondary school teachers, who numbered (1808), according to the statistics of the Education Department in the Dammam Education region (Ministry of Education, 2017).

#### Study Sample

The study sample consisted of secondary school teachers in the Dammam Education region. The sample was selected in a random manner from the study community, according to the milestones that were determined in light of the size of the community, which numbered (1808). Where the degree of confidence (95%), and the permissible error rate is (5%). Accordingly, the Herbert Arkan equation was used to calculate the sample size. It is one of the most used formulas in graduate studies, and the sample changes with the change in the size of society.

### **Methods of data collection and tools**

#### Study tool:

The process of collecting information for this study was done by using the questionnaire tool, which was built by relying on the theoretical framework and previous studies in the field of educational roles for secondary school and sustainable development.

The questionnaire consisted of the basic data of the sample (specialization, type of school, and category of experience). In addition to two main axes: The first- is

the reality of the educational role of the secondary school in Dammam, and it contains (17) paragraphs. The second is the obstacles to applying the educational role of the secondary school in Dammam, and it contains (15) paragraphs.

Validity of the study tool and its stability (Psychometric properties of the tool)

Here is a review of how to test the validity and stability of the study questionnaire:

Tool validity

The validity of the tool is confirmed by relying on two methods: the apparent validity of the tool using the method of validity of the arbitrators, and the validity of its internal consistency. As the validity tool is the appropriate tool for the individual whom you measure, and to what extent do the paragraphs of the tool appear related to the variable that was measured (Al-Assaf, 1416), and below we will clarify the procedures for testing the validity of the questionnaire:

Arbitrators' validity (apparent validity): After the questionnaire was built in its initial form, it was presented to a group of 18 arbitrators and field specialists in the related fields, and the paragraphs were modified according to their recommendations.

Internal Consistency Validity: The validity of the internal consistency of the questionnaire is calculated by calculating the correlation coefficients (using Pearson's correlation coefficient) between the degree of each statement of the questionnaire and the total degree of the axis to which the phrase belongs, as well as the total degree of the questionnaire as a whole.

Tool Stability

To make sure that the tool is stable, it was applied to an exploratory sample before it started. It reached (40) teachers from outside the study sample; It was applied to a random sample of teachers, and the Cronbach Alpha coefficient was used to calculate stability, so the data was entered into the computer, and the results using the SPSS Ver2 as follows:

The stability of the questionnaire was calculated by calculating the Cronbach Alpha coefficient for the questionnaire as a whole, as it was valued (0.91), which indicates high stability for the questionnaire. Cronbach Alpha coefficients were calculated for each of the axes of the questionnaire as shown in the following Table (1):

Table (1): Alpha Cronbach's stability coefficients for the questionnaire

Axes		Phrase No.	Alpha Cronbach's stability coefficient value
1	First axis	17	0.95
2	Second axis	15	0.93
<b>Total questionnaire stability</b>		32	0.91

Table (1) shows that the stability of all the axes was high. Its values ranged between (0.91-0.95), which indicates the tool's suitability for scientific use and collecting information to answer study questions.

## Results of the study, analysis, and discussion

The researcher will present the results of the study that are reached by analyzing the data statistically

The answer to the first question: "What is the reality of the educational role of the secondary school in the Dammam educational region in achieving the educational and social goals of sustainable development from the teachers' viewpoint?"

To answer this question, the values of frequencies (Frq.), percentages, arithmetic averages (SMA), and standard deviations (SD) were calculated, to analyze the responses of the study sample related to the main question of the study, as shown in Table (2):

Table (2): Frequencies, percentages, SMA, and SD for the responses of the study sample related to the reality of the educational role of the secondary school in the Dammam educational region in achieving the educational and social goals of sustainable development from the teachers' viewpoint.

No.	Phrase	Frq	corresponding degree					SM A	SD	Ran k
		Percentag e%	Strongly agree	Agree	Neutral	Disagree	Strongly disagree			
17	The school works to activate Islamic values that encourage social solidarity	F	134	152	22	6	3	4.28	0.75	1
		%	42.3	47.9	6.9	1.9	0.9			
4	The school motivates teachers to positive practices within the school	F	115	159	26	14	3	4.16	0.82	2
		%	36.3	50.2	8.2	4.4	0.9			
15	The school helps students who are financially incapable	F	112	150	34	18	3	4.10	0.87	3
		%	35.3	47.3	10.7	5.7	0.9			
2	The school applies modern teaching methods.	F	91	180	32	11	3	4.08	0.77	4
		%	28.7	56.8	10.1	3.5	0.9			
16	The school encourages students to participate in community volunteer work	F	100	159	38	14	6	4.05	0.88	5
		%	31.5	50.2	12	4.4	1.9			
8	The school is interested in providing students with healthy habits	F	99	160	37	13	8	4.03	0.90	6
		%	31.2	50.5	11.7	4.1	2.5			
5	The school promotes initiatives by students toward social issues for sustainable development	F	97	153	48	17	2	4.02	0.85	7
		%	60.3	48.3	15.1	5.4	0.6			
12	The school provides guidance on the impact of negative waste on health	F	94	157	33	28	5	3,95	0,94	8
		%	29.7	49.5	10.4	8.8	1.6			
7	The school is interested in following up on the health register for students	F	104	134	46	29	4	3.91	0.87	9
		%	32.8	42.3	14.5	9.1	1.3			
10	The school educates students in the field of food safety and quality	F	91	148	51	24	3	3.90	0.87	10
		%	28.7	46.7	16.1	7.6	0.9			
1	The school is concerned with educating students about sustainable development through student activities	F	72	175	45	20	5	3.89	0.87	11
		%	22.7	55.2	14.2	6.3	1.6			
13	The school contributes to educating students about the economy in consuming	F	76	152	59	28	2	3.85	0.90	12
		%	24	47,9	18,6	8,8	0,6			

	resources									
14	The school encourages students to contribute to development projects for the poor and needy	<b>F</b>	89	134	56	32	6	3.84	1	13
		<b>%</b>	28.1	42.3	17.7	10.1	1.9			
9	The school educates students about the economy in food consumption	<b>F</b>	77	144	65	25	6	83.3	0.95	14
		<b>%</b>	24.3	45.4	20.5	7.9	1.9			
3	The school provides an environment suitable for supporting the scientific talents of students	<b>F</b>	79	124	61	42	11	3.68	1	15
		<b>%</b>	24.9	39.1	19.2	13.2	3.5			
11	The school is interested in providing healthy foods in the canteen	<b>F</b>	74	121	68	41	13	3.36	1	16
		<b>%</b>	23.3	38.2	21.5	12.9	4.1			
6	The school organizes awareness courses for students about sustainable development	<b>F</b>	65	127	67	52	6	3.60	1	17
		<b>%</b>	20	40.1	21.1	16.4	1.9			
<b>General Average</b>								<b>3.94</b>	<b>0.92</b>	

It is clear from Table (2) that the general average of the responses of the study sample related to the reality of the educational role of the secondary school in the Dammam educational region in achieving the educational and social goals of sustainable development from the teachers' viewpoint reached (3,94) and a standard deviation (0,92), this average indicates a high degree for the educational secondary school role in the Dammam Education region in achieving the social goals of sustainable development. This result may be attributed to teachers' awareness of the positive role of secondary school in achieving the goals of sustainable development due to the impact of the age group of the secondary stage, the impact of curricula, and various educational activities in raising awareness toward the goals of sustainable development in the school. As it is clear from Table (2) the highest phrases were: (The school works to activate the Islamic values that encourage social solidarity) with an SMA (4,28) and SD (0,75), this high result of this phrase explains that the Islamic values that are the source of education in the Kingdom of Saudi Arabia play a role in urging students to social solidarity, which has the most impact in achieving the goals of sustainable development, and this is agreed with the study (Al-Azmi, 2009). In the last place, the phrase (the school organizes awareness courses for students about sustainable development) with an SMA of (3,60) and SD (1), this late result of this phrase may be attributed to the lack of time allocated for training courses during the school day, this is due to the crowding of the school day with classes, and the planned student activities somewhat far from the activities directed to sustainable development. This agrees with the study of (Al-Balshy, 2023).

The answer to the second question: "What are the educational role obstacles of the secondary school in the Dammam educational region in achieving the educational and social goals of sustainable development from the viewpoint of teachers"?

To answer this question, it was calculated the values of frequencies, percentages, arithmetic averages, and standard deviations to analyze the responses of the study sample related to the second question, as shown in the following Table (3):

Table (3): frequencies, percentages, arithmetic averages, and standard deviation for the responses of the study sample related to the educational role obstacles of the secondary school in the Dammam educational region in achieving the social educational goals of sustainable development from the teachers' viewpoint.

No.	Phrase	Fr	corresponding degree					SMA	SD	Ran k
		Percentage	Strongly agree	Agree	Neutral	Disagree	Strongly disagree			
1	The teacher's many burdens hinder his interest in sustainable development issues	F	166	116	22	13	0	4.37	0.78	1
		%	52.4	36.6	6.9	4.1	0			
15	Lack of financial allocations to support the sustainable development goals in the school	F	104	121	64	24	4	3.93	0.97	2
		%	32.8	38.2	20.2	7.6	1.3			
2	The scarcity of student activities and awareness campaigns related to the concept of continuing education	F	87	139	51	36	4	3.84	0.99	3
		%	27.4	42.8	16.1	11.4	1.3			
4	Poor coverage of sustainable development topics in secondary school curricula	F	76	143	66	30	2	3.82	0.92	4
		%	24	45.1	20.8	9.5	0.6			
3	The school does not hold educational courses in the educational and social field of sustainable development	F	77	137	58	42	3	3.76	0.99	5
		%	24.3	43.2	18.3	13.2	0.9			
8	Poor application of scientific research results that contribute to the achievement of sustainable development	F	71	138	67	35	6	3.73	0.99	6
		%	22.4	43.5	21.1	11	1.9			
12	Poor cooperation between the school administration and paper recycling institutions	F	83	110	73	44	7	3.68	1	7
		%	26.2	34.7	23	13.9	2.2			
7	Lack of awareness of the concept of sustainable development and its Importance among the school staff	F	69	125	77	43	3	3.67	0.99	8
		%	21.8	39.4	24.3	13.7	0.9			
9	Scarcity of activating classroom activities that promote the values of sustainable development	F	59	133	73	48	4	3.61	0.99	9
		%	18.6	42	23	15.1	1.3			
13	Failure to educate students about the importance of contributing to development projects for the poor and needy	F	53	111	77	65	11	3.41	1	10
		%	16.7	35	24.3	20.5	3.5			
5	The school administration's lack of interest in community problems to achieve sustainable development	F	52	102	88	63	12	3.37	1	11
		%	16.4	32.2	27.8	19.9	3.8			

6	The scarcity of applying modern teaching methods that help students acquire the values of sustainable development	<b>F</b>	55	102	72	79	9	3.36	1.1	12
		<b>%</b>	17.4	32.2	22.7	24.9	2.8			
14	Poor awareness of students in the rationalization of resource consumption	<b>F</b>	55	101	70	85	6	3.35	1.1	13
		<b>%</b>	17.4	31.9	22.1	26.8	1.9			
11	Failure to direct students to preserve economic and environmental resources at school	<b>F</b>	52	108	64	85	8	3.34	1.1	14
		<b>%</b>	16.4	34.1	20.2	26.8	2.8			
10	Poor health education programs offered at school to prevent diseases	<b>F</b>	52	106	62	88	9	3.32	1.1	15
		<b>%</b>	16.4	33.4	19.6	27.8	2.8			
<b>General Average</b>								<b>3.64</b>	<b>1</b>	

It is clear from Table (3) that the general average of the responses of the study sample related to the educational role obstacles of the secondary school in the Dammam educational region in achieving the educational and social goals of sustainable development from the teachers' viewpoint was (3.64), which represents a high degree of obstacles, and a standard deviation (1). This result may be attributed to the fact that while realizing the role of the secondary school in achieving the goals of sustainable development, there are still many obstacles that require more work to be overcome in order to complete the role of the secondary school in this aspect. It is a high awareness of teachers and represents a common understanding of the importance of the role they play and at the same time a great desire to overcome obstacles and overcome them to reach the desired role. As evidenced by Table (3): where the highest ranked obstacles were: (The teacher's many burdens hindering his interest in sustainable development issues) with an arithmetic average (4.37), which is a high value, and a standard deviation (0.78). This result is explained by the fact that teachers always feel the burdens and tasks related to teaching, extra-curricular activities, tests, preparation and analysis them, and educational supervision directives. Therefore, they see that any emerging issues may increase the burden on them, and this agrees with the study of (Al-Harbi and Al-Khathlan, 2020). It differs from the study (al-Shiti, 2020). The obstacle (the weakness of health education programs offered at school to prevent diseases) appeared in last place with an SMA (3,32) and SD (1,1), this result may be explained by the fact that health guidance in all schools is entrusted to one of the teachers and confirmed by the instructions of the Ministry. In addition, the coronavirus pandemic crisis has strengthened health education and placed it on the list of health priorities in school. Thus, this obstacle appeared at the last of the obstacles in order. This agrees with the study of Harish, and Dina. (2022).

## Recommendations

Through the results of the study, the following recommendations and suggestions can be suggested:

1. Providing an appropriate environment to support the talents of students by providing spaces for innovation, extra-curricular scientific enrichment, and keenness to participate in international competitions that enrich students and help achieve sustainable development.

2. Organizing courses and workshops in presence and remotely on the subject of education and sustainable development, through the use of appropriate community partnerships that achieve integration between the school and community institutions interested in sustainable development.

3. The study proposes to pay attention to the great role of Saudi universities in achieving the social educational goals of sustainable development from the point of view of faculty members and students.

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