

The Effectiveness of Schools and Society Partnerships in Students' Preparation for Workplace Life Based on the Education and Training Evaluation Commission Standards Saudi

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ABSTRACT

This study seeks to investigate the impact of school administrative affairs, school planning, financial support, and consultations on students' readiness for the workforce in public schools in the Asir region, as perceived by school principals. In order to accomplish the study goals, the researcher employed a descriptive design and quantitative technique, relying on the questionnaire as the primary tool for gathering study data. The study was conducted on a sample of 196 school principals in public schools in the Asir region, who were selected by a random sampling method. The findings of this study indicated that the management of school affairs, strategic planning for the school, allocation of financial resources to the school, provision of advisory services to the school, and students' readiness for the professional world were at a reasonable level. Furthermore, the findings indicated that the collaborations between schools and society had a discernible influence on students' readiness for the professional environment at public schools located in the Asir region.

KEYWORDS: Schools and society partnerships, preparation for workplace life, Saudi Arabia.

1. Introduction

In the past, the school was mostly disconnected from its surrounding surroundings, without any physical or social integration with the local community. The mission of the school was restricted to providing education to kids within the school's jurisdiction and following a defined curriculum. In light of societal and scientific advancements, it is crucial to actively engage with the local community where a school is situated (Zboon, 2024). This is necessary to enhance the school's effectiveness and efficiency, as well as to promote the success of the educational process. Therefore, the interactive, participatory, and open relationship between the school and the local community has become crucial in the educational learning process, aligning with contemporary educational trends. This relationship has positive effects on enhancing the educational process and improving the effectiveness of school outcomes, ultimately benefiting the local community by

supplying it with skilled and qualified individuals. Furthermore, the community can derive advantages by utilizing the school's human resources, material assets, and facilities (Abu Hajjaj & Al-hamad, 2021).

The perception of schools has evolved from being solely educational institutions focused on teaching and learning, to recognizing their broader role in promoting community service and contributing to sustainable and comprehensive development. The link and partnership between the school and the local community stem from the conviction in the significance of collaboration and synchronization across diverse community institutions to foster the social, cultural, and political development of individuals (Al-Amud & Al-Muzaffar, 2021). One form of cooperation between the school and the community is the utilization of the school's facilities and educational staff by the local community. This includes holding seminars and delivering lectures on various aspects of life that are relevant to the community members. Additionally, it aims to foster a sense of partnership and interaction between the school and the community. The local school is supported by numerous institutions that assist in fulfilling its educational mission and achieving its goals. This partnership idea emphasizes loyalty and a sense of belonging to the nation (Al-Anaibah, 2021).

Enhancing the community collaboration between the school and diverse local organizations is a crucial approach that enhances the school's suitability as a learning environment and helps mitigate issues faced by students, such as absenteeism and low academic performance. Community partnership is crucial in facilitating integration between collaborating parties in the educational process. It fosters the exchange of ideas, experiences, and initiatives, while also promoting the development of values, knowledge, and skills among students (Al-Hakimi, 2022). Ultimately, it contributes to enhancing students' overall accomplishment level. Collaboration between the community and education system helps establish connections and understanding among the school, community, and environment. The goal is to enhance education and equip young individuals with the skills needed to succeed in the workforce (Tahlawi & Alwani, 2019).

Hence, we observe that community collaboration has always been closely associated with its responsibilities and functions within society. Nevertheless, due to cultural and social transformations, as well as the intricate nature of human existence, a significant divide has emerged between the school setting and the surrounding community (Al-Smadi & Al-Biloshi, 2021). Consequently, the school has experienced a rise in educational demands and pressures, which are closely linked to community issues and challenges. The school is influenced by and influences current events and developments in different areas. As a result, it requires ongoing reform to adapt to these changes and fulfill its designated purpose (Obaidat & Al-Khudair, 2021).

The school administration's capacity to enhance the school's collaboration with the local community is a crucial measure of the school's performance and distinction, as this cooperation has a positive impact on the students' real-world experiences. The involvement of school leaders in engaging with parents and the local community has a significant influence on the effectiveness of this engagement (Ockerman & Bagui, 2024). This effectiveness is achieved when school leaders possess a clear vision and

demonstrate a strong commitment to involving all parents. Furthermore, when a productive partnership is established between the school and the local community, it can result in improved outcomes and opportunities for students, ultimately leading to a better quality of life (Hose, 2022).

The collaboration between the school and the local community is not merely about providing resources, but extends to the development of ideas and the influence on the community's culture. This partnership is seen as a crucial element in enhancing education, improving the performance of educational institutions, and enabling them to fulfill their educational mission (Grant & Ray, 2018). While this collaboration is widely recognized as a crucial means of enhancing school effectiveness, it does not occur automatically. Experience has shown that when school principals lose their excitement and energy, the partnership tends to become superficial and lose its benefits. Furthermore, various historical, cultural, social, political, and educational issues have an impact on the capacity of school principals to cultivate robust connections between their schools and the surrounding community. Hence, the objective of this study is to ascertain the efficacy of collaborations between schools and society in equipping students for the workplace life. This will be thoroughly examined in the literature review section, along with its sub-dimensions.

2. Research questions

The aim of this study is to analyze the provided questions in relation to the previous a discussion.

1. To what extent are the society partnerships (school administrative affairs, school planning, providing financial support to the school, and providing consultations to the school) in public schools in the Asir region from the point of view of school principals?
2. To what extent are the students' preparation for workplace life in public schools in the Asir region from the point of view of school principals?
3. What is the impact of society partnerships (school administrative affairs, school planning, providing financial support to the school, and providing consultations to the school) in students' preparation for workplace life in public schools in the Asir region from the point of view of school principals?

3. Literature review

Partnership is a relationship between multiple parties that aims to achieve public benefit. It is built on principles of equality, respect, and mutual giving, and is based on the idea of complementarity. Each party contributes their human, material, and technical capabilities to maximize results and accomplish shared goals (Ahmed, 2021). Enhancing the collaboration between the school and the local community is a crucial element in empowering the school, enhancing its capabilities, and attaining its intended objectives. Consequently, numerous nations were eager to endorse this alliance, recognizing that education is not solely the obligation of schools, but rather

the collective responsibility of all sections of society, essential for the school's triumph. Accomplishing its objective necessitates the collective endeavors of individuals and institutions within the local community (Youssef, 2022).

The collaboration between the school and the local community is not an endpoint in itself, but rather a method to accomplish a range of objectives. The primary objective is to assist the school in achieving its goals and fostering well-rounded student personalities in terms of their psychological, mental, and physical well-being (Karatas et al., 2024). The collaboration has specific objectives, with the primary focus being on supplying the required financial and material resources to enhance education. Enhancing the caliber of the educational offering to foster the development of responsible individuals who possess a deep understanding of their societal obligations and entitlements. The exchange of ideas and experiences between the school and the local community enhances education by supporting the development of internal and external skills (Hiim, 2023). This collaboration ensures growth and development for both the school and the community. Strengthening the collaborative attitude among the involved parties. Minimizing the drawbacks that education experiences due to the adoption of a centralized management approach, which leads to the school administration being reduced to a mere instrument for implementation (Al-Nuaimi & Darawsha, 2021).

The school administration bears a significant responsibility in attaining these objectives, as it is tasked with strategizing the involvement of individuals and institutions within the local community. This is because the administration possesses the most extensive knowledge regarding the school's requirements for accomplishing its goals (El-Shahry & Abed, 2020). Community collaboration in schools encompasses the involvement of community members in many aspects of decision-making, planning, implementation, follow-up, performance accountability, and assessment. Community cooperation encompasses financial assistance to the school, support to instructors, and guidance to help the school accomplish its objectives, activities, and plans. Additionally, it facilitates the exchange of ideas and experiences, thereby enhancing the internal and external competencies of education and fostering awareness among the partnership parties (Barrera-Orsorio et al., 2022). This enables community members to gain a comprehensive understanding of the school, its activities, and its situation from multiple perspectives. Consequently, they can identify both the strengths and weaknesses, which motivates them to offer diverse support for the betterment of the educational process and contribute to improving the quality of outcomes (Farrell et al., 2021).

Therefore, the process of evaluating the requirements in the educational system acts as an initial step towards gaining a thorough and precise comprehension of the school's actual situation at all levels. This process yields ample and accurate information, thereby granting this model greater significance and relevance in analyzing the school's reality compared to other models. This model serves as a central point for assessing the school's performance and aids in establishing priorities and determining the optimal allocation of resources (Smith et al., 2020). Additionally, it significantly reduces the amount of time and effort required during the later stages of drafting the strategic plan. It also enhances the comprehension of the issues among stakeholders and facilitates their accurate identification, hence

enabling the establishment of priorities based on these issues. Plans for development are currently being formulated (Hoekstra et al., 2020). Given this information, the individuals in charge of the planning process can discern the vision, mission, goals, and educational policies, as well as strategies to enhance them, in order to guarantee the attainment of the desired objectives in this domain. The topic at hand pertains to community collaboration, and the practice of conducting a needs assessment holds significant value in educational literature for the purpose of achieving objectives (Kelley et al., 2020).

To effectively accomplish the objectives of the school-community partnership, Mahoney et al. (2021) proposed several principles that should be considered. The most significant principle is the reevaluation of laws and ministerial decisions that impede the implementation of the partnership. Additionally, it is crucial to foster a welcoming environment in the school for the local community and to identify specific areas and activities where the partnership can be implemented. The concept of partnership involves utilizing innovative ideas and effective practices to enhance education and address its challenges, irrespective of their origin within or outside the school. This entails delineating the specific tasks and responsibilities that both the school and other community institutions must undertake. Furthermore, it entails empowering the school principal with significant authority and autonomy to make informed decisions, particularly in relation to advancing the educational process within the school. Thus, these principles elucidate that the collaboration between the school and the local community is not a straightforward procedure, but rather necessitates certain conditions that result in the redefinition of a novel framework for the interactions between the involved parties (Kelty & Wakabayashi, 2020).

The school and society should actively engage in various activities and programs that significantly influence the student, particularly in the areas of psychological and vocational counseling. This is especially important when addressing educational and psychological challenges that students face, particularly during transitional periods such as moving from one level of education to another or transitioning between schools (Vilchez et al., 2021). It is also crucial during decision-making processes. This text emphasizes the superior ability of community schools to satisfy needs and achieve goals compared to other schools. The school prioritized innovation and avoiding stagnation, recognizing that what is considered new in our country may not be new in another country. Additionally, the plans and programs implemented in one region may differ from those in another region (Admiraal et al., 2021).

Due to the recent advancements in the Kingdom of Saudi Arabia, there have been changes in rules and regulations, resulting in a shift in the responsibilities of school administration towards fostering collaboration with the local community. In accordance with Article No. (130) of the Princely Schools System in 1358 AH, the school administration's responsibility was restricted to seeking assistance from parents (El-Shahry & Abed, 2020). To enlist the assistance of parents in maximizing the academic and ethical development of their children to the greatest extent feasible. Subsequently, the school administration's responsibilities expanded to include the establishment of the Parents and Teachers Council, as mandated by the primary school's bylaws, which were promulgated in 1384 AH and dedicated a whole section to the school's interaction with the community. One of the key points it emphasized

was the necessity of fostering collaboration among the school staff, followed by fostering collaboration between the staff and the parents of the students, as well as the establishment of the parents and teachers' council (Al-Saudi & Asiri, 2021).

Following the establishment of regulatory guidelines for general education schools in 1420 AH, the school administration underwent a transformation in its function and responsibilities, particularly in relation to collaborating with the local community. The regulatory guidelines delineated the procedures for establishing the school council, which serves as the primary conduit between the school and the local community, and outlined its objectives and responsibilities (El-Shahry & Abed, 2020). One of the responsibilities of this council is to deliberate on the level of achievement. The role of students is to assist in developing suitable activity programs for their school, assess the school's requirements for furniture, equipment, resources, and facilities, and study educational topics and pedagogical matters relevant to their assigned tasks. This includes aspects such as curricula, study plans, recommended textbooks, activity programs, and the school's societal role. The Ministry of Education recognizes the significance of collaboration between schools and the local community in enhancing practical life skills. In line with the global trend of strengthening this partnership, the Ministry has recently released an organizational guide for general education schools. This guide emphasizes the importance of establishing a community partnership committee in all schools (Al-Saudi & Asiri, 2021).

The principals are the individuals most closely connected to the educational process, since the educational administration strives to enhance all facets of the students' academic and professional development. Consequently, the school administration plays a crucial role in enhancing the standard of education by actively establishing a productive and efficient collaboration with the local community. The primary responsibilities and roles assigned to the organization include fostering the professional growth of students, enhancing their educational abilities, guiding them towards continual development and improvement, and assisting them in resolving any educational challenges they encounter. The primary objective of the educational situation is to create equal chances for all persons by establishing an educational system that is closely aligned with the demands of the labor market. Furthermore, the Kingdom of Saudi Arabia's strategy aims to allocate resources towards education and equip its youngsters with the requisite information and competencies needed for future employment opportunities.

Previous studies

Al-Smadi and Al-Biloshi (2022) evaluated the requirements of the schools in Al-thahira governorate in the Sultanate of Oman in order to establish and promote community collaboration. A questionnaire was created, including of four categories: partnership in defining the vision and overall goals of the educational process, partnership in contributing financial assistance to the school, partnership in managing administrative affairs of schools, and partnership in school planning. The findings indicated that the level of implementation of the special partnership in the Al-Thahira governorate school was moderate in three areas (partnership in the vision and overall objectives of the educational process, partnership in school

administration, and partnership in providing financial support), but low in the area of school planning. The societal partnership in the schools of Al-Thahira governorate is highly important across all areas. When assessing the level of need, financial support to the school is the most crucial form of partnership, followed by involvement in school planning. Partnership in administrative affairs of the school ranks third, while partnership in vision and general aims of the educational process is considered least important.

Hose (2022) the aim of this interpretive qualitative study was to evaluate the effectiveness of a framework by comparing it to the perceptions of teachers regarding professional development, as informed by their own experiences. The data consisted of interviews conducted with 10 teachers who had a minimum of one year of experience in Virginia. The framework was employed to juxtapose the theoretical principles underlying effective professional growth with the practical encounters of teachers. The data was analyzed using a deductive thematic method. The teachers identified active participation, coherence, sustained duration, and collaboration as positive aspects of professional development, based on the conceptual framework. Additionally, they acknowledged the importance of reflection and leadership, even though these elements were not initially included in the framework. Teachers cited the relevance of professional development to their work and the autonomy to choose as factors that motivate them to implement their professional development in the classroom.

Al-Miqdadi and Al-Zahrani (2023) elucidated the significance of secondary education routes in students' readiness for the labor market, emphasizing the function of secondary education pathway instructors in preparing students for the labor market. An analysis of the barriers hindering the progress of students' secondary education pathways to the labor market is presented, focusing on the perspective of educational supervisors. Additionally, the study examines the variations among educational supervisors in terms of secondary education pathways and their impact on students' readiness for the labor market. The research sample consists of 96 participants. The researcher employed a descriptive curriculum in their survey methodology, under the guidance of their supervisor. The primary discoveries of the investigation were: Educational supervisors highly approve of the role of secondary education pathways in preparing students for the labor market. They also highly approve of the role of secondary education pathways teachers in this regard. Educational supervisors highly approve of limits placed on students' preparedness for the labor market.

Sapkota et al. (2023) investigated the viewpoints of lower-secondary school teachers regarding professional development in the context of university-school partnership. The study employed a quantitative survey to examine the perspectives of professional development (PD) in university-school partnership among 177 lower-secondary school teachers. The descriptive statistics indicate that instructors generally have slightly negative attitudes of university-school collaboration, while there are variations among individuals. The findings suggest that there is a favorable correlation between university-school collaboration and the effects of professional development (PD) and feedback for PD. Additionally, there is an unfavorable correlation between university-school collaboration and obstacles to PD. These

findings enhance our understanding of how teachers perceive professional development (PD) and the effects of university-school collaboration on different areas of PD in the implementation of the decentralized policy.

Zboon (2024) explored the responsibilities and difficulties faced by school principals in enhancing community collaboration, as perceived by parents in schools within the Bethlehem governorate. The survey employed a questionnaire including 37 items, following the approach of survey description. The study sample consisted of 166 individuals who were members of parents' councils at both public and private schools in Bethlehem governorate. A stratified random sampling method was used to choose the participants. Upon analyzing the gathered data, the findings indicate that the involvement of school principals improves community collaboration. Furthermore, the results of the hypotheses demonstrate that there were no statistically significant variations in the average role of school principals in enhancing community partnership based on the study variables. The outcome of the third inquiry was modest, as it revealed that the primary obstacles in enhancing this collaboration are the substantial instructional and administrative responsibilities imposed on school principals.

4. Method

The researcher in this study analyzed the connections between all the main and supporting variables using a descriptive and analytical technique. Although there were other study approaches available, such as case studies, experimental designs, and comparative analyses, the researcher ultimately chose to use a descriptive and analytical approach.

Population and Sample Research

The use of experimental designs and surveys can improve data processing and the identification of solutions to research problems. However, if researchers select the incorrect individuals to study, these efforts may have unintended negative consequences (Sekaran & Bougie, 2016). As a result, the research would be meaningless unless it gathered data from individuals who possess the genuine ability to resolve the aforementioned issues. In essence, sampling is the process of selecting a smaller portion of a population to serve as a representative sample of the entire population. Researchers employ samples, which are smaller but representative subsets, to study and derive conclusions about the larger target population (Creswell, 2012). The Morgan table determined that the researcher's survey of 226 school principals in the Asir region was the appropriate sample size. We used a method known as simple random selection to select school principals. We collected 205 of the 226 distributed questionnaires. We rejected nine questionnaires because the respondents' responses were incomplete. There were a grand total of 196 questionnaires available for evaluation.

Research Instrument

After doing a thorough study of several previous research articles and the methodology utilized in these investigations. The researcher created a questionnaire

to evaluate the perspectives of school principals on how the mission and vision impact the quality of education in public secondary schools in the Asir region. The ultimate version of the instrument consisted of three components. The introductory section included demographic details of the respondents, including their gender, monthly income, and highest level of education. The second section consists of 7 items that assess the administrative affairs of the school, while the third section consists of 6 items that evaluate school planning. The fourth part consists of 6 items that gauge the financial support provided to the school, while the fifth part consists of 7 items that assess the provision of consultations to the school. Lastly, the sixth part consists of 8 items that evaluate the preparedness of students for workplace life in public schools in the Asir region, as perceived by school principals. The items selected for this research are based on the studies conducted by Al-Smadi and Al-Biloshi (2022), Al-Miqdadi and Al-Zahrani (2023), and Zboon (2024). The questionnaire items were assessed using a Likert scale, consisting of a five-point continuum ranging from "1" (indicating extremely low) to "5" (indicating very high).

Instrument Validity

A cohort of 10 education scholars from a Saudi university's faculty were given a research tool to assess its language formulation, scientific precision, and clarity. The objective of this assessment was to ascertain the authenticity of the instrument. All items have been approved, with some revisions made to the wording based on the feedback supplied by the experts.

Instrument Reliability

To determine how consistent, the responses were within the sample, Cronbach's alpha was used. As shown in table 1, a cutoff of 60% or more is considered a solid indicator of response accuracy (Saunders et al., 2016).

Table 1. Cronbach Alpha test

Variables	Values
School administrative affairs	0.803
School planning	0.816
Providing financial support to the school	0.775
Providing consultations to the school	0.821
Students' preparation for workplace life	0.788

The variables' internal consistency coefficient values, which varied from 0.775 to 0.821, as shown in Table 1, indicate a high level of consistency. Every instrument variable had a Cronbach Alpha value more than 0.60, indicating that the items on the study instrument were highly internally consistent.

Data Analysis

The study used the Kolmogorov-Smirnov test, the tolerance limit, and the variance inflation factor (VIF) to assess the normal distribution. A number of independent variables were examined for their potential effects on the dependent variable using multiple regression analysis. Additional analysis was performed on the data using the procedures detailed in the table that is attached.

Table 2. Interpreted Means

Means	Degree
1.00-2.33	low
2.34-3.67	Moderate
3.68-5.00	High

5. Results and Discussion

A descriptive analysis was conducted on the respondent profile using the following criteria: "gender, monthly income, and highest level of educational degree." Males made up the bulk of responders (52.0%), with females accounting for 48.0%. At least 53.6 percent of the participants have a monthly salary of 6,000 SAR or more. Twenty-eight percent make eleven thousand to fifteen thousand SAR every month. Fifteen percent make more than fifteen thousand SAR every month. Finally, 2.5 percent had a monthly salary of 5,000 SAR or more. Table 2 shows that the following percentages of respondents' educational attainment: 76.5% with a bachelor's degree, 12.8% with a master's, 9.2% with a doctorate, and 1.5% with a diploma.

Table 3. The profile of respondent

Variables	Category	N	%
Gender	Male	102	52.0
	Female	94	48.0
Monthly income	1-5 thousand SAR	5	2.5
	6-10 thousand SAR	105	53.6
	11-15 thousand SAR	55	28.1
	More than 15 thousand SAR	31	15.8
Highest level of academic achievement	Diploma's degree	3	1.5
	Bachelor's degree	150	76.5
	Master's degree	25	12.8
	Ph. D's degree	18	9.2

Table 4 displayed the mean scores and standard deviations of the variables.

Table 4. Attitudes of the study sample members

N	Variables	Mean	St.dev	Importance
1	School administrative affairs	3.37	0.53	Moderate
3	School planning	3.34	0.51	Moderate
2	Providing financial support to the school	3.31	0.54	Moderate
4	Providing consultations to the school	3.28	0.55	Moderate
5	Students' preparation for workplace life	3.27	0.52	Moderate

Table (4) presents the mean values and standard deviations for the replies of the participants in the sample for the variables studied. The table displays the average values of the variables, which varied between 3.27 and 3.37. The standard deviation for these variables ranged from 0.51 to 0.55. This indicates that the participants in the sample usually reached a consensus that the level of the research variables was moderate.

Before starting hypothesis testing, the researcher verified that the data followed a normal distribution by conducting a series of qualitative tests, as indicated in Tables (5) and (6).

Table 5. One-Sample Kolmogorov-Smirnov Test

Variables	k-s test	Sig.*	Results
School administrative affairs	0.094	0.205	Normal distribution
School planning	0.087	0.210	Normal distribution
Providing financial support to the school	0.085	0.224	Normal distribution
Providing consultations to the school	0.092	0.210	Normal distribution
Students' preparation for workplace life	0.089	0.222	Normal distribution

The findings from Table (5) demonstrate that all research variables display a normal distribution, as ascertained by a significance level of ($\alpha \leq 0.05$). All research variables exhibited normal distribution values that surpassed the criterion of 0.05.

Table 6. VIF and tolerance values

Variables	VIF	Tolerance
School administrative affairs	0.747	1.212
School planning	0.429	1.670
Providing financial support to the school	0.448	1.672
Providing consultations to the school	0.721	1.318

Table 6 displays the Variance Inflation Factor (VIF) values and tolerance values for the exogenous latent components examined in the study. The data indicates that the tolerance values vary between 0.629 and 0.947, surpassing the threshold of 0.20. Furthermore, the VIF values range from 1.212 to 1.672, which is lower than the threshold of 5. This indicates that the data conform to a normal distribution, therefore enabling the application of statistical analysis.

Hypothesis testing

The primary hypothesis posited that there is no statistically significant impact of school administrative affairs, school planning, providing financial support to the school, and providing consultations to the school in students' preparation for workplace life in public schools in the Asir region from the point of view of school principals. In order to examine the initial hypothesis of the study, we utilized multiple regression analysis in the following manner:

Table 7. Multiple regression test results

Model summary							Regression coefficients				
DV		R	R ²	Adjusted (R ²)	F	Sig	IVs	Beta	B	T	Sig
Choosing schools	private	0.787	0.601	0.600	205.150	0.000	School administrative affairs	0.361	0.357	2.390	0.030
							School planning	0.457	0.454	2.810	0.000
							Providing financial support to the school	0.394	0.371	2.500	0.010
							Providing consultations to the school	0.413	0.410	2.760	0.000

Table (7) illustrates the correlation among school administrative affairs, school planning, financial assistance provision, and consultation services for students' preparation for the workplace in public schools in the Asir region. The correlation coefficient achieved a value of 0.787, which is statistically significant at a level of $\alpha < 0.05$. This indicates a robust positive link. Moreover, the coefficient of determination attained a value of 0.601, indicating that 60.1% of the variability in students' readiness for the professional world can be accounted for by alterations in school administrative affairs, school planning, financial assistance to the school, and

counseling services. The results showed that the adjusted coefficient of determination reached a value of 0.600, suggesting that factors such as school administrative affairs, school planning, financial support to the school, and consultations on students' preparation for workplace life have a significant impact. These factors explained 60.0% of the variability in students' readiness for the professional world. Another 40.0% of the variation can be ascribed to unidentified factors that were not considered in the model used in this investigation. The values of B, namely (0.357, 0.454, 0.371, 0.410), elucidate the relationship between the independent factors and the dependent variable. Upon analyzing the T test values, it is clear that the independent factors (school administrative affairs, school planning, providing financial support to the school, and offering consultations to the school) significantly influence students' readiness for the professional world. The computed T values (2.390, 2.810, 2.500, 2.760) exceed the tabular value (1.96), showing their statistical significance at a significance level of $\alpha \leq 0.05$. Based on the above information, it can be deduced that the null hypothesis is rejected and the alternative hypothesis is accepted. The alternative hypothesis proposes that there is a statistically significant influence, with a significance level of $\alpha \leq 0.05$, of factors such as school administrative affairs, school planning, financial support to the school, and consultations for students' preparation for workplace life in public schools in the Asir region.

This outcome can be ascribed to the efforts of government basic school principals in fostering the connection between the local communities and the schools involved in the program. They achieve this by establishing community committees and alliances that comprise individuals from the surrounding community, parents, teachers, and school principals. The objective is to cultivate a sense of ownership and collective accountability towards education. Introducing a novel approach to community involvement and showcasing a fresh community participation concept. This outcome can be ascribed to the community school's strong conviction in engaging in every aspect of planning and execution, contributing financially and offering the necessary expertise, preparing teachers and training them under the guidance of specialists, and providing students with practical skills by involving them in activities within factories, institutions, and companies, as well as in educational activities at home and in the industry. Schools facilitate parental involvement by empowering them to assume leadership roles and providing them with training in the decision-making process. This result suggests that the relationship between the school and the local community is one that fosters mutual understanding. It aims to meet educational needs and utilizes effective media channels to ensure that the community is well-informed about the school's function, goals, programs, and challenges. Community schools align with the Ministry of Education's vision of equipping the community with essential skills and strong motivation to actively contribute to the development and advancement of their community. These schools also demonstrate the department's commitment to promoting the values and traditions of the community, preserving its cultural heritage, and fostering a sense of belonging and citizenship through active participation in various cultural, sports, artistic, and awareness-raising activities.

This outcome can be attributed to the significant role played by the community

school in promoting parental and community involvement, as well as the involvement of various institutions, in decision-making processes that benefit students, the school, and the family. This positive impact extends to society as a whole, addressing the negative consequences that arise from student cooperation. Collaborating with family and community institutions to discover constructive resolutions that alleviate the societal burden. This outcome can also be attributed to the community school's objective of engaging parents in decision-making and collaboration to enhance the quality of education. This is achieved through the adoption and implementation of diverse proposals, programs, and projects, fostering a model where everyone is involved in developing students' skills and motivating them to succeed. This is accomplished through organized teamwork with the local community. This finding aligns with the research outcomes of Al-Smadi and Al-Biloshi (2022), Hose (2022), Al-Miqdadi and Al-Zahrani (2023), Sapkota et al. (2023), and Zboon (2024).

6. Conclusion

The findings of this study offer empirical support for the notion that school administrative affairs, school planning, financial support to the school, and consultations provided to the school all have an impact on students' readiness for the professional world in public schools in the Asir region. The majority of school principals who completed the study indicated that the The government school principals are endeavoring to enhance the connection between the local communities and the schools under their supervision. They achieve this by establishing community organizations and alliances of individuals from the local community, including parents, teachers, and school principals. The objective is to cultivate a sense of ownership and collective accountability for education. This is a novel approach to involving the community and offering a fresh concept of community engagement. It engages students in hands-on experiences in factories, institutions, and companies, as well as instructional activities at home and in the industry. The objective of this technique is to equip pupils with valuable abilities.

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