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THE SKILL OF COMMUNITY DIALOGUE AMONG EMPLOYEES OF NON-GOVERNMENTAL SOCIAL DEVELOPMENT ASSOCIATIONS: REALITY AND ASPIRATIONS FOR DEVELOPMENT

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ABSTRACT

Dialogue is considered one of the most important foundations of social life and one of its necessities. It is a means for a person to express his needs, desires, feelings, situations and problems. It is also a means to develop his ideas and experiences and prepare them for giving, creativity and participation in achieving a civilized life. It encourages minds to meet, discuss, think, criticize, be creative, influence and persuade, thus achieving human development in all fields, which gives great importance to community dialogue in the development field. Accordingly, the problem of the current study is defined in a main issue, which is determining the skill level of practicing community dialogue among workers in civil social development associations affiliated with the Social Development Center in Diriyah and its relationship to some of their personal variables such as (gender, experience, nature of work, scientific specialization, nature of work, academic qualification, and training) and formulating a conceptual framework to enhance the practice of community dialogue among workers in civil social development associations in a manner that is appropriate to the conditions and culture of Saudi society." The study was applied to a regular random sample of (68) individuals from officials of civil social development associations affiliated with the Social Development Center in Diriyah, to whom a questionnaire was applied that included preliminary data and a community dialogue scale. The study reached a number of results related to its objectives and assumptions, the most important of which was the existence of statistically significant differences between the respondents in the skill level of practicing community dialogue, attributed to the variables of gender, marital status, age, years of experience, scientific specialization, academic qualification, and the number of training courses obtained by workers in civil social development associations. The study also reached a conceptual framework to enhance the practice of community dialogue among workers in civil social development associations in a manner consistent with the conditions and culture of Saudi society.

KEYWORDS: Community dialogue, Civil social development associations

FIRST : THE PROBLEM OF THE STUDY:

Dialogue is a value in itself and a mechanism that people resort to in search of mutual understanding. Nothing demonstrates this more clearly than God Almighty's guidance to His messengers to follow dialogue and its various synonyms as the most important means of spreading the message. God Almighty said, "Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has gone astray from His way, and He is most knowing of the [rightly] guided." (An-Nahl, verse 125). Many other Quran verses also highlight the prophets' and messengers' interest in dialogue as a healthy phenomenon in society, an intellectual and cultural foundation, and a means by which individuals can convey their ideas with sound reasoning and evidence. Some verses highlight dialogues between the prophets and the angels, dialogues between the prophets and their people, or dialogues among the believers and their people.

Therefore, dialogue is considered a fundamental principle of social life and a means by which individuals express their thoughts and needs within a social context (Ghafran, 2025). Numerous studies now emphasize the importance of dialogue in social development in general (Gallegos, 2025; Mohammed & Dogbatse, 2025).

In the field of local development, a study by Hobbs, Mary, and Melinda (2000) emphasized the importance of community dialogue in driving social interactions in a constructive direction and guiding them towards addressing existing community issues and problems at the local level, particularly those related to conflict. A study by Al-Hazmi (2008) also confirmed that dialogue plays a prominent role in developing a sense of social responsibility and raising awareness among community members about their roles and responsibilities.

Miao (2004) views community dialogue as a process for building trust and consensus among the participants, relying on the clarity of shared values during the dialogue, which leads to an increased desire for collaborative action (p. 56). Researchers consider it, in addition to the above, an entry point for community participation and a foundation for building strong community organizations and policies aimed at community development with citizen participation (Morelli, 2022). (Doornbosch et al., 2025).

Since dialogue is a form of community participation in development, advanced societies

have given great importance to the participation of community members in development programs, enacting regulations to that effect and the laws, to regulate the participation of individuals in serving their community through the establishment of voluntary institutions and organizations, the United States of America issued a law in (1737) regulating voluntary work in developmental fields in New York City, with the participation of the people themselves with opinion, effort, experience or money. (Al-Naeem, 2005, p. 68).

A report by the French Association for Social Affairs states that 10.5 million French people volunteer on weekends to offer their opinions or participate in other ways in providing various social services related to daily life (Al-Saffar, 2007, p. 20).

Within the framework of this global interest in community participation in development in general, and in expressing opinions and engaging in dialogue in particular, organized community participation in volunteer work in the Kingdom of Saudi Arabia began in 1354 AH with the establishment of the Charitable First Aid Society in Makkah, which provided first aid services to pilgrims (Al-Luwaymi, 1431 AH: p. 11).

Individual participation and engagement in volunteer work then increased and evolved following the establishment of the Ministry of Labor and Social Affairs in 1380 AH, when the first Social Development Center was established in Diriyah. Among its objectives was the development of the local community through the participation of its members in various social programs and the formation of community-based social development associations. Subsequently, social development centers were established in various regions of the Kingdom of Saudi Arabia, reaching a total of 32 centers. This increase in the number of centers was followed by an increase in the number of community-based social development associations, which exceeded 400 committees prior to 2019 (Statistical Report of the Ministry of Social Affairs, 2018-2019).

Despite the Kingdom's focus on developing local communities, targeting community members to meet their needs and foster their growth through social development centers and affiliated non-governmental social development associations, the reality is that many obstacles hinder the effective implementation of these committees.

Among these obstacles is the lack of community dialogue within non-governmental social development associations. Gharaibeh (2010) identified several key impediments, including: a

lack of dialogue skills, a culture of dependency and passivity among residents, a sense of helplessness, a focus on personal interests and objectives, widespread illiteracy, and a weak cultural background among participants, coupled with a fear of change and innovation, all of which negatively impact their participation in community development. (p. 84)

Therefore, Al-Hazani's study (2017) emphasized the importance of community dialogue in community development. It argues that community dialogue prepares residents to better accept solutions, facilitates understanding community characteristics, and serves as a means to prioritize needs. Social work plays a significant and supportive role alongside the productive and service sectors in achieving local community development. It focuses on social relations and promotes community dialogue as a form of community participation in development, relying on scientific evidence. Given the pivotal importance of community dialogue in development, researchers have raised several questions about the ability of staff working in non-governmental social development organizations to practice community dialogue, and how this relates to other personal variables. They also explore the factors influencing this ability, whether related to the nature of the development programs and projects themselves, local individuals, or local leaders. Finally, they seek to develop this crucial skill among staff.

SECOND: PREVIOUS STUDIES:

In their current research, the researchers relied on the results of numerous Arab and foreign studies. Some of these studies were consulted when defining the research problem, while others were used to define the study's concepts and formulate its methodological plan. These studies can be classified, in a way that serves the study's subject matter, into two main axes:

Studies related to measuring dialogue skills and associated variables:

1) Pincock's (2008) study sought to examine ethnically diverse groups' perceptions of race and racial prejudice and subsequently improve their attitudes toward racial prejudice through a program designed to foster dialogue on complex social conflict issues. The study was conducted on a sample of 30 individuals, and the results showed that the program's effectiveness was modest in terms of increasing awareness of the dimensions of racial prejudice, as the differences between the two

measurements were minimal, and the changes resulting from the dialogue did not meet the desired expectations.

2) Al-Subhi's study (2012) aimed to identify the effectiveness of a proposed training program in developing certain dialogue skills among middle school students. An observation sheet was developed and applied to a sample of 20 second-year middle school students. The study's results identified a list of the most important dialogue skills among middle school students, totaling 16 sub-skills categorized under four core skills: dialogue preparation, dialogue initiation, verbal and linguistic skills, and dialogue conclusion.

3) Saad's study (2013) aimed to identify the role of skills (communication, coordination, negotiation, and evaluation) in developing a culture of community dialogue in social work. The study was based on a comprehensive social survey of all 60 social workers in secondary schools in the city of Mansoura. The results of the study indicated that the social worker's use of the skills of communication, coordination, negotiation, and evaluation leads to the development of a culture of community dialogue among secondary school students.

4) Hassanein's study (2014) aimed to verify the validity of a main assumption (the use of a training program in the service of the group leads to the development of political skills among youth leaders) and divided the dependent variable (political skills) into three variables, one of which was (the skill of group dialogue). The researcher conducted his experimental study on a deliberate sample of (28) young youth leaders in one of the political parties in the center and city of Abu Hammad, who were randomly divided into two experimental and control groups. Then the scale was applied to the two groups, which included three dimensions, including the dimension of dialogue skill, and then the researcher applied his training program, one of the most prominent results of the study was the existence of significant moral differences between the two groups between the pre- and post-measurements with regard to the second dimension (group dialogue skill)

5) The study by Al-Qabbani and Al-Yahya (2019) aimed to identify the role of social media in enhancing skills related to dialogue skills among female university students, and the impact of variables (specialization, level, and college) on the sample's answers. The study was applied to a sample of (430), and the results showed that there were statistically significant differences between the answers to the individuals of the study sample

who study at the College of Sciences and Humanities, and the individuals of the study sample who study in other colleges under study about their possession of dialogue skills in favor of the individuals of the sample who study at the College of Sciences and Humanities.

Studies related to community dialogue in the field of local development in social work:

6) The study by Cherisc and Barandell (2004) aimed to identify the issues affecting the use of community dialogue and to determine the foundations for its success, conducted at the University of Michigan, the study's main findings indicated that dialogue at the local community level faces three dilemmas, all related to the concept of trust: (lack of trust in community relations, lack of trust between citizens and social institutions,

7) The study by Grane, F. Wilson, M.J., and Commock, T. (2005) sought to determine the effectiveness of using two conflict resolution methods among employees within a governmental professional institution. The study population consisted of 249 employees, from whom 88 were selected as a sample. The results showed that dialogue is the cornerstone of resolving any conflict, that having more than one solution is better for settling any dispute, and that dialogue contributes to avoiding the use of aggressive methods and discord among professional employees in professional governmental organizations.

8) Mahon's study (MC Mahon, B., 2007) aimed to identify the educational responsibility in combating racism and achieving social justice based on community dialogue, as followed by white educational administrators in their dealings with black communities. The study sample consisted of (10) white administrators in a Canadian province. The study reached a number of conclusions, the most prominent of which was that racial prejudice is extremely difficult, even at the level of discussion and dialogue, and that there is difficulty in getting rid of the old biased heritage held by some white people against black people, the administrators also indicated that they lacked many of the skills necessary to deal with these problems, especially dialogue skills.

9) Abdul Latif's study (2007) aimed to determine the extent of reliance on community dialogue in decision-making in private association, to achieve the study's objectives, the researcher used a comprehensive social survey of board members and social workers in private associations, totaling (308) individuals in (28) associations, the study's

results indicated that relying on community dialogue in identifying problems in private associations is a step, the study also developed a conceptual framework for activating reliance on community dialogue in supporting decision-making within private associations.

10) Al-Sayyid's study (2012), which described how local people's councils conduct community dialogues as a mechanism for sound decision-making, to achieve the study's objectives, the researcher employed a comprehensive social survey methodology targeting the (212) members of local people's councils in the North Cairo in (7) region). The study's findings highlighted the most important reasons why local people's councils organize community dialogues, foremost among which were "identifying problems and needs" and "consulting on priority community issues." The study's results also demonstrated the high capacity of community dialogue to facilitate sound decision-making, among the most prominent factors supporting the success of community dialogue as a decision-making mechanism were "the presence of council members with experience in the field of dialogue,"

11) Amara's study (2013) aimed to identify the nature of community dialogue as a developmental approach in women's organizations and its dimensions, the researcher employed a comprehensive social survey methodology on a sample of (42) individuals, the study demonstrated a statistically significant positive relationship between the degree of community dialogue across its five dimensions and the effectiveness of women leaders' participation in local community development, It also proposed a future vision for community organization to assist women's organizations in using community dialogue as a means to activate women leaders' participation in local community development.

12) Abdul Majeed's study (2013) aimed to determine the importance of community dialogue in strengthening youth participation through private associations, the study employed a comprehensive social survey methodology with a sample of (210) participants, and the study indicated in its results that there were: weak relationships between associations and youth; insufficient attention from boards of directors to youth issues; a lack of awareness among youth regarding the goals and programs of associations; and a lack of belief among officials in the necessity of community dialogue with youth, as the main obstacles that limit from community dialogue to

activate the association role in supporting community participation for youth.

13) Omran's study (2014) aimed to assess the state of community dialogue between representatives of the local council and representatives of civil society organizations, and to identify forms of participation in the community development planning process, to achieve the study's objectives, the researcher employed a comprehensive social survey methodology targeting (40) officials from the local People's Council, and officials from two community-based organizations concerned with community development in the same village, numbering (20) individuals. The study's findings indicated a positive correlation between community dialogue and planning for local community development, and it was also established that there were no differences between local council representatives and civil society organization representatives regarding the reality of community dialogue.

14) Attia's study (2014) aimed to identify the reality of community dialogue as a strategy for activating women's participation in community issues, to achieve the study's objectives, the researcher used a social survey methodology with a sample of (105) beneficiaries from (27) women's private associations affiliated with the South Giza Social Administration, in addition to a comprehensive survey of the social workers employed by these associations. (84) a specialist, one of the most prominent findings of this study was its identification of a set of challenges that hinder the activation of community dialogue, foremost among them being (insufficient financial resources, lack of training courses for practicing community dialogue, and weak trust among employees in institutions regarding community dialogues).

15) A study by Uoda (2015) aimed to test the impact of a professional intervention program for community organization using community dialogue in private associations to address the risks of tribal conflicts, the researcher used the experimental method on a sample of (25) individuals, the results of the study indicated the validity of the study's hypotheses, as the program, which was implemented with the assistance of specialized experts, proved successful in addressing tribal conflicts.

16) Al-Dhuwayan's study (2015) aimed to identify the role of private social development associations in activating citizen participation in community development, to achieve the study's objectives, the researcher used the social survey

methodology, the results highlighted that social development associations rely on several means to activate citizen participation, including social media networks and mobile messaging.

17) Awad's study (2016) aimed to determine the relationship between using community dialogue mechanisms and disseminating a culture of self-promotion within civil society organizations, the most significant difficulties limiting its use, and proposals for activating it.

The study relied on a comprehensive social survey methodology with a sample of (130) individuals, among the results of this study was a statistically significant positive relationship between using community dialogue mechanisms and disseminating a culture of self-promotion within civil society organizations. It also became clear that (lack of communication between citizens and civil society organizations, impatience for dialogue results, and weak information databases and dissemination mechanisms) were among the most prominent difficulties limiting the use of community dialogue mechanisms.

18(Albanins' Study (2018), the main objectives of which were to identify the role played by the Social Development Center in Burqa, Libya. The researcher used the descriptive approach and the case study approach by collecting data through questionnaires and interviews, the research reached a set of results, the most important of which are: that the center contributed to many social, educational and training programs and activities ,the social worker played a role in preparing these programs by practicing community dialogue in helping beneficiaries to obtain appropriate services

19) Al-Ghaziwi's study (2015) is a theoretical study that aimed to clarify what is meant by community dialogue, its importance, goals, foundations of its success, its main principles, stages, and axes Its advantages and obstacles. The researcher presented, in light of the results he extracted related to the previous topics, a vision from the point of view of the method of organizing society to activate community dialogue. It included a set of recommendations. He also highlighted a set of approaches related to professional practice that can be relied upon to activate community dialogue, which are (the approach of mediation, the approach of networking, the approach of life, the approach of negotiation, the approach of empowerment and the advice approach) was among the most important roles that could be used to activate community dialogue in the proposed framework (the role of

expert, guide, mediator, enabler, advocate, and developer).

Commentary on Previous Studies:

A review of the findings of previous studies highlights the importance of development institutions using community dialogue to achieve their development goals. It also reveals several other aspects that can benefit the researcher in the current study. The previous studies can be briefly commented on within the following framework:

Main Aspects Focused on by Previous Studies:

The majority of the previous studies that the researcher diligently sought through library and online research addressed the following dimensions:

Studies that focused on measuring the impact of dialogue, such as the studies by Pincock (2008), Al-Subhi (2012), and Hassanin (2014). These can be utilized in the methodological aspect and in developing the instrument.

- Studies that addressed the relationship between community dialogue skills and other professional skills such as communication, negotiation, conflict management, etc., such as the studies by Saad (2013), Saeed (2013), and Al-Qabbani and Al-Yahya (2019). These can be used when developing the instrument for the current study.

- Studies that focused on developing conceptual frameworks to support community dialogue, such as the study by Al-Sanad (2013). Al-Banin (2018) and Al-Ghazawi (2015) studies can be utilized within a conceptual framework to enhance community dialogue practices in development associations, tailored to the nature of Saudi society.

- Studies that explored the relationship between dialogue skills and other variables, such as those by Hassanin (2014), Ibrahim (2015), Helmi (2011), Abdulmajid (2013), Al-Dwayan (2015), Awad (2016), and Al-Hazani (2017), can be used for statistical data analysis in the current study.

- Studies that examined the role of development institutions in encouraging and fostering dialogue as a form of participation in development efforts, such as those by Abdul Latif (2007), Al-Sayed (2012), Amara (2013), Omran (2014), Atiya (2014), Ouda (2015), Othman (2014), and Hijazi and Al-Duaida (2017), were also utilized by the researcher to highlight the problem of his current research.

- Studies that have focused on the foundations of successful community dialogue and ways to develop it, such as the studies by Cherisc and Barandell (2004), Mahon (2007), Qaddoumi (2008), Al-Sayed (2012), Amara (2013), Abdulmajid (2013),

Omran (2014), Attia (2014), and Al-Hazani (2017). These studies can be used within a conceptual framework to enhance community dialogue practices in local development associations in a manner appropriate to the nature of Saudi society.

2) The current study agrees with previous studies in several aspects, most notably:

- Emphasizing community dialogue as a necessity for development.

- Striving to support the professional practice of social work based on dialogue in the field of development.

3) The current study differs from previous studies in several key aspects, most notably:

- It focuses on measuring community dialogue skills among employees of institutions, which are among the most prominent institutions concerned with local development in Saudi society. This is something that no previous research has addressed (to the best of the researcher's knowledge).

- The current study investigates the relationship between community dialogue and personal variables among the respondents from Saudi private social development associations.

4) The researcher benefited from previous studies in several areas, most importantly:

- Highlighting the importance of the problem addressed in the current study and formulating it clearly.

- Formulating the concept of community dialogue in the current study.

- Drawing on the theoretical guidelines found in those studies to build a conceptual framework for enhancing the practice of community dialogue among employees of private social development associations, in a manner appropriate to the circumstances and culture of Saudi society.

- The current study benefited from the methodology of these studies.

- The results of the current study were linked to the findings of those previous studies.

THIRD: FORMULATING THE STUDY PROBLEM:

In light of the foregoing and the results of previous studies, which emphasized on the importance of community dialogue in the development field and its relationship to the success of development projects and programs, the current study problem is defined as follows: "To determine the skill level of community dialogue practice among employees of private social

development associations affiliated with the Social Development Center in Diriyah and its relationship to some of their personal variables such as (gender, experience, nature of work, academic specialization, nature of work, academic qualification, and training), and to formulate a conceptual framework to enhance community dialogue practice among employees of private social development associations in a manner appropriate to the conditions and culture of Saudi society.

FOURTH: SIGNIFICANCE OF THE STUDY:

Researchers can summarize the significance of the current study as follows:

Societal Significance: This is represented by

1) Saudi society is currently undergoing a transitional period marked by a series of rapid changes related to social, cultural, economic, and technological trends, etc. While these changes have significant positive impacts, scientific research has also demonstrated some negative consequences, particularly on positive community engagement in local development, this necessitates a re-examination of the factors and variables influencing community dialogue and ways to activate it.

2) This study may enable those in charge of social development associations within the Saudi Ministry of Labor and Social Development to assess the current state of community dialogue practices in these committees and to develop solutions and programs that promote its implementation among staff, thereby ensuring community participation in the programs and projects of such institutions.

Professional Importance: This is reflected in:

3) The numerous specialized scientific studies that have addressed community dialogue in social work in general, and in local development in particular, have been descriptive, without addressing the practical, applied aspects related to the presence or absence of skills among field workers and their application of these skills. This opens the door for further empirical studies aimed at refining and developing these skills among those interested in the field of local development.

4) Social work in general, and community work in particular, focuses on effectively influencing the character, values, knowledge, and behavior of both practitioners and clients. This influence aims to improve their social performance by addressing their problems, modifying their negative attitudes and behaviors, and discovering their capabilities

and potential. The current study can contribute to this by exploring the use of community dialogue in development, given its numerous positive outcomes, as highlighted in previous research.

5) The current study can contribute to the body of scientific knowledge regarding supporting community participation in general, and participation in expressing opinions in particular, within the context of local development.

FIFTH: STUDY OBJECTIVES:

The current study aims to achieve a primary objective: to determine the skill level of community dialogue practice among employees of private social development associations affiliated with the Social Development Center in Diriyah, its relationship to certain personal variables, and their aspirations for developing this skill. This primary objective can be achieved through the following procedural objectives:

- 1) To determine the skill level of community dialogue practice among employees of private social development associations affiliated with the Social Development Center in Diriyah
- 2) Determine the relationship between some personal variables among the respondents and their skill in practicing community dialogue in planning, implementing and evaluating the programs of civil social development associations in Diriyah.
- 3) Reaching proposals to develop the use of community dialogue in planning, implementing and evaluating development programs and projects adopted by civil social development associations.

SIXTH: STUDY HYPOTHESES

The researchers derived their study hypotheses from their modest experiences in the field of local development, and from their knowledge and readings of previous theories and studies related to the topic of community dialogue in the field of development. Accordingly, the main hypothesis of the current study was formulated as follows:

-There are no statistically significant differences between the personal variables of workers in civil social development associations affiliated with the Social Development Center in Diriyah and their community dialogue skills.

The first main hypothesis of the study can be answered by studying the following procedural hypotheses:

- There are no statistically significant differences between the average scores of males and females in the level of community dialogue skill.

- There are no statistically significant differences in the level of community dialogue skills attributed to the social status variable of workers in civil social development associations.

□ There are no statistically significant differences in the level of community dialogue skills attributed to the age variable of workers in civil social development associations.

- There are no statistically significant differences in the level of community dialogue skills attributed to the variable of experience of workers in civil social development associations in the field of local development.

-There are no statistically significant differences in the level of community dialogue skills attributed to the variable of the nature of work (technical/administrative/accounting) for workers in civil social development associations.

- There are no statistically significant differences in the level of community dialogue skills attributed to the variable of scientific specialization of workers in civil social development associations.

-There are no statistically significant differences in the level of community dialogue skills attributed to the educational qualification variable for workers in civil social development associations.

-There are no statistically significant differences in the level of community dialogue skills attributed to the variable of workers in civil social development associations receiving relevant training courses.:

SEVENTH: STUDY CONCEPTS:

1) *The concept of societal dialogue:*

Dialogue, in the sense of engaging in conversation, includes discussion. God Almighty says, "God has certainly heard the statement of the woman who argues with you, [O Muhammad], concerning her husband and directs her complaint to God. And God hears your dialogue; indeed, God is Hearing and Seeing." (Al-Mujadilah: 1)

In Lisan al-Arab, the word "hawr" is defined as: "He was perplexed by his answer, and I was perplexed by his answer, and he did not speak a word. The noun is derived from 'muhawara' and 'tahawar,' and 'muhawara' is a verbal noun, like 'mashura' from 'mushawara' (Ibn Mandour, 2010: p. 61).

Webster's Dictionary defines dialogue as conversation or discussion between two or more people, or understanding or attempting to reach an agreement between two or more people, including the exchange of opinions and ideas in a democratic manner (M. Webster, 1988, p. 350).

A study by Al-Sanad (2013) defines it as "a conversation between different parties, involving research and exploration of diverse perspectives on controversial issues, which can lead to a convergence of viewpoints. It is conducted in an equitable manner among all parties and results in a compromise that satisfies all parties" (p. 1845). In light of the above, researchers consider societal dialogue to be an orientation, a right, and a process that allows for the exchange of differing and converging perspectives on various societal issues. The dialogue participants, with their diverse ideological and intellectual orientations, are engaged equally to achieve the highest possible degree of consensus and the resulting support for joint collaborative work.

From this perspective, a procedural definition of community dialogue within this study can be established as: (a type of positive social interaction through which agreement is reached on shared meanings and ideas among those working in the private social development associations affiliated with the Social Development Center in Diriyah and their local communities. This dialogue encourages all parties to engage in direct discussion about the issues facing their local communities, fostering participation and consultation between the association's staff and community members).

2) *Private Social Development Associations:*

Social development associations are a form of community and voluntary participation in the Kingdom of Saudi Arabia, they operate as social institutions based on convincing citizens of their local communities' needs for growth and development, involving them in identifying their needs and problems, planning necessary reform programs, and providing them with material and moral support for the implementation of these programs and activities. (Ministry of Labor and Social Development, 2019).

Private social development associations are defined according to Article 1 of the Social Development Centers Regulations issued by the Saudi Council of Ministers under Resolution No. (161) dated [date missing]. 11/5/1428 AH, defines them as: "A group of citizens whose purpose is to identify the developmental needs of the local community and work to fulfill them in partnership with the state, represented by the Ministry of Labor and Social Affairs." Alternatively, they are institutions supervised by social development centers that encourage and motivate residents to form them to research the general needs of their regions and local communities and work to meet

them through various development programs proposed by the committees, in which community members contribute both materially and morally. (Ministry of Labor and Social Development website, 2018).

p.14

Based on the preceding discussion, local social development associations can be operationally defined as: "Local development institutions formed by a group of elected volunteer citizens, tasked with representing the residents, proposing programs and projects, identifying financial and human resources, raising awareness, and encouraging community contributions. These associations are located in neighborhoods administratively affiliated with the Social Development Center in Diriyah Governorate, and aim to identify and address the developmental needs of the local community in partnership with and under the supervision of the Saudi Ministry of Labor and Social Development.

EIGHTH: THEORETICAL GUIDELINES FOR THE RESEARCH:

The researcher will address the fundamental theoretical guidelines upon which this research is based and which guide its direction, both in defining the nature of community dialogue and the factors influencing it. As follow:

- 1) Social Exchange Theory.
- 2) The Interactional Model

1) Social Exchange Theory:

One of the pioneers of this theory is Peter Blau, who believes that the primary motivation for an individual's behavior in their interaction with others is intangible or tangible exchange. He also argues that people avoid costly behaviors in their social relationships that do not benefit them (Omar, 2005, p. 184).

Peter Blau believes that through daily interactions between individuals, their positions in the exchange process become clear. This reveals individuals who can provide a service to others, those who have other sources to satisfy their needs, those who do not ask for help despite their need, and those who submit to others in order to receive a reward. Thus, exchange behavior is based on the benefit and reward that an individual receives as a result of an action they perform towards another (Al-Gharib, 2007, p. 303).

Applying the findings of this theory to the current study, it can be said that those working in social development associations are keen to communicate with the local community out of a

desire to serve others, while simultaneously benefiting from their opinions, suggestions, and contributions in planning, implementing, and evaluating the committee's programs. They must take the initiative in this to foster reciprocal behavior with the local community.

2) The Interactive Model:

The interactive model is considered one of the main theoretical frameworks of this study due to the close connection between its data and the social interaction that occurs during various group and community processes.

The interaction process is the general framework within which dialogue and active participation take place among members themselves and between them and the social worker; it is also the primary means of communication that shapes members' behavior and allows each member to express their personality and individuality (Mangrious, 2004, p. 213).

The interactive model consists of (Abdul-Latif, 2002, p. 32):

- 1) The subject of interaction, where the interactive model, when analyzing the interaction process, is linked to a clearly defined specific subject of interest to the members; this subject may be the formation of social relationships among members, or it may be goals the group is attempting to achieve.
- 2) Identification of the fundamental aspects related to the subject of interaction, such as aspects pertaining to social goals and aspects pertaining to problems that may be associated with the subject of interaction.
- 3) Clarity of certain indicators related to the subject of interaction, through statistical measures to gauge the intensity and rates of interaction

(Menkerios, 2004) specified the requirements for this model in (p. 215):

- 1) The necessity of having a goal to be achieved.
- 2) Availability of a meeting on the importance of the goal and the necessity of achieving it.
- 3) That each member is able to realize himself and participate effectively in the dialogue through group activity.
- 4) Accuracy in defining the tasks and roles of each member in an integrated manner.
- 5) The need to appreciate the knowledge, experiences and skills of each member and to emphasize the exchange of opinions, experiences and skills.
- 6) The type of relationships between members and between them and the specialist are considered

basic variables in terms of their impact on interactive activity.

- 7) Analyzing the interaction process in terms of the nature of the participants' behavior and how behavioral aspects are linked to group life situations.

The interactive model within the framework of the current study is useful in linking the skill level of practicing community dialogue with some personal variables among the respondents, as well as the environment in which dialogue and interaction take place, and proposing components for developing the skill of dialogue among workers in private social development associations and graduates of social service in light of the requirements of this model and in a manner consistent with the nature and culture of Saudi society.

Eighth: The methodological strategy of the

Table 1: List of civil social development associations affiliated with the Civil Social Development Center in Al-Dir'iyah.

No.	Committee Name	Region	Address
1	Diriyah Community Development Committee	Riyadh	Al-Diriyah Community Social Development Center
2	Al-Jubaylah Community Development Committee	Riyadh	-Jubailah Center - Al-Jubailah Club
3	Huraymila Community Development Committee	Riyadh	Huraymila
4	Thadiq Community Development Committee	Riyadh	Thadiq - King Abdulaziz Road
5	Al-Maseef Community Development Committee	Riyadh	Al-Masif District, opposite the neighborhood mosque
6	King Fahd District, Community Development Committee	Riyadh	King Fahd District, opposite Taiba Markets
7	Al Izdihar district - Community Development Committee	Riyadh	Tabuk Street - next to Prince Fahd Mosque
8	Al-Nakheel district Community Development Committee	Riyadh	Al-Salloum Street - Building No. 8352
9	Irqah, Community Development Committee	Riyadh	Irqah, behind Irqah Governorate Center
10	Al-Falah District Community Development Committee	Riyadh	Near Dar Al-Uloom Schools
11	Al-Wadi District Community Development Committee	Riyadh	Near Mosque (Uthman bin Affan Mosque)
12	Al-Quraynah Community Development Committee	Riyadh	Al-Qarina, Al-Qarina Governorate Center
13	Hittin District Community Development Committee	Riyadh	Hittin District, Wadi Al-Rumayah Street
14	Al-Rabee District Community Development Committee	Riyadh	East Al-Rabee District, next to the neighborhood park
15	Durma Community Development Committee	Riyadh	Prince Sattam bin Abdulaziz Street, Durma
16	Al-Muzahmiah Community Development Committee	Riyadh	-Andalus District, Prince Mohammed bin Salman Road, Al-Muzahimiyah
17	Thadiq Community Development Committee	Riyadh	King Abdulaziz Road - opposite Al-Mahmal Sports Club

The committees affiliated with the Social Development Center in Diriyah were specifically chosen for the following reasons:

- It is the oldest of the (41) social development centers in the Kingdom of Saudi Arabia. It was established in 1380 AH (1960 CE), before the creation of the Saudi Ministry of Labor and Social Affairs (Social Development Sector, Ministry of Labor and Social Affairs, 2019).
- It has the highest number of social development associations under its supervision, totaling (17) committees.

study:

1) Methodological Approach of the Study:

Based on the foregoing, and in light of the questions that researchers seek to answer and explain through their study, this study falls within the scope of descriptive-analytical studies.

This study also relies on a social survey methodology using a sample of board members and staff at community-based social development associations affiliated with the Community Social Development Center in Al-Dir'iyah.

2) Population and Sample:

The population of the current study consists of (4)members selected from among the staff of the civil social development associations affiliated with the Civil Social Development Center in Al-Dir'iyah, which comprise a total of (17) committees representing the geographical scope of the current study, as detailed below:

- The local communities it serves administratively are diverse, ranging from old urban areas to newly developed urban areas and rural areas. This allows researchers to link the type of community to the community dialogue skills of committee members.

Human Resources: The study was conducted on a sample of(68) individuals from the social development associations affiliated with the Social Development Center in Diriyah and its women's sections, four individuals were selected from each

committee using a systematic sampling method based on the administrative structure of each committee.

Timeframe: This study spanned a total of one and a half years, from January 1, 2018, to May 31, 2019, with fieldwork conducted from January 20 to April 30, 2019.

3) Instruments: This research relied on a primary instrument: a questionnaire measuring community dialogue skills among employees of private social development associations. The questionnaire comprised two main sections:

□ The first dimension: Primary data, including gender, years of experience in the development field, nature of work within the committee, academic specialization, academic qualifications, and training courses.

□ The second dimension : Community dialogue skills scale items, consisting of 40 items, (19) of which were negative and (21) positive.

Designing the scale took five months and followed these steps:

- Defining the scale's concept and the rationale for its design.
- Defining the scale's objective. It is (to identify the degree to which workers in social development associations possess dialogue skills as a general objective, and to determine the practice of this skill in professional work **as a specific objective**).
- Defining the theoretical framework for the variables to be measured, namely dialogue skills and related skills such as communication, coordination, and negotiation.
- Defining the nature and characteristics of the study sample (employees in private social development associations).
- Identifying the sub-dimensions of the characteristic/skill to be measured, drawing on the theoretical framework and relevant previous studies.
- Determining the optimal scale format and method of administration. It was decided that the scale would be a paper-and-pencil test and would be administered individually.
- Identifying available scales that aim to measure the same characteristic to demonstrate the typical format for measuring community dialogue skills and their sub-dimensions, and selecting some phrases from these scales.

- Formulating the units or items in terms of their format, structure, difficulty level, and validity in measuring the intended variable.
- Determining the response format: The researcher decided on a continuous answer choice between alternatives (Yes "always" / No "rarely" / Sometimes).
- Formulating the scale instructions, which are divided into:

Instructions for administerers: A comprehensive explanation of the scale and the skill to be measured, detailed application procedures, time limits, method of recording responses, potential situations encountered during application, and the limits of audible explanations to respondents.¹

Instructions for respondents: Includes several axis such as a simplified overview of the scale, the method of response, and the allotted time.

- Linguistic review of the items and instructions: The scale was reviewed by three professors of Arabic language at Imam Muhammad ibn Saud Islamic University in Riyadh to ensure the clarity of the wording and the participants' correct understanding.
- Presenting the scale to specialists in the field: The scale was reviewed by seven professors specializing in social work and social psychology.
- The first pilot study: The researcher administered the scale to five employees of the social development committees in Al-Falah and Al-Wadi neighborhoods to verify the suitability of the instructions for participants and to estimate the time required, and settling on the optimal order of the items.
- The second pilot study was conducted after the scale was revised based on the results of the first pilot study; it was administered to 10 staff members at social development associations in the neighborhoods of Al-Wadi, Al-Izdihar, Al-Nakhil, and Al-Maseef.
- The scale was applied to the Sample of Codification to verify its validity and reliability as follows:

The reliability of the scale was verified in two ways. The first was the "test-retest method," in which the researcher administered the scale to a group of 10 individuals and then re-administered it to the same group 15 days later. The reliability coefficient was 0.80, which is a statistically

¹ The researchers were assisted in collecting the data by (1) graduate students, and (2) students about to

graduate from the Bachelor's program (specializing in social work).

acceptable reliability coefficient. The second method involved calculating Cronbach's alpha for the scale as a whole, which was 0.85.

The researchers calculated construct validity by calculating the correlation coefficient between each

item and the total score of the scale. Table 2 shows the correlation of each item of the scale with the total score of the scale.

Table 2: Correlation of each item of the Community Dialogue Scale with the total score of the scale (Sample of Codification", N= 15)

M	Correlation Coefficient	M	Correlation Coefficient	M	Correlation Coefficient	M	Correlation Coefficient	M	Correlation Coefficient	M	Correlation Coefficient
1	**0.465	8	**0.514	15	**0.672	22	*0.291	29	**0.597	36	**0.334
2	**0.390	9	**0.658	16	**0.334	23	**0.646	30	**0.491	37	**0.339
3	**0.378	10	**0.487	17	*0.292	24	**0.711	31	*0.292	38	**0.490
4	**0.341	11	**0.643	18	**0.961	25	**0.673	32	**0.468	39	**0.598
5	**0.621	12	**0.617	19	**0.576	26	**0.712	33	**0.461	40	**0.646
6	*0.368	13	*0.367	20	**0.668	27	**0.645	34	**0.711		
7	*0.327	14	**0.488	21	**0.418	28	**0.673	35	**0.645		

As shown in Table (2), the items on the Community Dialogue Scale are statistically significantly correlated with the total score, confirming the internal consistency of the scale items.

Scale Scoring: The scale consists of (40)

statements divided into three groups as follows:

- The answer group sometimes": If the answer to a question is "Sometimes," it is worth two points.
- If the answer is "Yes" or "No," it is scored according to the following table:

Table No. (3), Method of Scoring the Community Dialogue Scale

Question no.	One point	Three points
3,4,6,8,10,13,16,17,18,21,22,24,25,27,28,30,33,34,37	If the answer is yes	If the answer is no

Question no	One point	Three points
1,5,7,9,11,12,14,15,19,20,23,26,29,31,32,35,36,38,39,40.	If the answer is yes	If the answer is no

Categories/Groups	Three points
From 40 to 70	The respondent needs more effort and training to acquire dialogue skills
From 71 to 90	The respondent a capable communicator but needs more training and review
From 91 to 120	The respondent is an excellent communicator; they simply need to address their weaknesses to improve

4) Implementation Procedure:

The study instrument was administered by researchers interviewing respondents directly or electronically via Google Forms for female respondents, were assisted by one graduate student and two undergraduate students nearing graduation, specializing in social work, were also recruited. The application was conducted individually, allowing the researcher and his assistants to control the interview process, ensuring respondents understood the instrument's instructions and how to answer them. Participants were asked to record their responses honestly and diligently. The duration of each interview ranged from 20 to 35 minutes. The field application lasted 100 days. After data collection and review, the data was coded and entered using SPSS software.

5) Used Statistical Methods:

Frequencies and percentages

Arithmetic means and standard deviation -

One-sample t-test to assess the significance of differences among sample members attributable to certain personal variables in relation to their dialogue skills (at the 0.05 level).

- One-way ANOVA to verify the significance of differences between the means of three or more groups in the dependent variable (community dialogue skills).

- Scheffé test to determine the validity of differences between the various study variables and dialogue skills.

- Test of LSD (Protected Least Significant Difference) test for multiple comparisons.

Field Study Results

First: Results related to the description of the study population:

Table No. (4), distribution of respondents according to gender (N=68)

Variable	No	Answer	Frequency	Percentage	Arithmetic mean	Standard Deviation
Type	1	Male	58	85.3		
	2	Female	10	14.7		
Age categories	1	25 for under 30 years old	31	45.6		
	2	30 for under 35 years old	19	27.9		
	3	35 for under 30 years old	11	16.2		
	4	40 for under 45 years old	5	7.4		
	5	45 to 50	2	2.9		
Social state	1	Single	14	20.6		
	2	Married	46	67.6		
	3	Divorced	5	7.4		
	4	Widowed	3	4.4		
Scientific qualification	1	Intermediate	7	10.3		
	2	Bachelor's Degree	50	73.5		
	3	Master's Degree	10	14.7		
	4	Doctorate (PhD)	1	1.5		
Scientific specialization	1	sociology	27	39.7		
	2	Social Work	16	23.5		
	3	Sharia	13	19.1		
	4	Economics	5	7.4		
	5	Fundamentals of Religion	3	4.4		
	6	Media and Communication	4	5.9		
Nature of work	1	Technical	51	75.0		
	2	Administrative	16	23.5		
	3	Accounting	1	1.5		
Years of experiences	1	Less than 4 years	33	48.5		
	2	4 to less than 7 years	20	29.4		
	3	7 to less than 10 years	7	10.7		
	4	10 to less than 13 years	3	4.4		
	5	13 years for more	5	7.4		
Number of training courses	1	Less than 3 courses	5	7.4		
	2	3 to less than 6 courses	47	69.1		
	3	From 6 to 9 courses	16	23.5		
					M ean 6. 44	Devia tion 5.66

The above table reveals the following:

1) **Regarding the gender variable**, the study sample consisted of males (85.3) of respondents compared to females (14.7). This reflects a higher participation rate of males in private social development associations, which may stem from Saudi societal culture that sometimes presents obstacles to women's participation in development work.

2) Regarding the age variable, the average age of the respondents was (31.7) years, indicating that the majority were young. The 25-30 age group was the largest, representing (%45.6) of the respondents, compared to (%2.9) for the 45-50 age group.

3) Regarding the marital status variable, the majority of respondents were married, representing (%76.6).

4) Regarding the educational qualification variable, the table indicates that %73.5 of respondents hold university degrees, while those with master's degrees come in second at (% 14.7). This may reflect the interest of relevant authorities in ensuring that the technical and administrative staff in social development associations are educated and capable of addressing the developmental issues of local communities.

5) Regarding the academic specialization variable, those with a university degree in sociology ranked first at %39.7, followed by social work at% 23.5. Theology came in last at :4.4%, after Sharia, economics, and media and communication.

6) Regarding the nature of work variable, technicians ranked first at %75, followed by administrators at %23.5, and finally, those working

in accounting positions, who did not exceed %1.5 of the respondents.

7) Regarding the variable of years of experience, it is clear that (%48.5) of the respondents did not have more than (4) years of experience in the development field, and this may be related to the fact that the majority of the respondents are young people under (30) years old.

8) With regard to the variable "number of training courses," it is evident that (%69.1) of the respondents had actually received 3 to fewer than 6 training courses in the field of development work, a figure the researcher believes reflects the respondents' interest in the training process, which may be due to the social development associations' own interest in planning and implementing training courses related to development work.

Second: Results related to the skill level in practicing community dialogue among employees of civil society development associations affiliated with the Civil Society Development Center in Al-Dir'iya.

Table 5 shows the skill level in practicing community dialogue among employees of civil society development associations in the study sample (N=68)

No	Scoring categories and their meanings	Frequency	Percentage	
1	From 40 to 70 (The respondent needs more effort and training to acquire dialogue skills)	22	32.4	
2	From 71 to 90 (The respondent is a capable communicator but needs more training and review)	25	36.8	
3	From 91 to 120 (The respondent is an excellent communicator; they only need to work on their weaknesses to improve)	21	30.9	Mean 79.83
	Total	%68	%100	Deviation 17.66

Table 5 shows that the majority of respondents fall into the "competent interviewer" category, meaning they require further training and review; this group accounted for 36.8, while the percentage of those who need greater effort and training to acquire dialogue skills was 32.4%, highlighting the importance of the conceptual framework this study seeks to establish to support this skill among employees of civil society organizations.

Third: Results Related to the Study

Table 6 shows the means, standard deviations, and t-values indicating the differences between the respondents (males and females) on the community dialogue scale (at a significance level of 0.05).

M	Gender	Average	Deviation	Degree (T)	Significance
1	Male	77.79	15.20	0.20	Significance
2	Female	91.70	25.98		

It is clear from the previous table that the score of (T) is greater than (0.05), and therefore we reject the hypothesis of the first study, as the results indicated the existence of statistically significant differences between the respondents in the level of skills for

practicing community dialogue, attributed to the gender variable in favor of females, which means that females are distinguished from males in the level of skills for practicing community dialogue. This is consistent with the study of (Dihian. 1983)

which concluded that women's contribution to the projects of social development centers and their affiliated development associations in the villages affiliated with the Social Development Center in Huwailan is not good compared to men, despite the strict customs and traditions that limit women's participation more effectively

2) Results of the second sub- hypothesis and their discussion:

The hypothesis states, "There are no statistically significant differences in the level of community dialogue skills attributed to the variable of the social status of workers in civil social development associations." To examine this hypothesis, a single variance analysis was performed as follows:

Table No. (7), Results of the one-way analysis of variance (One Way ANOVA) for differences in the study sample's vocabulary answers in the skill level of community dialogue practice according to the marital status variable. At a morale level of (0.05).

No	Marital Status	Arithmetic mean	Standard Deviation	F Value	P Value	Statistical Significance
1	Single	73.57	13.16	2.989	0.037	Statistically Significant
2	Married	77.09	19.55			
3	Divorced	80.92	26.05			
4	Widowed	102.33	13.58			

We conclude from Table (7) that there are statistically significant differences according to the variable of the social status of workers in civil social development associations, as the value of (F) was (2.989) with a probability value less than (0.05), which means that it is statistically significant.

It is also clear from the table that the average value of marital status (widower) is higher than other categories of the marital status variable in the average community dialogue skill, as it reached (102.33) out of (120), which is the highest score on the scale. Followed by the divorced with an average of (92.80), then the married, and both averages indicate the third category on the community dialogue scale, which means that (the widower and the divorced), the majority of them are in the

category of excellent interlocutors, and they only have to review their shortcomings in order to complete them. As for the married and single, their averages on the community dialogue scale reached (77.09) and (73.57) respectively, which indicates the second category on the community dialogue scale, which means respondents from these two categories are capable interviewers who need more training and review.

To determine which of these groups differs from the other, or in other words to determine the valid differences between each category of social status towards the community dialogue skill variable, the researcher used the "LSD" test and the results were as shown in the following table.

Table No. (8), test results "LSD" for differences between marital status categories (at a moral level of (0.05))

No	Marital Status	Mean Difference	p-value	Statistical Significance
1	Single – Married	3.52-	0.542	Not Significant
2	Married – Single	3.52	0.542	Not Significant
3	Divorced – Single	19.23	0.054	Not Significant
4	Widowed – Single	*28.76	0.019	Significant

The above table above, which presents the final comparison between marital status categories in terms of skill level in community dialogue, shows that the statistically significant differences in skill level in community dialogue among employees of social development associations, as determined by marital status, are attributable to the difference between the (widowed) and other age groups, with a significant difference (28.76) compared to the (single) age group, where the probability value (0.019) was less than 0.05. Meanwhile, the differences between the other groups (single,

compared to married; and divorced, compared to single) were not statistically significant, as the probability value values were 0.542 and 0.054, respectively, and in both cases were greater than 0.05.

3) Results and Discussion of the Third Hypothesis:

The hypothesis states: "There are no statistically significant differences in the level of community dialogue skills attributable to the age variable

among employees of private social development associations."

Table 9: Results of the one-way ANOVA for differences in the responses of the study sample regarding the skill level in community dialogue practice according to the age variable. At a significance level of 0.05

No	Age categories	Arithmetic mean	Standard Deviation	F Value	P Value	Statistical Significance
1	25 to under 30 years old	73.97	11.42	4.5621	0.003	Significant
2	30 to under 35 years old	81.11	15.63			Statistically Significant
3	35 to under 40 years old.	82.00	23.56			
4	35 to under 40 years old.	91.40	24.27			
5	45 to 50 years old	117.50	17.65			

Table (9) shows statistically significant differences in community dialogue skills among employees of private social development associations based on the age group variable. The F-value ($F = 4.521$) with probability value is less than (0.05), indicating statistical significance.

The table also shows that the mean scores for the 45-50 age group were higher than other age groups in community dialogue skills, reaching (117.50) out of (120), the highest score on the scale. This is

followed by the 40-45 age group with an average of 91.40. Both averages indicate the highest category on the community dialogue scale, meaning that those aged 40-50 are mostly excellent communicators and only need to address their shortcomings to complete. The remaining age groups fall into the second category on the community dialogue scale, meaning that respondents under 40 are capable communicators who require further training and development.

Table 10: Results of the LSD test for differences between age groups (at a significance level of 0.05).

No	Age Groups	Mean Difference	p-value	Statistical Significance
1	Age Group (1) __ Age Group (2)	7.14-	0.132	Not Significant
2	Age Group (2) __ Age Group (1)	7.14	0.132	Not Significant
3	Age Group (3) __ Age Group (1)	8.03	0.159	Not Significant
4	Age Group (4) __ Age Group (1)	*17.43	0.028	Significant
5	Age Group (4) __ Age Group (1)	*43.53	0.00-	Significant

it is clear from the previous table, which indicates the final comparison between age groups and each other with regard to the skill level of practicing community dialogue, that the reason for the statistically significant differences in the skill level of practicing community dialogue among workers in social development associations according to the age variable is due to the difference between the two groups (45 to 50 years) and (40 for less than 45 years) against other age groups by a significant difference of (43.53) and (17.43) for the age group (25 to less than 30 years), where the probability value was (0.00) and (0.028), respectively, which is less than (0.05) in both cases. While the difference between the other categories was not statistically

significant, as the probability values in all comparisons were greater than (0.05).

Accordingly, based on the above results, we reject the third research hypothesis, which states, "There are no statistically significant differences in the level of community dialogue skills attributed to the age variable of workers in civil social development associations." This may be due to the degree of psychological and social maturity that increases with age until reaching the age of fifty, which in turn is reflected in a person's interactions and social relationships with the surrounding environment, which is proven by many studies and theoretical guidelines.

4) Results of the fourth sub-hypothesis and their discussion:

The hypothesis states that "there are no statistically significant differences in the level of

community dialogue skills attributed to the variable of experience of workers in civil social development associations in the field of local development."

Table No. (11), results of the single variance analysis (One Way ANOVA) of the differences in the study sample's vocabulary answers at the skill level of community dialogue practice according to the variable (experience). t significant level of (0.05).

No	Years of experience in development work	Arithmetic Mean	Standard Deviation	F value	P- value	Statistical Significance
1	Less than 4 years	73.67	2.16	3.562	0.011	Statistically Significant
2	4 to less than 7 years	82.15	15.50			
3	7 to less than 10 years	83.57	21.41			
4	10 to less than 13 years.	88.67	26.43			
5	13 years and more	100.60	28.61			

It is clear from Table (11) that there are statistically significant differences in community dialogue skills among workers in civil social development associations according to the variable of the respondents' years of experience in the development field, where the value of ($F = 3.562$) came with a probability value less than (0.05), which means that it is statistically significant.

It is also clear from the table that the average value of those with more experience (13 years and over) is higher than the other categories of the variable of years of experience for the respondents in the average community dialogue skill, as it reached (100.60) out of (120), which is the highest score on the scale. It is an average that indicates the highest category on the community dialogue scale,

which means that (those with more than 13 years of experience in the field of development work) are mostly in the category of excellent interlocutors and they only have to review their shortcomings in order to complete them. As for the rest of the less experienced respondents, they fall into the second category on the community dialogue scale, which means that they are capable interlocutors who need more training and review. This is consistent with the findings of the study (al Sayiad ,2012) which indicated that among the most prominent factors supporting the success of community dialogue as a mechanism for making sound decisions is (the presence of council members with experience in this field).

Table No. (12), test results "LSD" for differences between the years of experience of the respondents (at a significant level of (0.05)

No	Years of Experience	Mean Difference	P-value	Statistical Significance
1	Less than 4 years __ 4 to less than 7 years.	8.48-	0.073	Not Significant
2	4 to less than 7 years __ Less than 4 years	8.48	0.073	Not Significant
3	7 to less than 10 years __ Less than 4 years	9.90	0.153	Not Significant
4	10 to less than 13 years __ Less than 4 years	15.00	0.135	Not Significant
5	13 years and more __ Less than 4 years	26.93	0.001	Significant

The above table, which presents the final comparison between the different age groups (years of experience) regarding their skill level in community dialogue, reveals that the statistically significant differences in community dialogue skills among employees of social development associations stem from the difference between the 13 year age group and other age groups. This difference was statistically significant (26.93) compared to the less than 4\year age group, where the probability value (0.001) was less than (0.05).

However, the differences between the other age groups were not statistically significant, as the probability values in all comparisons were greater than (0.05).

Therefore, based on the preceding results, we reject the fourth research hypothesis, which states, "There are no statistically significant differences in the level of community dialogue skills attributable to the variable of years of experience among employees in private social development associations."

5) Results and Discussion of the Fifth Sub-Hypothesis:

The hypothesis states, "There are no statistically significant differences in the level of community dialogue skills attributable to the variable of job

type (technical/administrative/accounting) among employees in private social development associations." After statistically processing the data, the researcher obtained the results shown below:

Table (13), Results of the One-Way ANOVA for the differences in the responses of the study sample regarding the skill level of practicing community dialogue according to the variable (job type). significant level: 0.05.

No	The nature of the work	Arithmetic Mean	Standard Deviation	F value	P- value	Statistical Significance
1	Technical	82.80	18.41	3.123	0.051	Statistically not significant
2	Administrative	63.70	11.612			
3	Accounting	75.00	0.523			

Table (13) shows that there are no statistically significant differences in the community dialogue skills of employees at community-based social development associations based on the nature of their work, as the probability value ($p = 3.123$) is greater than 0.05, meaning it is not statistically significant.

As shown in the table, the means among the respondents are similar according to the nature of their work. Those engaged in technical work ranked first in average community dialogue skills, with a score of 82.80, followed by those engaged in accounting work with an average (75), and finally those engaged in administrative work with an average of (70.63) out of (120), which is the highest score on the scale. All these averages indicate the second category on the social dialogue scale,

meaning they are competent conversationalists who require further training and review.

Therefore, based on the above results, we accept the fifth research hypothesis, which states: "There are no statistically significant differences in the level of community dialogue skills attributable to the nature of work variable among employees in civil society social development associations."

6) Results and Discussion of the Sixth Sub-Hypothesis:

The hypothesis states: "There are no statistically significant differences in the level of community dialogue skills attributable to the variable of academic specialization among employees in civil society social development associations." After statistical analysis of the data, the researcher obtained the results shown below:

Table (14), results of the one-way ANOVA for differences in the responses of the study sample regarding the skill level in practicing community dialogue according to the variable (academic specialization). At a significant level of (0.05).

No	The academic specialization of the study sample	Arithmetic Mean	Standard Deviation	F value	P- value	Statistical Significance
1	Sociology	80.4	15.70	2.532	0.038	Statistically Significant
2	Social Work	90.31	23.64			
3	Sharia	77.75	11.87			
4	Economics	75.62	10.43			
5	Fundamentals of religion	66.67	15.28			
6	Media and communication	65.60	9.40			

Table (14) reveals statistically significant differences in community dialogue skills among employees of private social development associations based on the respondents' academic specialization. The F-value ($F = 2.532$) is less than 0.05, indicating statistical significance.

The table also shows that social work graduates scored higher than other respondents in community dialogue skills, reaching 90.31 out of 120, the highest score on the scale. This indicates that most social work graduates working in non-governmental social development associations are

excellent communicators and need only address any shortcomings to complete. Graduates of sociology, Sharia, and economics fall into the second category on the community dialogue scale, indicating they are capable communicators but require further training and development. Graduates of Islamic theology and media and communication ranked lower, placing them in the third category of skill levels for practicing community dialogue (40 to less than 70), suggesting they need greater effort and training to acquire this skill. Therefore, based on the preceding results, we

reject the sixth research hypothesis, which states, "There are no statistically significant differences in the level of community dialogue skills attributable to the academic specialization of employees in non-governmental social development associations, in favor of graduates of social work in particular and social sciences in general." The superiority of social work and sociology graduates in possessing community dialogue skills may be consistent with the findings of the study by Al-Qabbani and Al-Yahya (2019), which showed statistically significant differences at the 0.05 level between the responses of the study sample members studying at the Faculty of Science and Humanities and those studying at other faculties included in the study. Furthermore, the results of the study by Al-Banin (2018) indicated that social workers are the most

frequent practitioners of community dialogue in planning and implementing the activities and programs offered by the Social Development Center in Barqan, Libya, to achieve local development and assist beneficiaries in accessing appropriate services, which supports the results of the preceding table.

7) Results and Discussion of the Seventh Sub-Hypothesis:

The hypothesis states: "There are no statistically significant differences in the level of community dialogue skills attributable to the educational qualification variable among employees of private social development associations." After statistical analysis of the data, the researcher obtained the results shown below:

Table 15: Results of the one-way ANOVA for differences in the responses of the study sample regarding the skill level in practicing community dialogue according to the variable (educational qualification) at a significant level of 0.05.

No	Academic qualification	Arithmetic Mean	Standard Deviation	F value	P- value	Statistical Significance
1	Intermediate	70.86	13.41	5.231	0.003	Statistically Significant
2	University	77.60	15.11			
3	Master's	93.40	22.37			
4	PhD	118.00	0.011			

It is clear from the special table (15) that there are statistically significant differences in community dialogue skills among workers in civil social development associations according to the academic qualification variable, where the value of ($F = 5.231$) came with a probability value less than (0.05), which means that it is statistically significant.

It is also clear from the table that the average value of doctoral holders is higher than other qualifications, as the average community dialogue skill for this category of respondents reached (118) out of (120), which is the highest score on the scale. They are followed by master's degree holders with an average of (93.40), and both averages indicate the highest category on the community dialogue scale, which means that the majority of workers in private social development associations who hold doctorates and master's degrees are excellent interlocutors and only have to review their shortcomings in order to complete them. As for bachelor's degree holders and those with

intermediate education, they fall into the second category on the community dialogue scale, which means that they are capable interlocutors who need more training and review.

Accordingly, based on the above results, we reject the seventh research hypothesis, which states, "There are no statistically significant differences in the level of community dialogue skills attributed to the educational qualification variable for workers in civil social development associations."

8) Results of the eighth sub-hypothesis and their discussion:

The hypothesis states, "There are no statistically significant differences in the level of community dialogue skills attributable to the variable of employees in private social development associations having received relevant training courses." After statistically processing the data, the researcher was able to obtain the results shown below:

Table (16), Results of the One-Way ANOVA for the differences in the responses of the study sample regarding the skill level of practicing community dialogue according to the variable (number of training courses). At a significant level of (0.05)

No	Number of training courses	Arithmetic mean	Standard Deviation	F value	P- value	Statistical Significance
1	less than 3 courses	71.81	13.27	6.669	0.002	Statistically Significant
2	3 to less than 6 courses	76.30	15.87			
3	6 to 9 courses	92.69	18.31			

Table (16) reveals statistically significant differences in community dialogue skills among employees of private social development associations based on their participation in development work-related training courses. The F-value ($F = 6.669$) a probability value is less than 0.05, indicating statistical significance.

The table also shows a higher average score for those who participated in more training courses compared to their colleagues in the average score reached 92.69 out of 120 for those who completed 6

to 9 courses, the highest score on the scale. This average indicates the highest category on the community dialogue scale, meaning that most of them are excellent communicators and only need to review their existing skills to address any shortcomings. The remaining respondents, who participated in fewer training courses (5 courses or less), fall into the second category on the community dialogue scale, indicating that they are competent communicators who require further training and review.

Table (17), results of the "LSD" test for differences between the number of training courses related to the development field (at a significance level of (0.05))

No	Number of courses	Mean difference	P-value	Statistical Significance
1	Less than 3 courses --- 3 to less than 6 courses	4.50-	0.560	Not significant
2	3 to less than 6 courses --- Less than 3 courses	4.50	0.560	Not significant
3	6 to 9 courses --- Less than 3 courses.	20.89	0.015	Significant

The preceding table, which presents the final comparison between the categories (number of training courses) regarding their skill level in community dialogue, reveals that the statistically significant differences in community dialogue skill levels among employees of social development associations stem from the difference between the two categories (6 to 9 courses) and other age groups, this difference is statistically significant (20.89) compared to the category (less than 3 courses), where the probability value (0.015) is less than (0.05). However, the difference between the other categories was not statistically significant, as the probability values in all comparisons were greater than (0.05).

Therefore, based on the aforementioned results, we reject the eighth research hypothesis, which states that "there are no statistically significant differences in community dialogue skill levels attributable to the variable of the number of training courses completed by employees of private social development associations." This finding supports the recommendations of the study by Awad (2016), which presented a set of proposals to activate the use of community dialogue mechanisms and promote a culture of

self-marketing within civil society organizations. Foremost among these proposals was the training of board members and staff of these organizations. This training in community dialogue skills, as outlined in the study, included instruction in negotiation, mediation, and counseling techniques. It also recommended organizing regular community dialogues to support the use of community dialogue skills by staff in development institutions within their professional practices.

Fourth: Related results to the most important factors affecting community dialogue in the development field:

Qualitative analysis of this dimension revealed that the most prominent factors negatively impacting the practice of community dialogue are (in order):

- Personal factors (related to staff in development associations): These included (some lacking conviction in the usefulness of dialogue with the community, and a lack of competence and ability to manage dialogue), respectively.

- Cultural factors (related to community culture): These included negative reactions from some individuals during dialogue, a lack of self-confidence among some parents preventing them from participating in group discussions about community issues, doubts among parents about the effectiveness of community engagement, reservations among some (especially women) regarding participation in

community dialogue, impatience for dialogue outcomes, and shyness among some female employees or beneficiaries.

- Organizational factors (related to the nature of work in private social development associations): These ranked last in importance, consistent with the findings of the Al-Suwayan (2015) study. They included work pressures and time constraints, and inadequate marketing of social development association services, leading to a lack of community awareness about their services and activities.

Fifth: The study's general findings, which are divided into three parts:

Part One, Related Results to the Study Hypotheses, included the following:

- There are statistically significant differences among respondents in their community dialogue skills based on gender, favoring females. This aligns with the study by Al-Dahian (1983).

- There are statistically significant differences in community dialogue skills based on marital status for working in private development associations, favoring widows.

- There are statistically significant differences in community dialogue skills based on age, for working in private development associations favoring older individuals.

- There are statistically significant differences in community dialogue skills based on years of experience, for working in private development associations favoring those with more experience. This aligns with the study by Al-Sayed (2012).

- There are no statistically significant differences in community dialogue skills based on the nature of work for employees in community development associations.

- There are statistically significant differences in the level of community dialogue skills attributable to the academic specialization of employees in private social development associations, favoring graduates of social work in particular and social sciences in general. This supports the findings of the studies by Al-Qabbani & Al-Yahya (2019) and Al-Banin (2018).

- There are statistically significant differences in the level of community dialogue skills attributable to the educational qualification of employees in private social development associations, favoring those with doctoral and master's degrees.

- There are statistically significant differences in the level of community dialogue skills attributable to the number of training courses completed by employees in private social development associations, favoring those who have completed more training courses.

This supports the findings of the study by Awad (2016).

Part Two: Related Results to the Conceptual Framework for Enhancing Community Dialogue Practices Among Employees of Private Social Development Associations, in Accordance with the Conditions and Culture of Saudi Society:

1) Theoretical Guidelines of the Proposed Conceptual Framework:

The proposed conceptual framework is based on the mediation approach, the networking approach, the life approach, the negotiation approach, the empowerment approach, and the consultation approach.

2) The Objective of the Proposed Conceptual Framework:

The objective of this proposed conceptual framework can be summarized as (enhancing community dialogue practices among employees of private social development associations, in accordance with the conditions and culture of Saudi society).

3) Community Conditions Requiring Modification:

The results of this study revealed some shortcomings in the practice of community dialogue within local social development associations. This, in turn, affects these committees' ability to achieve their developmental goals, for which they were established, given that community participation is the core philosophy of these institutions.

4) Strategies that can be adopted to enhance the practice of community dialogue:

- Communication Strategy: This strategy involves activating new mechanisms for more effective communication with residents. This can be achieved through: (Social development centers adopting the idea of establishing accredited networks for communication between local social development associations and residents, and providing a hotline for each local social development association committee to answer beneficiaries' inquiries).

- Education Therapy Strategy: This strategy involves fostering and encouraging friendships among citizens to create a suitable environment for healthy community dialogue. Furthermore, their participation in community dialogue can be a means of strengthening citizens' self-confidence.

- Behavioral Change Strategy: Participation in group dialogue sessions is a powerful tool for changing negative behaviors that prevent some

individuals from expressing their opinions on community issues. Therefore, attention should be paid to both individual and group community dialogue, not limiting one form of dialogue to another.

- Staff Supplement Strategy: This involves attracting popular volunteers and staff members to participate in the work of local social development associations. The study's findings also emphasized the importance of achieving gender balance in the selection and nomination of staff members to overcome communication challenges with the opposite sex in local communities. Furthermore, the study demonstrated their superior ability to engage in community dialogue, and the need to recruit experienced individuals in the field of development work should be considered.

- Cooptation Strategy: This strategy aims to integrate citizens, especially influential ones, into local social development associations. It emphasizes communication, establishing channels of dialogue with them, and involving them in planning the programs and activities of these organizations to prevent any hindering expectations.

- The education and training strategy aims to raise the capabilities of workers in civil social development associations to manage individual and group dialogue sessions by training them in civil social development associations on the practice of community dialogue and the skills associated with it.

5) Proposed Professional Tactics for Enhancing Community Dialogue Practice:

The aforementioned strategies can be implemented through several tactics, including (joint workshops, group discussions and dialogues, education, direct communication, and persuasion).

6) Proposed Professional Roles for Enhancing Community Dialogue Practice:

- Facilitator role: Encouraging staff in social development associations to establish cooperative relationships with the local social development committee.

- The role of the therapist: Addressing obstacles faced by staff in local social development associations in engaging in community dialogue at all levels and in all its forms.

- Instructor role: Guiding beneficiaries through various communication channels with local social development associations.

- Educator role: Teaching staff in local social development associations the fundamentals of effective community dialogue, training them in all

related skills, and helping them understand the community and its problems.

- Liaison officer role: Establishing communication channels between the local social development committee and the surrounding community (individuals and institutions).

7) Tools that can be used to enhance community dialogue:

These include (committees, participatory rapid research, seminars, self-help groups, individual and group interviews, and various social media applications).

8) Skills required to enhance community dialogue:

These include (persuasion skills, communication skills, influence skills, and coordination skills).

9) Principles underpinning the proposed framework for enhancing community dialogue:

These include (the principle of participation, the principle of stimulation, and the principle of consulting experts).

Part Three: Recommendations:

In light of the study's findings and the resulting conceptual framework within the context of the Saudi environment, this framework still requires detailed administrative mechanisms for implementation.

Therefore, this study offers a number of recommendations, the most important of which are:

- Designing and implementing integrated training programs to enhance the efficiency of staff working in private social development associations in practicing effective community dialogue.

- Ensuring that social development centers fulfill their supervisory roles in the periodic dialogue sessions of their affiliated private social development associations and focusing on continuous performance evaluation.

- Utilizing modern technology and social media to promote dialogue sessions.

- Analyzing the internal environment of private social development associations to identify strengths, weaknesses, opportunities, and threats to effective community dialogue.

- Developing new mechanisms to ensure effective social marketing of the activities and services of private social development associations.

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