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Efforts Towards Achieving Sustainable Development Goals in Light of National Strategy "Jordan's Vision 2025": Reality and Challenges

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Abstract

Objective: The study aimed to identify the efforts of Al-Ahliyya Amman University towards achieving sustainable development goals in the light of the national strategy" Jordan Vision 2025", as well as the obstacles facing the University in this from the point of view of the faculty members working in it, and examine the differences between the responses according to the different variables of the demographic study. Methodology: The study adopted the content analysis approach by collecting and reviewing reports and records related to the activities and works organized and sponsored by the University from 2017 to 2021,and descriptive and analytical approach, where a questionnaire was prepared consisting of (20) items, and distributed through Google Forms to a sample of (208) faculty members. Results: The results of the study showed that the university has an active role in achieving the goals of the United Nations Sustainable Development, specifically with regard to the goal of education, and the study also showed that there are some obstacles that hinder the achievement of sustainable development goals at the University with an average degree of appreciation. The results also showed that there are no statistically significant differences between the responses of the study sample regarding the fields of study according to the different demographic variables (gender, college, job title, and the number of years of work at the University.

Keywords: Al-Ahliyya Amman University; Jordan, Development, Jordan Vision 2025, Obstacles, Sustainable Development Goals

1. Introduction

The Universities are the main motor for development in all fields and a guiding force for sustainability and its outputs. They are the main motor for the economic, social, environmental and political sectors (Sady et al.2019). therefore, the universities, through activating their main functions, such as education, scientific research, society service and issues, have a big and essential role in meeting the sustainable development requirements for the current and future generations to ensure the society's sustainable development, avoid the risks related to depletion of the natural resources, environment pollution and the risk that the current generation seize all the resources, or deprive the future generations from them taking into consideration the future generation's needs. (Arocena and Sutz, 2021).

Exploring the universities goals and functions would indicate that their achievement is a requirement for the sustainable development. When the UN has first announced its intention to launch a sustainable development agenda in (1992), covering a wide scope of development related issues, the interest in sustainable development has increased enormously, as the term began to be used within the universities policies in (2005). Then the concept became more detailed and spread widely in (2008) (Mujahid 2021). Based upon the aforesaid, (Zhao et al 2021) has indicated that the modern universities are the first defense line of sustainability and that their role in achieving the sustainable development is the most advanced strategic option for the administrative and academic leaderships, because the universities are changing rapidly and becoming more complex. Therefore they should search for a new philosophy, alternative approaches and methods to enable them to perform their functions and developmental role, so that investment in education would become cost effective with all its dimensions.

Therefore, the public and private universities are confronted with a challenge, i.e, how to achieve a balance between their three main functions in the best manner, and protection of the environment, society and natural resources without affecting them (Tien et al 2020). The challenge required more efficient strategic methods, based upon quality and distinction in the institutional performance and a comprehensive transformation in the policies, plans, goals, functions and processes in this regard to achieve the UN Sustainable Development Goals (SDGs) (Ogachi et al 2021). So, in order to activate this, the universities should endeavor to lay down sustainable development programs within their academic curricula and strongly support the applied and practical orientation towards the sustainable development through meeting in current needs, without affecting the future generations right to satisfy their own needs (Abdul-Muti and Mahfouz, 2018). This goes in line with the opinions of (Wakkee et al 2019) (Blasco et al 2021) who confirmed that in order to reinforce the sustainable development goals as an effective methodology by the part of the universities leaderships, the universities should enter the sustainability concept within their key performance indicators (KPIs) and adjust their outputs and results. Their programs and curricula should even be oriented towards serving the whole sustainability dimensions. (Klavins 2021) confirmed that the lack of interest in sustainability will weaken the universities ability to ensure high learning and teaching quality.

Therefore, the universities play an important role in the achievement of the sustainable development goals, orientation, institutionalization and engaging them at their curricula, roles, outputs and strategies to serve the society along with the other society institutions (Boussaha and Bahous, 2009). This is done through linking the university research and curricula with the administrative practices to achieve and integrate the sustainable development in all administrative and learning processes, in addition to handling the political and economic challenges poverty, environment and unemployment issues confronted by the society in order to settle them through an applied approach. (Al-Shetty, 2020). In this context, El-Sherbini (2024) emphasizes the importance of the university's role in achieving sustainable development goals in its three dimensions— environmental, economic, and social—through the employment of strategic management; based on administrative performance indicators and leadership methodology, as well as the management of

financial, human, material, and technological resources.

(Onyide, 2021) and (Iigov et al, 2021) have confirmed the importance to show the universities role as a partner with the civil society organizations (SCO) to achieve the sustainable development goals. In 2016, a conference was held to classify sustainability at the universities to trace and evaluate the university role to achieve sustainability. (Chankseliani and McCowan 2021) have also confirmed that the universities should be involved to apply the sustainability thought through graduating generations of students who are aware of the sustainable development principles and goals, taking into account the economic issues related to the unemployment and poverty within the curricula, including some political concepts at all specializations via the university's obligatory subjects, in addition to applying and teaching new approaches to develop the research skills and initiatives, in addition to inclusion of the environmental concepts within the university curricula, such as the environmental and climate change, support and encourage academic research in this field in all programs. (De lima et al 2021).

The universities, however, have only recently started to tackle the sustainability issues, because the pioneer and successful comprehensive transformation towards sustainability is limited. The universities are still facing several obstacles, whether at the level of University Function or Management. This has been confirmed by study made by (Khawaldeh 2016) and (Tarawneh and Abu Hamdian 2020). And the study by Al-Fahl (2023)The reasons is that the universities are not sufficiently prepared to deal with sustainability, let alone the insistence on the traditional administrative approaches and dictation – based traditional teaching methods. The curricula fall short of the modern age requirements and variables, as the excellence criteria is still represented by grade obtained by the student, even though it is not really the case, in addition to the low research level at the universities because of the limited budget allocated for production of distinguished research papers and the research production linkage to the promotions. So, developing this field in the private universities falls short of aspiration while the appropriate atmosphere for research and creativity is lagging behind.

(Al-kemim and Arshan 2020, Alamri, 2019, Kurd, 2018 and Abbas, 2021) have confirmed that many faculty members in the universities, especially private universities, suffer from instability, so, many of them have left to other countries while others tried to transfer from one to another university. So, this has greatly affected their research activities, relation with their students and contribution to the sustainable development on academic and research level.

In reviewing the previous studies, it has been found that achieving all sustainability goals will promote the University status to become distinguished at the international level, This is what the results of El-Sherbini's (2024) study concluded, which found that adopting sustainable development goals in Egyptian universities benefits the country and improves the universities' rankings in international classifications. The university has focused on achieving many goals such as gender equality, quality education, and good health. The least achieved goals were eradicating poverty, sustainable consumption and production, and peace, justice, and strong institutions. And according to study made by (Zhao et al 2021) on the Chinese Universities. He confirms that the sustainable development is the main motor for the research and academic policies and that the support given to the Chinese Universities in the research field upgraded them to become internationally renowned. Another study made by (Al-Barawi et al 2021) on Al-Mansora University, Egypt has also shown that the most serious obstacles that hinder the university's role to achieve sustainable development is the weak budgets, non-allocation of an independent budget to scientific research, the unbalanced orientation by the university in the field of theoretical research at the expense of applied ones and the unsuitable educational programs to cover the labor market needs due to the weak relationship between the university and private sector and weakness of the infrastructure. This goes in line with the results of a study (Alamri and Alorainni 2020) made on Saudi Governmental Universities that showed the most serious obstacles hindering the academic leaders role to transfer into sustainable development, and sustainability are the weak financial and moral motives, big administrative burdens on academic leaders and administrators and the restraints imposed by some laws and

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university bylaws.

Nasr's (2024) study also showed that the most important requirements for the strategic transformation of Egyptian universities towards sustainability are having an institutional vision and mission that are significantly and clearly linked to sustainability, integrating sustainability aspects into the university's planning and operations, and restructuring organizational structures, administrative processes, and operational activities conducted by the university.

Another study (Al-Ardan 2020) highlighted the most important requirements to develop sustainability awareness at the universities, i.e., the organizational culture, societal and environmental responsibility, material and human resources, investment sustainability, leadership sustainability of others and the strategic distribution, whereas (Al-Shetty 2020) study, made from administrative leadership viewpoint, Al-Qassim University, Kingdom of Saudi Arabia has shown that achieving compatibility between the Higher Education outputs and sustainable development requirements depends upon raising the qualitative level of graduates, quality of the training programs offered to the society institution scientific consulting and projects, symposiums and conferences organized by the University.

Another study (Sady et al 2019) made on Polish Governmental Universities has shown that forming a framework, plans and educational programs related to the sustainable development to achieve social, economic, research –based, political and environmental sustainability and developing qualified capacities towards the sustainable development through the official education, are the most important requirements that contribute to reinforce the role of the university educational programs to achieve sustainable development. Another study (Wakkee et al 2019) made on Dutch Universities has shown that the universities are a motivating force for a more sustainable world, through preparing comprehensive programs related to teaching, research, students participation at the promising initiatives and sustainable activities on the local levels, offering educational programs, awareness and designing instruments to provide them with the main strategies to help the university transform itself into a sustainable one.

In Jordan, more the (100) years after the foundation of the Jordanian state, the Higher Education Council has issued an agenda within the national strategy (Jordan vision 2025) that contains adopting of the general framework to develop the Jordanian Universities requirements, including introduction of new subjects on sustainability to consolidate and develop the graduates to be in line with labor market. So, the governmental and private Jordanian Universities endeavor to achieve the sustainable development goals (SDGs) and integrate them in their functions and strategic plans is an evidence that they are committed to the UNSDGs and vision for the year 2030. This is evidence through the ranking of the Jordanian Universities, especially the Times Higher Education World University Ranking (The Impact Raking 2021) whereby the universities role to develop the society and drawing of sustainable development related policies are evaluated (Hammoury 2021). Al-Ahliyya Amman University, since its establishment in 1990, has obtained a high rank at the Times classification (The Impact Ranking 2021), as it ranked 401-600 internationally, third locally and first at the level of private universities. This study was prepared to review Al-Ahliyya Amman University efforts as being the First Private University in Jordan to achieve the sustainable development goals in light of Jordan vision 2025.

2. The Research Problem

Despite the increased international transformation into the sustainable development both inside and outside the higher education establishments, the concept at the Universities is still emerging and new, while it is still early to apply it in practice (Alamiri and Alorainni 2020).

The interest in sustainable development at the universities has, however, noticeably increased in the recent years. The term "sustainability" has become part of the universities policies. Therefore, the governmental and private Jordanian Universities began to respond to the UN sustainable development goal (SDGs) through adopting these goals within their policies and strategies, because

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the universities management weak interest in transformation towards the sustainable development will inevitably lead to weakening their ability to do their basis functions. Therefore, this is considered as a reason for the increased interest in the sustainable development (Tien et al. Onyido 2021, 2020).

Despite this interest, any observer to the real situation of the Jordanian Universities, especially the private ones, including Al-Ahliyya Amman University would find that they suffer a lot because the experience has been gained only recently, so the role played by Al-Ahliyya Amman University to achieve the sustainable development goals is still limited and in its initial phases, due to the rapid political obstacles and the difficult economic conditions, especially after Covid-19 pandemic and its consequences and the weak higher education quality resulting therefrom as it is the case with all other sectors. The experience has also not considered the applied aspect and its dimensions, as the universities focus on quality criteria and academic accreditation at the expense of sustainable development goals, because such achievement needs a clear-cut strategic vision for sustainability, let alone the related costs. Based upon the aforesaid, as there is only a limited number of local studies, which focused on this matter, we have initiated this study to review the role aspired to be achieved by Al-Ahliyya Amman University towards the sustainable development goals and the relevant obstacles.

3. The Study Questions

The study questions are as follows:
1. How Al-Ahliyya Amman University has contributed to achieve the UNSDGs?
2. What are the obstacles facing Al-Ahliyya Amman University to achieve the sustainable development goals from the viewpoint of the faculty members?
3. Are there statistically significant differences at the level of (a = 0.05) between the average responses of the study sample regarding the obstacles faced by Al-Ahliyya University to achieve sustainable development goals according to the different demographic variables, such as gender, faculty, job title and number of years of work at the University?

3.1 The goals of the study:

Following are the goals of the study:
1- Defining Al-Ahliyya Amman University efforts towards achieving the UNSDGs in light of the national strategy "Jordan vision 2025".
2- Defining the obstacles facing Al-Ahliyya Amman University towards achieving the sustainable development from the viewpoint of faculty members.
3- Submitting recommendations to serve the university's future orientations to consolidate the sustainability principles, indications and criteria and integrate them in the administrative and academic work.

3.2 The study importance:

The theoretical importance of this study stems from its subject matter, as the sustainable development has become urgent for the contemporary universities and a basic development requirement with all its dimensions. The study is also important due to the results which can be of benefit to the following parties:
1- Ministry of Higher Education and Higher Education establishments to reconsider its strategy, plans, programs, philosophy and the followed patterns of management to define its needs to improve and reinforce the higher education sustainability, review and define the curricula to reflect the updated scientific concept regarding the sustainable development and re-orient the educational policies to offer life-long learning and research quality.
2- The University presidents and academic leaderships to define the obstacles that preclude the activation of the Jordanian Universities role to achieve sustainable development goals,

define and limit the weakness points and take the necessary precautions to overpass the obstacles and the related requirements, such as developing or changing some basic functions of the universities.

3- The faculty members to consolidate their role to spread the sustainable development culture and applications inside and outside the University.

4- The students, to enrich their scientific knowledge in the field of sustainable development and raise their awareness about the sustainable development dimensions and goals.

5- To consider this study as a launching point for other studies in the same field and other Jordanian Universities.

3.3 The method and procedures:

The study approach: The study adopted the content analysis approach of the registers, reports, plans and strategy issued by the University and the descriptive analytical approach because it is suitable for the study goals.

The study group and sample: It consists of all faculty members working in the scientific and humanities faculties of Al-Ahliyya Amman University for both first and second semesters, academic year 2021/2022 (About 300 faculty members, full time work). The study sample consisted of (208) questionnaire, chosen upon simple random manner. The questionnaire was distributed electronically to the e-mail of each faculty member in addition to the social media platforms. Table (1) explains the distribution of the study sample according to its variables.

Table 1: The study sample characteristics according to the demographic variables.

Variable	Category	Number	Percentage %
Sex	Male	154	69.7
	Female	63	30.3
Faculty	Scientific	82	30.4
	Humanities	126	60.6
Job title	Academic	163	78.4
	Administrative academic	45	21.6
No. of years of work at the university	-5 years	61	29.3
	5-10 years	57	27.4
	More than 10 years	90	43.3

Table (1) shows that most of the sample is male (69.7%) from Humanities faculties (60.6%), have academic title (78.4%) and work at the University for more than (10) years (43.3%).

3.4 The study Instrument:

A questionnaire has been prepared, based upon previous studies, such as those made by (Al-Barawi et al 2021, Zhao al 2021, Abu Hamidan 2020, Tarawneh, Al-Amri and Alorrainni 2020) in addition to the researcher's experience in this field. The questionnaire included two parts, the first related to the personal data while the other contains (20) items related to the obstacles facing the sustainable development.

3.5 The validity and reliability evidence:

The face validity has been adopted, as the questionnaire has been initially submitted to (8) arbitrators who are experienced in education principles, educational management, measurement and evaluation to confirm that the items are suitable and clear. Their notes have been taken into consideration and

an approval of (80%) and more has been approved as evidence for the item validity. The instrument was revised in light of the arbitrator's proposals, through re-formulation and amendment of some item contents. Three items have also been deleted, so the final questionnaire contained (20 items).

In order to be sure that the questionnaire is reliable, the internal consistency coefficient has been calculated according to (Cronbach Alpha) in split-half procedure. So, the reliability average was (0.90) according to Cronbach Alpha and (0.89) according to split-half procedures, i.e, an elevated and acceptable consistency coefficient for the study purposes.

3.6 The study procedures:

After defining the study sample, validity and reliability were checked, while official approval of the university presidency has been obtained to facilitate the researcher's mission. The questionnaire has been electronically distributed to the study sample through Google Forms, while the data were transferred to SPSS/ 28 program to analyze and discuss the results statistically.

4. The Study Results and Discussion

4.1 Question (1): How has Al-Ahliyya Amman University contributed to achieve the UNSDGs?

The reports and registers related to the activities and works organized and sponsored by the University for the period (2017-2021) have been collected and reviewed. The content of the memoranda of understanding, conferences, symposiums, work papers, projects, custodianships, study programs, plans and activities during that period have also been analyzed. So, it was confirmed that the University has exerted big efforts to achieve the UNSDGs, including, but not limited to, the following:

4.2 SDG1: Elimination of poverty:

Many scholarships or a (50%) discounts have been granted to the children of teachers and workers of the Ministry of Education who wish to join the University and who obtained an average of (85%) or more. Many charitable initiatives have also been organized, such as "The winter with us is warmer", "the warm winter" to distribute blankets and heaters at the beginning of each winter for the poor families, orphans, disabled children all over the Kingdom, servants and cleaners working in the University.

Initiatives to raise donations have also been organized for people with special needs and orphans with visits to the care and rehabilitation centers and orphan establishments. Gifts and wear were distributed to the poor children while a place at the University square was reserved to sell products so as to allocate the revenues to cover the treatment costs of the poor children and those with special needs, while a puppet theatre was organized for the orphan children and those with special needs to view the plays. Activities to visit the seniors house have also been organized within "winter wear" campaign to distribute sport wear to those living there.

4.3 SDG2:

Elimination of hunger through assisting the poor and needy people, holding dinner activities to the orphans, distributing food and wear, participation in social activities, such as a marathon entitled "Together against poverty and hunger", hosting orphan children at the University and giving school uniforms at the beginning of each academic year, meals in Ramadan and organizing a volunteer campaign at the wear Bank.

4.4 SDG3: Good health and welfare:

The University has availed a medical clinic, with most advanced devices, a test laboratory and dentistry clinic, a specialized gynecology center, hearing and speech center, a pharmacy with all drugs granted free of charge to the students, activate the health insurance system to all University staff, sign an agreement with the Arab East Insurance Company to provide health services and therapy to the University members at the best hospitals, including insurance of the clinical and surgical diagnosis, laboratory tests, drugs in private hospitals, organize free medical days and weeks for the local community all over the Kingdom, issue health-related and safety principles, organize blood donation campaigns, awareness and health-related lectures, consolidate the culture of organs donation inside and outside the University campus, including awareness campaign about breast cancer, early testing, diabetes, the learning disorders, awareness campaign related to the narcotics risks, road safety and shooting fire, organize marches to raise the health and psychological awareness, such as "we promise you our King that nobody will take narcotics" and "preventing the bullying". Regarding the welfare, the University avails gardens, umbrella and transportation inside the University, a cafeteria, restaurants, theaters, swimming pools, study halls, electricity, water, hearing and hot water all over the day, sport halls and housing spaces equipped with most modern furniture, instrument and Wi-Fi Free of charge all over the year. The University also organizes free marketing and visit tours to all the Kingdom governorates.

4.5 SDG4: The learning quality:

The University is committed to apply the quality assurance criteria of the higher education establishments, through holding workshops to develop the faculty members skills in the scientific research fields, such as (Data analysis, statistics and basic concepts in statistics). The University also grants scholarships to the Olympic preparation program players to support the Jordanian sportsmen and women, in addition to awarding the students who achieve the highest scores at the Secondary education certification examinations in Balqa Governorate, while those who obtain (90%) or more are granted (50%) discounts. A program to obtain Diploma in digital educational design has been created, while lectures have been organized over the learning quality and learning outputs measurement. The University has also developed its educational programs to be in line with Jordan labor market, while a learning and education center has been created to develop the faculty members. It also issues two scientific magazines, already signed different accords with local, Arab and foreign universities, opened morning and afternoon classes to cope with the times suitable to the expatriate students and adopted electronic learning system through approving Al-Horani Center that displays the most modern learning techniques.

4.6 SDG5: Equity of gender:

Admission criteria at Al-Ahliyya Amman University don't depend upon gender type. It entrusts the employees to do their work, taking the skill into consideration, without considering the gender type. Both males and females take part at the workshops, internal and external symposiums, while occupying the administrative and academic posts depend on efficiency, experience and skill, without being biased. It also organizes lectures to combat gender-based violence, especially against women, in addition to holding conferences and lectures for the enablement of women.

4.7 SDG6: Pre water and cleaning:

The University has taken important steps in this field through the purification plant and the well. It uses the rain waters to irrigate trees and increase the green areas at the university, saves water, test, the arena swimming pool, check chlorine excess and offers free potable drinking water to all the

University staff. It also offers water coolers, rain water sewage network and separate heavy water sewage system. A specialized work team is available to test both networks, in addition to organizing campaigns to clean the facilities, forests, gardens and streets inside and outside University campus and in different governorates. In construction, it adopts the consecutive floors system and plays a vital role to plant forest trees, in cooperation with the Ministry of Agriculture for a prosperous and green Jordan.

4.8   SDG7: Clean energy with reasonable price:

The University has endeavored to increase the investment in the solar energy sources, wind and thermal energy to reduce electricity consumption in the facilities, created electric engineering specialization at the Faculty of Engineering in (2012), organized energy-related workshops and symposiums, motivated the teaching staff to take part at the conferences that highlight energy role to serve the society and adopted solar energy through signing an agreement for supply and installation of an electric production system via solar cells and link them to the electricity network.

4.9   SDG8: The work and economic growth:

New specializations have been created in line with the labor market requirements, such as the agricultural technology and genes engineering. The University offers field training opportunities to Al-Horani group companies that produce dairy products "Maha", "Baladna" and Danish Jordanian Dairy Products, in addition to creating the specialization "Business analysis technology", the first of its kind in Jordan. It grants Higher Diploma in clinical psychiatry and Master's Degree in cyber security, with an intent to create the joint pharmacy program "Mpharma" with the British Ulster University so that the student may be entitled to apply to practice pharmacy in the UK and granted immediate work visa. It has also created a specialized cyber security center according to distinguished international partnerships with specialized companies, in addition to holding economy- related scientific symposiums with participation of the local community categories to develop the students skills and prepare them to the local market.

4.10   SDG9: Industry, innovation and infrastructure:

The University, via the consulting and continued education center, has held a number of short training courses about the production of digital films by using visual effects, photography, sound engineering, sound comment, audio dubbing, lectures about entrepreneurship in Jordan, investment in pilot companies and financing of pilot joint ventures. The University has also availed a business incubator to spread the pioneer thinking among the University students and graduates. It has also organized (Micro mentors) platform to guidance and managing the pioneer projects for the students as incubator for their projects, in addition to organizing workshops and dialogue sessions entitled "start your innovation" about the designing thinking. The University also includes Al-Horani arts and design prize in its first session "A century of creativity and innovation", the innovation and distinction center to execute the innovated ideas, through establishment of partnerships, networks and projects so that the students would become entrepreneurs.

4.11   SDG10: To limit inequity:

The University avails equal opportunities for admission and participation at the activities and conferences, without regard to the gender, ethnicity, sect or religion. It also organized campaigns to reject the century deal and the right for the Palestinian refugees to return to their land, with interactive exhibition to Jerusalem and its religious sites, funding campaigns to construct the old town of Jerusalem, in addition to holding symposiums and educational lectures in cooperation with

the public security directorate to consolidate equity, moderation and combat hatred, extremist thought and electronic crimes.

4.12   SDG11: Sustainable cities and local communities:

The University hosts "Sella" training team to protect the heritage. Master's Degree in internal design, the first of its kind at Jordanian Universities level has been created, in addition to organizing workshops in architectural design, lectures to develop and sustain cities, communities and to expose the graduation project products of architecture engineering department students.

4.13   SDG12: Consumption and production:

The University has signed an agreement to recycle and destroy damaged paper with Mahmoud Al-Khalili establishment to recycle the University's damaged paper.

4.14   SDG13: Climate improvement:

The University has taken procedures to reduce the climate change effects, through availing green areas inside University campus through planting green trees (Cypress, eucalyptus, pine) that don't need water and resist the climate change (draught). It has also held several symposiums to discuss the climate change reasons and the decreased tree-planted areas and forests due to the negative practices, such as grazing, illegal tree cutting, fire... etc.

4.15   SDG14: Underwater life:

The University has held workshops and symposiums to support the modern techniques with the aim of protecting the water resources.

4.16   SDG15: Life at the land:

Al-Ahliyya Amman University has planted forest fruitful trees and flowers at the public gardens and clean them in cooperation with the Ministry of Agriculture inside the University campus, especially during the tree day occasion. It has also organized several initiatives to serve the local community and wild life, cleaned the public roads and planted the middle square at Amman-Salt road (Al-Saro) with the palm trees, in addition to creating B.Sc. Degree in agricultural technology and genes engineering.

4.17   SDG16: Peace, justice and strong establishments:

The University allows the students and teaching staff engagement in the good governance councils to achieve justice and avail the student clubs to ensure voluntary, team work and skills development for all nationalities without discrimination, such as the sports and arts club, symposiums and thoughtful dialogue club that belongs to the students affairs deanery. It also participates in meeting with the state officials, organizes conferences and agreements and signs memoranda of understanding to consolidate the concepts of democracy, human rights and law enforcement.

4.18   SDG17: Partnership to achieve the goals:

The University has signed several agreements and partnerships under Erasmus plus program and memoranda of understanding with local and international establishments and organizations of different levels.

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Based on the results, it can be said that the private university has achieved many goals derived from the standards of the university's sustainability office. This aligns with El-Sherbini's (2024) study, which showed the university's focus on achieving many goals such as gender equality, quality education, and good health. However, upon reviewing the results, it can be said that these goals were partially achieved, as the attainment did not include several standards, including marine systems, biodiversity protection, marine habitats, protection of endangered species, management of non-native species on university properties, or reducing and mitigating the environmental impact of plastic waste. This necessitates the development of an integrated and clear strategic vision to support sustainable development activities at the university. This is consistent with the findings of De Lima et al. (2021), which emphasized the importance of incorporating environmental concepts into curricula on environmental and climate adaptation and supporting and encouraging academic research in the field of climate change.

4.19 Question 2: What are the obstacles that hinder the achievement of the SDGs at Al-Ahliyya Amman University from the faculty member's point of view?

In order to answer this question, the arithmetic mean and standard deviation of the faculty member responses towards the obstacles that hinder achievement of SDGs have been calculated, as indicated in table (2).

Table 2: The arithmetic mean and standard deviations of faculty members responses towards the obstacles that hinder achievement of SDGs at the University

No.	Dimension	Arithmetic mean	Standard Deviation	Appreciation Degree
2	The University Management is limited to a certain category of superior administrative leaderships	3.95	0.45	High
16	Faculty members don't participate at the superior administrative decisions	3.94	0.78	High
15	Low level of faculty member's freedom.	3.88	0.48	
18	Faculty members conditions are instable	3.87	0.95	High
17	No clear or long run strategic vision about the sustainability future plans	3.75	0.83	High
3	Absence of coordination and participation between the University and Private Sector establishments to finance research projects.	3.73	1.06	High
4	Limited budgets allocated for making distinguished and applied research	3.69	1.00	High
13	Role conflict by the part of the faculty member between teaching and research production for promotion purposes.	3.66	1.14	Average
8	Absence of coordination among the researchers at the level of the University faculties departments and other Universities.	3.65	0.92	Average
10	Weakness of the infrastructure.	3.62	1.15	Average
11	Dependence upon traditional teaching approaches that are unsuitable for research and creativity.	3.57	1.06	Average
5	Focusing on employment rather than the principle of creating job opportunities.	3.49	1.22	Average
14	The graduates are not followed to develop their scientific and professional capabilities in accordance with the labor market requirements.	3.46	0.81	Average
12	Qualified professors immigrate abroad due to low salaries offered by the private universities.	3.45	0.98	Average
9	Focusing on theoretical research at the expense of the applied ones.	3.32	1.04	Average
1	The operational activities are not linked to the research ones and their results	3.11	1.14	Average
19	No website is available to show the sustainability activities	3.01	1.18	Average
6	The educational programs are hardly suitable to meet the local, regional and international labor market	2.33	1.06	Low
7	The University curricula don't meet the contemporary world's needs and requirements.	2.22	1.3	Low
20	Weak focus on sustainability matters at the graduation projects and higher studies theses.	2.13	1.30	Low
	Total Degree of the field.	3.39	0.47.	Average

Table (2) shows that the study sample response to the obstacles- related items ranged from (2-13-3.95)

while the total degree was average, with arithmetic mean of (3-39) and standard deviation (0.47). This confirms that the role played by the University management towards the sustainable development is still moderate and need a clear strategy in vision to exceed the challenges and obstacles... Despite the advanced state achieved by the University, there is still more interest that should be exerted by the management. So, some obstacles have appeared and hindered achievement of the sustainable development. This aligns with Nasr's (2024) study, which concluded that the strategic transformation of Egyptian universities towards sustainability requires having an institutional vision and mission that are significantly and clearly linked to sustainability.

The study results have showed that item no. (2) Was ranked first, with arithmetic mean of (3.95), which goes in line with item (16) which ranked second, with arithmetic mean of (3.94). The respondents support participation in superior decisions – making because they think that this will contribute effectively to achieve SDGs. Item (15) has obtained the third rank with a high degree of appreciation. This may be due to the faculty member's observation of the administrative work at the University, as it is controlled by a limited number of people. The deans and department heads, for example, are not chosen but appointed, regardless of their administrative ability. They also don't participate with regard to the administrative decisions taken by the Deans Council or University Council. Therefore, these decisions are often contradictory with their aspirations and wishes. The result also shows that no power is given to middle and lower administrative levels and that the administrations are still central. Item (18) also obtained a high degree of appreciation, so, this means that most respondents feel instable at their university regarding contracts renewal, so they feel confused every year as they don't know whether the contracts will be renewed or terminated. This aligns with Nasr's (2024) study, which emphasized the necessity of integrating sustainability aspects into planning and operations at the university, as well as restructuring organizational structures, administrative processes, and operational activities in a manner consistent with sustainability.

The results also showed that item (9) is linked to item (1) as they were ranked fifteen and sixteen with an average degree of appreciation consecutively. This may be due to the fact that the faculty members are satisfied that the University management doesn't sufficiently care for applied aspect because they themselves pay for the research costs, even though they don't have suitable means, especially when Covid-19 pandemic swept the world and halted the activities and establishments for two years. Also, no sufficient budgets have been allocated to cover the scientific research – related issues, whether through production of distinguished research or benefiting from the applied research results. Also, the faculty member doesn't have enough time to apply the research results, as he produces research only for promotion purposes, otherwise, no research is made. It is also sometimes difficult to apply the research in addition to the fact that the gap between research results and practices with regard to the sustainability is still big. All this has led to a decrease in the liaison between the operational, research activities and their results. This goes in line with a study made by (Zhao et al 2021), (Al-Amri and Alorainni 2020) and (Sady et al 2019) who confirmed that the universities role to achieve local sustainability is still weak, so they should support and encourage the academic research.

The table also shows that item (19) obtained an average degree of appreciation. This confirms that the University has a moderate tendency to show its sustainability – related activities at its website. Further, it doesn't periodically promote its projects, organized or sponsored by it to market and promote the University at its website. Item (6) however obtained a low degree of appreciation, probably due to the fact that the University promotes its competitive feature over the other Universities through the quality of its programs and the recent specializations. To confirm this, the University has received an approval from the Higher Education council to create nine specializations for B.Sc. Higher Diploma and Master's Degree, starting from the academic year 2021-2022. The reason may also be due to the comprehensive strategic vision to develop and create the University specializations in accordance with the constantly changed modern time requirements.

Item (7) and (20) obtained the same appreciation degree, as they obtained the last rank with a low degree. This means that the result is generally positive. This is also a big indicator that there is an

interest shown by the University Management and faculty members to follow up all updates with regard to the educational orientations and new themes that contribute to build the learning environment and University education in the long run, as they believe that it is necessary to follow-up the updates and the sustainability, with the aim of preparing graduates who are able to meet the contemporary age requirements, challenge and put them in practice. This goes in line with a study made by (Zhao et al 2021). (Alamiri and Alorainni 2020) who confirmed the big role played by the Universities to achieve academic sustainability to develop the educational process.

Generally, it is observed that there are disparities in the obstacles facing the university in achieving sustainable development goals. This necessitates working to mitigate these obstacles by engaging senior administrative leaders and specialized personnel in sustainability management within the university, involving faculty members in high-level administrative decisions related to sustainable development, providing an appropriate level of academic freedom to faculty members, establishing a clear and long-term strategic vision regarding future sustainability plans, and emphasizing coordination and collaboration between the university and private sector institutions in funding research projects and increasing specialized budgets for producing outstanding applied research.

4.20 Question (3): Are there statistically significant differences at (a=0.05) level between average responses of the study sample towards the obstacles that hinder Al-Ahliyya Amman University from achieving the SDGs regarding the different demographic variables, such as gender, college, job title and the number of years of work at the University?".

The arithmetic mean, standard deviation and four way analysis of variance were calculated to indicate the differences of the study sample responses towards the obstacles that hinder the achievement of SDGs at Al-Ahliyya Amman University, according to the different demographic variables, as explained in table (3).

Table 3: The arithmetic mean and standard deviation of faculty member's responses towards the field of study, according to the different demographic variables.

Variable	Category	Number	Arithmetic mean	Standard deviation
Gender	Males	145	3.87	0.46
	Females	63	3.80	0.50
College	Scientific	82	3.85	0.44
	Humanities	126	3.84	0.49
Job Title	Academic	163	3.83	0.49
	Administrative Academic	145	3.90	0.41
No. of years of work at the University	Less than 5 years	61	4.02	0.50
	From 5-1 years	57	3.71	0.51
	More than 10 years	90	3.81	0.39

Table (3) shows that there is a face difference of average responses by the study sample according to the different demographic variables. The four way analysis of variance has been used to indicate the arithmetic differences, as explained in table (4).

Table 4: The four way analysis of variance to indicate the statistical differences of faculty member's responses towards the field of study, according to the different demographic variables.

Source of variance	Sum of squares	Degree of Freedom (DF)	Variance level	F Value	Significance
Sex	0.329	1	0.329	1.447	0.226
College	0.002	1	0.002	0.008	0.929
Job title	0.193	1	0.193	0.868	0.535
No. of years of work at the University	1.335	2	0.667		0.015
Error	45.207	202	0.223	5.997	
Total	3133.905	208			
Corrected Total	46.974	207			

The above mentioned table indicants that there are no statistically significant difference regarding the demographic variables according to the calculated "F" value or a significance in all variables. This confirms that the sample study participants agree over the obstacles that hinder achievement of SDGs, it also means that the respondent's demographic variances have no significance. The reason may be due to the fact that the study sample participants believe that it is important to reinforce the University's role to achieve SDGs in light of the national strategy "Jordan vision 2025" and in light of the UN vision 2030, both of which have confirmed the necessity to achieves SDGs as part of the Universities role, vision, mission and goals. The reason may also be due to the fact that such experience is something new, so, the Jordanian Universities role to achieve SDGs is still limited in terms of application. Therefore no difference has been indicated with regard to the respondent's opinions according to the demographic variables.

5. Recommendations

- Creating a variation in the superior administrative leadership and involving faculty members in the top administrative decisions to raise the academic freedom at the University.
- Drawing a clear cut and far reaching strategic vision about the University's future plans to support the SDGs and activities.
- Promoting the partnership between the University and Civil Society Organizations and seeking community participation (External support) to finance the research projects and produce distinguished and applied research studies at the University.
- Seek to establish a special management at the Jordanian governmental and private universities to deal with the sustainable development matters in accordance with the sustainability criteria and standards followed by the international universities.
- Hosting the research activities, conferences, meetings, scientific symposiums and workshops related to the sustainable development matters.
- Seeking to establish research incubators, research and pioneer centers and institutes to support and help the researchers to market their research and innovations in the field of sustainability and transform them into commercial products.

6. Results

The results showed that there are some obstacles hindering the achievement of the Sustainable Development Goals at the University with an average grade, in addition to the absence of statistically significant differences between the responses of the study sample towards the field of study depending on the different demographic variables (gender, college, job title, number of years of work at the University)

6.1   Accordingly, the recommendations of the study came as follows:

It is necessary to diversify the senior administrative leadership, and involve faculty members in senior administrative decisions in order to raise the ceiling of academic freedoms at the University for faculty members. And to set a clear and long-term strategic vision for the University's future plans to support sustainable development activities and to work on the establishment of a department for sustainable development in Jordanian public and private universities, working in accordance with sustainability standards and benchmarks in international universities.

6.2   The implications of the results:

The research findings highlight the identification of key issues of sustainable development within the university that should be focused on in the university's developmental plans, as well as the significant obstacles preventing the achievement of comprehensive sustainable development goals. It underscores the importance of addressing these obstacles to ensure alignment of the university's efforts with broader national strategies and policies, thereby enhancing the role of the private university in realizing Jordan's Vision 2025.

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