



Research Article

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The Role of Prince Sattam bin Abdulaziz University in Developing the Students' Academic Skills According to the Saudi Arabia Kingdom's Vision 2030

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Abstract

Universities are responsible for developing students' personalities by providing them with new experiences, whether through study materials, dialogue, discussion, or scientific research teams. This research focused on academic skills from a new integrative perspective. It highlighted the weakness of the required skills for Saudi university students. Moreover, it determined the role of Prince Sattam bin Abdulaziz University in developing academic skills among university students considering the Saudi Arabia Kingdom's vision 2030. It used the descriptive-analytical method to achieve its purpose. The findings of the study showed that Prince Sattam bin Abdulaziz University had established learning and creative skills as academic skills among students. There were no statistically significant differences in developing all their academic skills according to the difference in the gender variable. However, there were statistically significant differences at the significance level ($0.05 \geq \alpha$) in the research sample opinions according to the faculty variable and academic level. Therefore, the research recommends adopting awareness programs about the importance of educational skills among university students. Furthermore, it emphasizes intensifying university courses with topics that urge students to pay attention to self-learning skills.

Keywords: Academic skills, Self-learning skills, Learning & creative skills, Prince Sattam bin Abdulaziz University, Saudi Arabia Kingdom's vision 2030

1. Introduction

Universities provide students with good opportunities to develop their personalities and refine their research and scientific skills. In addition, they provide educational resources in libraries and laboratories and an appropriate environment for the student to practice sports, artistic, and social activities. The university study stage is one of the most critical stages of scientific life because of its vital role in shaping the students' personalities and determining their professional future (El-Tartory, 2018). Moreover, the specialized academic centers of the universities provide counseling and training particularly regarding success and excellence which include using the library and learning resources, scientific research skills, reading and listening skills, note-taking skills, and personal skills such as time management, effective communication, and other skills that help students succeed and excel.

However, university students differ in their level of readiness to accept these challenges. Therefore, they are responsible for preparing themselves if they want themselves to succeed and excel (Madbouly, 2010).

The Saudi Arabia Kingdom's vision 2030 emphasizes the vital importance of youth. It highlights, "Our first wealth is not equal to any other wealth, most of whom are youth. They are the pride of our country and guarantee its future. It should not forget that this country was established in challenging circumstances with its children." The seventh strategic goal within the Education Ministry's objectives has stipulated, "It is necessary to strengthen the education system's capacity to meet the requirements of development and the needs of the labor market." So, the Saudi Arabia Kingdom's vision 2030 seeks to provide education to build personalities, enhance education, and train labor market capacity. It gives students knowledge, skills, good behaviors, an independent personality characterized by the spirit of leadership, initiative, and perseverance. It also emphasizes having good sociality and self-awareness, stressing the seriousness in educational practice, triggering activities, and encouraging attendance at different forums and events.

El-Tartory (2018) defines academic skills as "the set of behaviors that university students should interact with the university system and deal with academic courses to reach a successful and effective university life, and to deal with different life situations." The researcher defines it as preparing male and female university students for skills needed during their university studies and after graduation integrating with different work environments, and being productive members. The researcher has divided academic skills into two dimensions. First is the learning and creativity skills dimension. These are the skills that a university develops for students at the university. These include self-learning, critical thinking, problem-solving, communication, sharing, innovation, and creativity. The second dimension is the life and work skills dimension. It provides ICT culture, flexibility, adaptation, initiative, self-direction, social interaction, respect for cultures, productivity, accountability, leadership, responsibility, creativity, and cooperation.

The World Economic Forum has indicated that 65% of primary school children will graduate and seek jobs that do not exist presently. It is further reported that many of the skills that students receive in their schools and universities would not be commensurate with the future requirements and jobs (World Economic Forum, 2018). Ministry of Education in Saudi Arabia has clarified the most critical challenges Saudi education faces include the weak educational structure and traditional assessment skills of university faculty members, which are poorly aligned with the requirements of the Saudi labor market (Ministry of Education, 2017). It is indicated that the academic weakness of some Saudi university students is due to learning methods (Al-Qahtani, 2016; Al-Aarssan, 2017). It is further resolved that there is a weakness of the skills among some Saudi university students, as decision-making skills, time management, and communication skills (Al-Saif, 1434 AH; Interview, 2013; Al-Daidan, 2014). This research focuses on academic skills from a new integrative perspective considering the weakness of needed skills for Saudi university students. In addition, it is interested in knowing the role of Prince Sattam bin Abdulaziz University in developing academic skills from the perspective of university students, specifically, in light of the Saudi Arabia Kingdom's vision 2030. Therefore, it determines the statistically significant differences between the students' estimates averages of Prince Sattam bin Abdulaziz University's role in developing their academic skills due to the variables (gender, faculty, and academic level).

2. Theoretical Framework & Literature Review

The "National Transformation 2020" program has planned to achieve and implement the Saudi Arabia Kingdom's vision 2030. The program seeks to develop curricula, teaching methods, assessments to enhance values and essential skills for students. In addition, it improves the capacity of the education system to meet the requirements for development and the needs of the labor market (National Transformation Program of the Saudi Arabia Kingdom, 2020). Students must be provided with the knowledge and skills necessary for future jobs to develop various cultural, social, voluntary, and sports activities. Therefore, it is required to prepare innovative educational curricula focusing on

basic skills, developing talents, and building personality. Accordingly, such teaching methods must be developed that make the learner the center of education, focusing on building skills, refining the character, and building the spirit of creativity.

Amer (2013) defines university skills as the acquisition of communication skills, goal setting, problem-solving, the art of dealing practically, time management, self-understanding, the ability to control emotions and deal with various pressures. Obeidat and Abu Samid (2011) have indicated that the university skills necessary for the university student are: goal-setting skills, daily and strategic planning, time management, dialogue and communication, learning, project management, decision-making and problem-solving, critical and creative thinking, reflection, brainstorming, conflict resolution, transformation management, scientific research, reporting, teamwork, crisis management, and analysis. The increasing impact of technological developments on education and business defines future skills for generations and university students.

Some previous studies conducted on Saudi universities dealt with various academic skills used in this research. Ahmed (2014) aimed to know the effects of using the technical cooperative learning strategy to develop creative thinking skills, self-motivation, and academics. The study revealed statistically significant differences between the average scores in the pre-and-post applications in creative thinking skills (fluency, flexibility, and originality). Al-Arissan (2017) aimed to identify the academic self-efficacy, problem-solving skills, and the relationship among the students of Ha'il University. The results showed a positive statistically significant correlation between academic self-efficacy and problem-solving skills. Dandari et al. (2017) aimed to assess how students' skills were achieved in the preparatory year at King Saud University. The results showed that the students acquired many talents, and the differences were statistically significant. Kishar (2018) aimed to reveal the impact of a training program based on the cognitive flexibility theory on decision-making skills and the trend towards university skills. The research results indicated an improvement in decision-making skills and a tendency of university students towards university skills. El-Tartory (2018) aimed to determine the university skills needed for the standard first-year students from the leaders' point of view. The results showed that the essential required university skills of the first-year students from the academic leaders' point of view at King Saud University were concentrated in following skills: the areas of searching for information from its sources, time management, the techniques of writing scientific research, creative thinking, motivation to learn, and designing scientific research tools. Al-Arfaj (2019) intended to identify the extent to which the twenty-first-century skills included the standard first-year curricula books for the female students at King Saud University. The results found that the most crucial skill was communication, then critical thinking, and then technical computing. Al-Arfaj (2019) also determined the degree of metacognitive awareness of reading strategies for academic purposes among the students of King Faisal University according to the student's gender, faculty type, and educational level. The results showed that the metacognitive awareness degree of the students' reading strategies was averaged on the scale as a whole, while the problem-solving dimension came in the first rank. The study did not find statistically significant differences attributed to the variables of gender or faculty type. Moawad (2019) also aimed to identify the practicing leadership skills and the level of academic achievement among female students of the Education Faculty at Al-Qassim University for some variables (communication, planning, decision making, and problem-solving). The results concluded that the academic achievement level was high. Ali (2013) aimed at knowing the effectiveness of the training experiences included in a training program based on thinking skills in developing thinking methods and improving the academic life quality among a sample of students from Jazan University. The results indicated statistically significant differences between the average scores of the pre-and-post-application in thinking styles (royal, hierarchical, chaotic, legislative, judicial, local, liberal, traditional, external, and internal), academic self-efficacy, and the total degree of academic life quality. Nagy et al. (2019) attempted to investigate the effectiveness of a training program in developing critical thinking skills among Saudi students enrolled at the university level. The study results revealed the effectiveness of the training program in developing necessary thinking skills among the study sample. It created the general ability of critical

thinking along with constituent skills. Habbash (2019) aimed to identify the effectiveness of thinking skills in developing life skills among first-year university students. The research found significant statistical differences in life skills, dimensions of life skills, and specialization (scientific and human) in pre-and-post-measurements at the significance level (0.05).

The current study is distinguished from the previous studies. It addressed the role of Prince Sattam bin Abdulaziz University in developing the academic skills of its students in light of the Saudi Arabia Kingdom's vision 2030.

3. Research Methodology

This study used the descriptive-analytical method. Besides, the correlative method was used to explore the relationships between two or more variables and explain them in a numerical way (Obeidat, 2014). The current research community consisted of all male and female students enrolled in the academic year 1441/1442 AH at Prince Sattam bin Abdulaziz University. It included 7198 students, comprising of 3602 male and 3596 female students. The research sample was selected following the American Association method. However, initially, the sample size was determined using Equation (1) (Al-Sayyad, 1989,137).
$$S = \frac{X NP (1-P)}{d^2 (N-1) + X (P(1-P))}$$
 Eq. (1)

Here S is the sample size and N is the size of the study population. P is the population ratio. Kergesey and Morgan suggested that it is equal to 0.5 as this would give the largest possible sample size. D is the degree of accuracy reflected by the allowable error. Again, Kergesey and Morgan suggested that it is equal to 0.05. Finally, X is the value of choosing the Ka-square at one degree of freedom and confidence level 0.095, equivalent to 3.841. The research sample was selected in a simple random way. The researcher sent the electronic questionnaire until she got 372 electronic responses. So, the current research sample consisted of 372. The characteristics of the research sample are described according to their functional variables: gender, faculties, and academic level as shown in Tables 1 to 3.

Table 1: Distribution of the research individuals according to the gender variable.

Gender	Frequency	Percentage (%)
Male	197	53.0
Female	175	47.0
Total	372	100

Table 2: Distribution of research individuals according to the faculties' variable.

Faculties	Frequencies	Percentage (%)
Scientific faculties	103	27.7
Medical faculties	87	23.3
Human faculties	117	31.5
Social faculties	65	17.5
Total	372	100

Table 3: Distribution of research individuals according to the academic level variable.

The academic level	Frequencies	Percentage (%)
Fifth level	131	35.3
Sixth level	92	24.7
Seventh level	86	23.1
Eighth level	63	16.9
Total	372	100

A questionnaire was prepared to collect the necessary data, which consisted of two dimensions. The

first dimension measured the primary data, represented by gender, faculty, and academic level. The second dimension consisted of 35 items that measured the university students' academic skills in light of the Saudi Arabia Kingdom vision 2030. Therefore, it was divided into two further dimensions. The first dimension measured learning skills and creativity, and it included 18 items. The second dimension measured life and work skills and comprised 17 items.

The validity of the questionnaire was verified in two ways. First was apparent validity (the arbitrators' validity). The researcher presented the research tool in its initial form to a group of experts and specialists who were 13 in number. It consisted of arbitrators from the faculty members of some universities in the Kingdom of Saudi Arabia and other Arab countries. They judged the validity and measured the questionnaire for what it was designed to determine. Secondly, the validity of the questionnaire was confirmed by the internal consistency method using the Pearson correlation coefficient between each item and the dimension to which it belongs, and the degree of the questionnaire. It is illustrated in Table 4.

Table 4: Pearson correlation coefficients of the items

Questionnaire items	Correlation coefficients
First dimension: Learning and creative skills	
Gathering knowledge from different sources	**0.754
Autonomy in the acquisition of knowledge	**0.871
Self-learning skills	**0.896
Following the developments of the specialty and the academic community	**0.736
Critical thinking skills	**0.838
Discussing ideas in a creative way	**0.887
The ability to resolve conflicts in creative ways	**0.895
Introducing new additions to a specific idea	**0.830
Connecting different situations orderly and logically	**0.895
Distinguishing between different forms of ideas	**0.895
Setting priorities to complete the required tasks without direct supervision	**0.851
Breaking out of the ordinary and traditional in brainstorming	**0.837
Drawing certain conclusions after receiving general information	**0.901
The ability to find as many solutions as possible based on certain assumptions	**0.918
Observing the smooth logic of gradual topics from the general to the private	**0.469
Strengthening the skill of deduction while emphasizing the conclusion	**0.485
The ability to generate as many ideas as possible	**0.460
The ability to judge the credibility of an information source	**0.484
Second dimension: Life and work skills	
Dealing positively with technology	**0.825
Motivation for volunteering	**0.767
Respecting the rights of others	**0.909
Intellectual courage to accept the opinion of others	**0.884
Attention to environmental matters and the need to preserve it	**0.871
Demonstrating a desire for excellence and exclusivity	**0.774
Enjoying rapid intellectual fluency at a high pace	**0.899
Verifying the validity and accuracy of the ideas presented	**0.833
Creating mental images that enable to help others	**0.859
Attention to and identification of global events	**0.818
Enjoying the love of curiosity about some interesting issues	**0.881
Possessing the skill of dealing with cultural diversity	**0.905
Looking at issues and problems in their social context	**0.876
Adjusting the angles of thinking in response to the facts of the situation	**0.885
Developing collaborative activities based on sharing with others	**0.477
Participating in scientific activities and research	**0.441
Motivating the sharing of knowledge with others	**0.498

** Statistical significance at a level of (0.01) or less.

It is clear from Table 4 that all the expressions are significant at the level (0.01). Thus, it shows that all the items have a high degree of sincerity, making them valid for field application. Furthermore, the tool's stability was confirmed by calculating Cronbach's alpha coefficient, as shown in Table 5.

Table 5: Cronbach's alpha stability coefficients

Questionnaire items	No. of items	Stability coefficient
Learning and creative skills	18	0.903
Life and work skills	17	0.896
Total stability coefficients	35	0.981

It is clear from Table 5 that the stability of all research dimensions is high, which shows the validity of the research tool for field application. The response to the questionnaire items is selected by choosing one of five alternatives according to the five-point Likert scale, as shown in Table 6.

Table 6: Five-point Likert scale

Respond	Very agree	Agree	Moderately agree	Disagree	Absolutely disagree
Degree	5	4	3	2	1

Then those answers were categorized into five levels of equal range using Equation 2, as shown in Table 7.

$$Category\ length = \frac{(largest\ value - lowest\ value)}{number\ of\ tool\ alternatives} = \frac{(5-1)}{5} = 0.8 \quad Eq. (2)$$

Table 7: Distribution of categories according to the hierarchy used in the research tool

Description	Averages range
Very agree	From (4.21-5.00)
Agree	From (3.41-4.20)
Moderately agree	From (2.61-3.40)
Disagree	From (1.81-2.60)
Absolutely disagree	From (1.00-1.80)

4. Results and Discussions

The first research question dealt with the role of Prince Sattam bin Abdulaziz University in developing academic skills from the perspective of university students. The frequencies, percentages, averages, and standard deviations were calculated for the items "Learning and creative skills" and "Life and Work Skills" and the role of Prince Sattam bin Abdulaziz University in developing academic skills from the university students' point of view domain. The results are illustrated in Tables 8 and 9.

Table 8: Learning and creative skills

No.	Items	Approval degree					Mean *	St.dev.	Rate	Rank	
		Very agree	agree	Moderately agree	Disagree	Absolutely disagree					
3	Self-learning skills	B	172	152	40	8	0	4.31	0.748	Very agree	1
		%	46.2	40.9	10.8	2.2	0.0				
16	Strengthening the skill of deduction while emphasizing the conclusion	B	180	143	25	24	0	4.29	0.853	Very agree	2
		%	48.4	38.4	6.7	6.5	0.0				
10	Distinguish between different forms of ideas	B	167	165	16	24	0	4.28	0.822	Very agree	3
		%	44.9	44.4	4.3	6.5	0.0				

18	The ability to judge the credibility of an information source	B	179	133	36	24	0	4.26	0.879	Very agree	4	
		%	48.1	35.8	9.7	6.5	0.0					
15	Observe the smooth logic of gradual topics from the general to the private	B	146	186	16	24	0	4.22	0.804	Very agree	5	
		%	39.2	50.0	4.3	6.5	0.0					
5	Critical thinking skills	B	134	198	24	16	0	4.21	0.745	Very agree	6	
		%	36.0	53.2	6.5	4.3	0.0					
1	Gathering knowledge from different sources	B	146	161	57	8	0	4.21	0.762	Very agree	7	
		%	39.2	43.3	15.3	2.2	0.0					
13	Draw certain conclusions after receiving general information	B	147	164	53	8	0	4.20	0.771	Agree	8	
		%	39.5	44.1	14.2	2.2	0.0					
6	Discuss ideas creatively	B	158	156	34	24	0	4.20	0.802	Agree	9	
		%	42.5	41.9	9.1	6.5	0.0					
11	Setting priorities to complete the required tasks without direct supervision	B	155	143	66	8	0	4.20	0.832	Agree	10	
		%	41.7	38.4	17.7	2.2	0.0					
17	The ability to generate as many ideas as possible	B	164	125	75	8	0	4.20	0.857	Agree	11	
		%	44.1	33.6	20.2	2.2	0.0					
14	The ability to find as many solutions as possible based on certain assumptions	B	152	164	32	24	0	4.19	0.847	Agree	12	
		%	40.9	44.1	8.6	6.5	0.0					
9	Connect different situations in an orderly and logical manner	B	157	159	24	32	0	4.19	0.894	Agree	13	
		%	42.2	42.7	6.5	8.6	0.0					
12	Breaking out of the ordinary and traditional in brainstorming	B	144	175	29	24	0	4.18	0.832	Agree	14	
		%	38.7	47.0	7.8	6.5	0.0					
2	Autonomy in the acquisition of knowledge	B	157	139	60	16	0	4.17	0.853	Agree	15	
		%	42.2	37.4	16.1	4.3	0.0					
8	Introducing new additions to a particular idea	B	118	169	77	8	0	4.07	0.779	Agree	16	
		%	31.7	45.4	20.7	2.2	0.0					
4	Follow the developments of the specialty, and the academic community	B	132	165	52	16	7	4.07	0.913	Agree	17	
		%	35.5	44.4	14.0	4.3	1.9					
7	The ability to resolve conflicts in creative ways	B	139	151	50	32	0	4.07	0.922	Agree	18	
		%	37.4	40.6	13.4	8.6	0.0					
General mean									4.19	0.642	Agree	

* Arithmetic means of (5.00)

It is clear from Table 8 that the research sample agrees on the role of Prince Sattam bin Abdulaziz University in developing learning and creative skills as their academic skills.

Table 9: Life and Work Skills

No.	Items		Approval degree					Mean *	St.dev.	rate	Rank
			Very agree	agree	Moderately agree	Disagree	Absolutely disagree				
6	Demonstrate a desire for excellence and exclusivity	B	194	95	67	16	0	4.26	0.900	Agree	5
		%	52.2	25.5	18.0	4.3	0.0				
14	Adjusting the angles of thinking in response to the facts of the situation	B	169	134	61	8	0	4.25	0.803	Very agree	6
		%	45.4	36.0	16.4	2.2	0.0				
17	Motivating the sharing of knowledge with others	B	181	122	45	24	0	4.24	0.901	Very agree	7
		%	48.7	32.8	12.1	6.5	0.0				
15	Develop collaborative activities based on sharing with others	B	149	183	16	24	0	4.23	0.807	Very agree	8
		%	40.1	49.2	4.3	6.5	0.0				
8	Verify the validity and accuracy of the ideas presented	B	136	196	24	16	0	4.22	0.747	Very agree	9
		%	36.6	52.7	6.5	4.3	0.0				
12	Possess the skill of dealing with cultural diversity	B	152	151	61	8	0	4.20	0.787	Agree	14
		%	40.9	40.6	16.4	2.2	0.0				
1	Dealing positively with technology	B	174	116	58	24	0	4.18	0.922	Agree	21
		%	46.8	31.2	15.6	6.5	0.0				
10	Attention to and identification of	B	128	189	47	8	0	4.17	0.726	Agree	23

	global events	%	34.4	50.8	12.6	2.2	0.0				
9	Creating mental images that enable to help others	B	173	96	95	8	0	4.17	0.884	Agree	24
		%	46.5	25.8	25.5	2.2	0.0				
13	Looking at issues and problems in their social context	B	141	154	69	8	0	4.15	0.793	Agree	25
		%	37.9	41.4	18.5	2.2	0.0				
5	Attention to environmental matters and the need to preserve them	B	171	101	76	24	0	4.13	0.953	Agree	26
		%	46.0	27.2	20.4	6.5	0.0				
16	Participating in scientific activities and research	B	154	156	18	44	0	4.13	0.960	Agree	27
		%	41.4	41.9	4.8	11.8	0.0				
7	Enjoy rapid intellectual fluency at a high pace	B	157	124	67	24	0	4.11	0.922	Agree	28
		%	42.2	33.3	18.0	6.5	0.0				
4	Intellectual courage to accept the opinion of others	B	149	154	45	8	16	4.11	0.993	Agree	29
		%	40.1	41.4	12.1	2.2	4.3				
11	Enjoy the love of curiosity about some interesting issues	B	134	161	53	24	0	4.09	0.869	Agree	30
		%	36.0	43.3	14.2	6.5	0.0				
3	Respect the rights of others	B	139	157	44	32	0	4.08	0.912	Agree	31
		%	37.4	42.2	11.8	8.6	0.0				
2	Motivation for volunteering	B	132	143	81	8	8	4.03	0.924	Agree	35
		%	35.5	38.4	21.8	2.2	2.2				
General mean								4.16	0.688	Agree	

* Arithmetic means of (5.00).

It is clear from Table 9 that the research sample agrees on the role of Prince Sattam bin Abdulaziz University in developing life and work skills as their academic skills. Table 10 shows the arrangement of these dimensions according to their approval averages from the research individuals' point of view.

Table 10: Dimensions arrangement

Dimensions	Means	Standard deviations	Approval degree	Order
Learning and creative skills	4.19	0.642	Agree	1
Life and work skills	4.16	0.688	Agree	2
General Total mean	4.18	0.661	Agree	

The researcher explains this result by the importance of academic skills, which must be taught to students at the undergraduate level. It is essential to acquire the ability to self-learn without the need for much guidance by faculty members at the undergraduate level. Therefore, students must have the ability to organize time effectively and learn new things. It highlights the importance of deduction and the skill of distinguishing between different ideas among university students, given that deductive thinking helps increase students' ability to develop problem-solving skills and assist them in making decisions. This result agrees with a previous study which found that the most prominent university skills needed for the first-year students from the academic leaders' point of view at King Saud University were concentrated in eight skills. These were searching for information from its source, time management, the writing techniques, scientific research, the elements and skills of writing scientific research, creative thinking, motivation to learn, and designing scientific research tools (El-Tartory, 2018). It is also consistent with other studies which concluded that it is essential to learn leadership and academic writing skills (Moawad, 2019). However, this result disagrees with that of Al-Arissan's (2017) study which found an average level of academic self-efficacy and problem-solving skill among Ha'il University students.

The second research question attempted to investigate if there are any statistically significant differences between the students' estimates average of the role of Prince Sattam bin Abdulaziz University in developing their academic skills due to the variables of gender, faculty, and academic level.

First, the extent to statistically significant differences was identified in the gender variable. A T-test for independent samples was used. The results are summarized in Table 11.

Table 11: Independent sample T-Test for the differences of the research sample's opinions according to the gender variable

Research dimension	Gender	No.	Means	Standard deviations	(T) values	Freedom degree	Significance level
Learning and creative skills	Male	197	4.2073	0.58000	0.399	37 ^o	0.690 Not significance
	Female	175	4.1806	0.70569			
Life and work skills	Male	197	4.1738	0.63425	0.380	37 ^o	0.704 Not significance
	Female	175	4.1466	0.74628			
Whole skills	Male	197	4.1910	0.60259	0.392	37 ^o	0.696 Not significance
	Female	175	4.1641	0.72268			

It is clear from Table 11 that there are no statistically significant differences in the responses of the study sample about the students' estimates average of the role of Prince Sattam bin Abdulaziz University in developing all their academic skills according to the difference in the gender variable. It may be because male and female students deal with the same university systems, and therefore their opinions were inclined in favor of the university's role in developing their academic skills.

Second, the extent to statistically significant differences was identified according to the difference of the faculty variable. Finally, the "One Way ANOVA" test was used. The results are illustrated in Table 12.

Table 12: The "One Way ANOVA" results for the differences in the research sample responses according to the faculty variable

Research dimension	Difference's source	Sum of squares	Freedom degree	Squares mean	(f) value	Statistical significance
Learning and creative skills	Between groups	21.558	3	7.186	20.172	0.000* Significance
	Inside groups	131.093	368	0.356		
	Total	152.651	371			
Life and work skills	Between groups	25.194	3	8.398	20.517	0.000* Significance
	Inside groups	150.627	368	0.409		
	Total	175.821	371			
Whole academic skills	Between groups	23.235	3	7.745	20.523	0.000* Significance
	Inside groups	138.876	368	0.377		
	Total	162.111	371			

* Significant differences at the level (0.05≥α)

It is clear from Table 12 that there are statistically significant differences in the research sample opinions at the significance level (0.05≥α) according to the difference of the faculty variable. The benefit of the differences between each faculty category was determined by the LSD test, as shown in Table 13.

Table 13: The "LSD" test results of the differences between faculty categories

Research dimension	Faculty	No.	Mean	Scientific faculty	Medical faculty	Humanity faculty	Society faculty
Learning and creative skills	Scientific faculty	103	4.5496	-	*	*	*
	Medical faculty	87	4.0628		-		
	Humanity faculty	117	4.0916			-	
	Society faculty	65	3.9607				-
Life and work skills	Scientific faculty	103	4.4266	-	*	*	*
	Medical faculty	87	4.0616		-		
	Humanity faculty	117	4.0588			-	
	Society faculty	65	3.9647				-

Research dimension	Faculty	No.	Mean	Scientific faculty	Medical faculty	Humanity faculty	Society faculty
Whole academic skills	Scientific faculty	103	4.5384	-	*	*	*
	Medical faculty	87	4.0622		-		
	Humanity faculty	117	4.0757			-	
	Society faculty	65	3.9141				-

* Significant differences at the level of (0.05) or less

It is evident from Table 13 that there are statistically significant differences at the significance level ($0.05 \geq \alpha$) in favor of the students of the scientific faculties. It may be because the scientific faculty students are usually more in need of these skills. Thus, they are more aware of how the university provides these skills and its role in its development among students. This result conforms to that of a previous study that found statistically significant differences in the leadership practice of female students' degrees, according to the specialization variable (Moawad, 2019). However, this result disagreed with another study which found statistically significant differences in academic self-efficacy, according to the academic specialization variable (Al-Arissan, 2017).

Third, the extent to statistically significant differences was identified according to the difference in the academic level variable. Finally, the "One Way ANOVA" test was used. The results are shown in Table 14.

Table 14: The "One Way ANOVA" test results for the differences in the research sample responses according to the academic level variable

Research dimension	Difference's source	Sum of squares	Freedom degree	Squares mean	(f) value	Statistical significance
Learning and creative skills	Between groups	11.199	3	3.733	9.711	0.000* Significance
	Inside groups	141.452	368	0.384		
	Total	152.651	371			
Life and work skills	Between groups	10.988	3	3.663	8.177	0.000* Significance
	Inside groups	164.832	368	0.448		
	Total	175.821	371			
Whole academic skills	Between groups	11.034	3	3.678	8.959	0.000* Significance
	Inside groups	151.077	368	0.411		
	Total	162.111	371			

* Significant differences at the level ($0.05 \geq \alpha$).

It is clear from Table 14 that there are statistically significant differences among the research sample opinions at the significance level ($0.05 \geq \alpha$) according to the academic level variable. Therefore, the favor of the discrepancies between each faculty category was determined using the LSD test. The results are summarized in Table 15.

Table 15: The "LSD" test results of the differences between academic level categories

Research dimension	Academic level	No.	Means	Fifth level	Sixth level	Seventh level	Eighth level
Learning and creative skills	Fifth level	103	4.0051	-		*	*
	Sixth level	87	4.1359		-	*	*
	Seventh level	117	4.4083			-	
	Eighth level	65	4.3836				-
Life and work skills	Fifth level	103	3.8789	-		*	*
	Sixth level	87	4.0985		-	*	*
	Seventh level	117	4.4042			-	
	Eighth level	65	4.3988				-

Research dimension	Academic level	No.	Means	Fifth level	Sixth level	Seventh level	Eighth level
Whole academic skills	Fifth level	103	3.9924	-		*	*
	Sixth level	87	4.1177		-	*	*
	Seventh level	117	4.4063			-	
	Eighth level	65	4.3424				-

* Significant differences at the level of (0.05) or less.

It is clear from Table 15 that there are statistically significant differences at the significance level ($0.05 \geq \alpha$) between the research sample members of the fifth and sixth level employees and eighth level employees in favor of the students of the seventh and eighth levels. It may be because the students in the seventh and eighth levels are usually more in need of academic skills. Therefore, they are better aware of the role played by the university towards developing those skills among students. This result conforms to that of Al-Arissan's (2017) study that found statistically significant differences in academic self-efficacy on the variable of academic level, and favor of students at the higher educational level.

5. Conclusions and Recommendations

This study has highlighted the importance of academic skills and the role of Prince Sattam bin Abdulaziz University in their development among students. It has highlighted the importance of self-learning at the undergraduate level. It is found that Prince Sattam bin Abdulaziz University has developed learning and creative skills as academic skills among students. There are no statistically significant differences in the responses of the study sample about the students' estimates average of the role of Prince Sattam bin Abdulaziz University in developing their academic skills according to the difference in the gender variable. As male and female students deal with the same university systems, their feelings are inclined in favor of the role of the university in developing their academic skills. However, there are statistically significant differences at the significance level ($0.05 \geq \alpha$) in the research sample opinions according to the difference of the faculty variable favoring the scientific students. It is because scientific students are usually more in need of these skills. Hence, they are more aware of the role of the university in developing these skills among them. Likewise, there are statistically significant differences among the research sample opinions at the significance level ($0.05 \geq \alpha$) according to the academic level variable in favor of the seventh and eighth levels. It is because the seventh and eighth levels are usually more in need of academic skills, therefore, they are better aware of the role played by the university towards developing those skills among them.

In light of the research findings, the researcher recommends adopting awareness programs about the importance of academic skills among university students and their role in their scientific and practical life. It can be achieved through the university's use of various communication sites and various media to educate students regarding the importance of these skills. In addition, university leaders should arrange scientific meetings and seminars on ways to enhance the academic skills of university students. The university should place mechanisms and procedures that contribute to helping from research and scientific theses to develop academic skills among university students. It is essential to intensify university courses with topics that urge students to pay attention to self-learning skills keeping in view their great importance in refining students' experiences towards identifying ways to obtain information from self-documented sources. The university leaders and officials should adopt the necessary material and moral stimulus programs for students who excel in academic skills. They should organize activities that contribute to the development of students' academic skills. Faculty members should play their role in providing sources of information through which they obtain their knowledge and information. There is a dire need for faculty members to familiarize students with different cultures and diverse ideas.

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