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The Role of Saudi Universities in Promoting Moderation among their Students

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Abstract

The study investigated the role of Saudi universities in promoting moderation among their students through development of cognitive, psychomotor, and affective domains. The study also explored the effect of the particular university attended on the study sample members' opinion of the level of the role of Saudi universities in promoting moderation. (Universities in the study included Umm Al-Qura University, King Saud University, King Faisal University, King Khalid University, and Tabuk University.) The study used the descriptive approach in its survey method; the researcher prepared a questionnaire composed of 34 items distributed in three domains (cognitive, psychomotor, and affective). The instrument was applied to a sample of 397 male and female Saudi university students. The most significant result of the study was that the role of Saudi universities in promoting moderation among their students through the development of the affective domain also had a high rating level with the mean score of the total domain items of 4.12 and a standard deviation of 0.85. Further, the role of universities in promoting moderation among their students through the development of the cognitive domain had a high rating level with an arithmetic mean of the total domain items of 4.10 and a standard deviation of 0.88.

1. Introduction

The issue of promoting moderation is of paramount importance in protecting individuals and the Muslim community, as well as preventing said community from deviating from

the right path. Moderation aids in developing individual integrity and secures society, protecting it from falling into the scourge of excess or negligence by immunizing individual minds and nurturing positive awareness with which destructive thoughts and misleading trends can be confronted (Al-Quwaifli, 2013; Al-Ali, 2012). The study confirms interest in promoting moderation in the present era. Contemporary Muslim youth suffer from confusion in concepts and changes in ideas, mixing the authentic with the false and the fixed with the changeable. This may result in loss of identity and change of personality (Shatnawi, 2010). In the opinion of many, moderation is one of the most urgent issues for the Muslim community as it is the basis for charity and a civilized world (Samaroh and Samoh, 2020).

From this point of view, many seminars and scientific conferences (2003, October 7-10) called for the importance of paying attention to promoting moderation in educational institutions. A symposium, "The Impact of the Qur'an on Achieving Moderation and Repelling Extremism," held in Makkah Al Mukarramah, emphasized in one of its recommendations the importance of urging Islamic educational institutions to push for a curriculum that includes recognition of righteous predecessors along with moderation, learning, teaching, working, applying, advocating, and publishing (Al-Jazirah newspaper, 2003). Another symposium, "Immunizing University Youth Against Intellectual Invasion" (2003, April, 14-16), organized by the Islamic University of Madinah, recommended educating generations to be proud of Islam and introducing them to its advantages such as moderation to consolidate their confidence in their religion and immunize them from destructive thought (Editor's Board, 2003). In light of all this, the current study serves to reveal the current reality of the role of Saudi universities in promoting moderation among their students through development of their cognitive, skill, and emotional aspects.

The study proceeds from the fact that the goal of education in the Kingdom of Saudi Arabia is a correct and integrated understanding of Islam, instilling and spreading the Islamic faith, providing students with Islamic values, teachings, and ideals, imparting knowledge and skills, and developing constructive behavioral attitudes (Ministry of Education, 1995). The importance of this is underscored by the fact that more than one million, four hundred thousand students comprise Saudi universities, as confirmed by the reports issued by the Ministry of Education (2019), one of whose goals is to spread the values of moderation (Ministry of Higher Education, March 14, 2021). Thus were established intellectual awareness units in all Saudi education departments and universities.

The current study attempts to reveal the reality of the role of Saudi universities in promoting moderation among their students, and thus the ability to provide a comprehensive description and accurate diagnosis of that reality. Additionally, the study aims to identifying the strengths and weaknesses of the role played by Saudi universities in promoting moderation among their students in order to gauge the validity of the existing situation and whether there is need to make partial or fundamental changes in

it.

The current study attempts to answer the following two questions:

Q1- What is the role of Saudi universities in promoting moderation among their students at the level of the total axes and sub-axes (cognitive, skill, emotional) of study?

Q2- Are there statistically significant differences at the level of significance (α ≤ 0.05) between the average responses of the study sample members about the role of Saudi universities in promoting moderation among their students attributable to the university they are enrolled in in the total axes of the study and in the sub-axes?

The current study was applied to a cluster random sample of universities in the Kingdom of Saudi Arabia, which were represented in Umm Al-Qura University, King Saud University, King Faisal University, King Khalid University, and Tabuk University. The study was applied in the field in the first semester of the academic year 2021.

Scientific curricula differ and their starting points are numerous, in conjunction with the nature of the research problem that is being addressed. Each approach has its own function and characteristics that fit the nature of the subject under study and research. The nature of the current study requires reliance on the descriptive approach in its survey style.

The population of the current study consisted of all undergraduate students enrolled in the records of Saudi public universities supervised by the Ministry of Education in the Kingdom of Saudi Arabia, which number 29 universities (the website of the Ministry of Education, the number of Saudi universities). Six universities were excluded from them as they focus on certain disciplines, they are limited to teaching females only, or the attendance rate is less than 75%. Therefore, the study population was reduced to the 23 universities (Table 1).

Table 1: Study population "Saudi universities

the University	N.	the University	N.
Hael University	13	Umm Al Qura University	1
Al-Jouf University	14	Imam Muhammad Bin Saud Islamic University	2
Tabouk University	15	King Saud University	3
Al Baha University	16	King Abdulaziz University	4
Najran University	17	King Faisal University	5
Northern Border University	18	King Khalid University	6
Shaqra University	19	Al Qussaim University	7
Prince Sattam bin Abdulaziz University	20	Taibah University	8
Imam Abdulrahman bin Faisal University	21	Taif University	9
University Collected	22	Gazan University	10
University of Hafr Al-Batin	23	Jeddah University	11
-	-	University of Bisha	12

The method of drawing the study sample: Since the population of the current study is large and distributed over a wide geographical scope, the sample was chosen by the two-stage random method, in which cluster randomness and simple randomness are

combined.

Characteristics of the study sample members: The variable of the university to which the student is enrolled has been determined (Table 2).

Table 2: Characteristics of the study sample members

percentage	Repition	the variables	Variable type
%25.9	103	Umm Al Qura University	
%16.6	66	King Saud University	
%27.7	110	King Faisal University	the University
%17.4	69	King Khalid University	
%12.3	49	Tabouk University	
%100	397	Overall	

To collect information and data for the study in an organized manner, a questionnaire was adopted (Mikhail, 2016 AD, p. 91).

1- Steps to build the study tool: The study tool was built on the basis of information in the theoretical literature, previous studies, and through consulting experts and specialists in the field. To determine the role of Saudi universities in promoting moderation among their students for the total axes of the study, for each axis separately, and for each of its terms, the statistical standard was used based on the arithmetic averages. To determine the cell length of the five-point Likert scale, the range (5-1 = 4) was calculated and divided by the largest value in the scale to get the cell length (4/5 = 0.80), and then this value was added to the lowest value in the one correct scale.

2- The validity of the study tool: Validity was confirmed by the methods of apparent honesty and internal consistency. The following is an explanation:

The credibility of the arbitrators: The questionnaire was presented to a group of arbitrators. They were asked to express their opinion on the statements included in the questionnaire regarding the clarity of its phrases, their importance, and their relevance to the axes. They were asked to delete, add, and amend as appropriate. Eighty percent was considered as agreement on the amendment, whether by deleting, adding, or modifying the wording. In light of this, and after retrieving the refereed questionnaires, it became clear that, with the exception of eight statements, the arbitrators agreed on the three main axes and the statements under them. The eight disqualified statements were subsequently excluded from the tool.

The validity of the internal consistency: To ensure the validity of the internal consistency of the questionnaire, it was applied to a pilot sample of 33 individuals from the study sample. These individuals, then, were excluded from the study sample upon the final application of the tool. The Pearson correlation coefficient between the statements and their axes was then calculated, as well as the correlation of the axes together and their correlation with the total average of the questionnaire. Accordingly, the correlation was analyzed to ensure the sincerity of the internal consistency of the

study tool. We deemed the upper limit to be statistically significant at the significance level 0.00.

Stability of the study tool: The stability of the resolution was confirmed by calculating "Cronbach's Alpha Coefficient". The tool was applied to the exploratory sample of the study consisting of 33 individuals, the pilot group from the study sample. The axes are between 0.79 as a minimum and 0.88 as a maximum. This indicates that the resolution has a high degree of stability.

2. Theoretical Framework and Previous Studies

2.1 The university stage and its importance

The university is one of the most important institutions in society. It is relied upon to further the goals of society, whether those goals be in social, cultural, educational, or other societal aspects (2012). Further, the university is charged with developing the national conscience of young people. This interpretation of the purpose of the university is not uncontroversial. There are those who claim that the university's function is only to reveal facts, contribute to solving current problems, and enabling students to face future challenges. They add that the function of the university is limited to providing an appropriate environment to perform its mission in the field of knowledge and thought from the perspective of the current culture and providing for the needs of society.

The educational role of universities is more evident through the importance of the university stage itself, and from what Safi (2009) explained--that the individual at this stage is characterized by vitality and impulsiveness and is filled with an overwhelming amount of desires, ambitions, and aspirations that may combine to create a contradictory psychological world that makes him somewhat disturbed and unable to understand those around him. Al-Abadi (2008) adds that the university stage represents the beginning of maturity and completion of training on the one hand, and a stage for increasing the possibilities of exposure to risks and external influences on the other. As a result, it is the stage that brings the beginning of openness to life within the limits of personal desires, the launching pad of reasoning and openness to the surrounding environment, and instills the love of knowledge and curiosity. There is foresight, warning and guidance. Figure 2 represents the most important characteristics of undergraduate students.
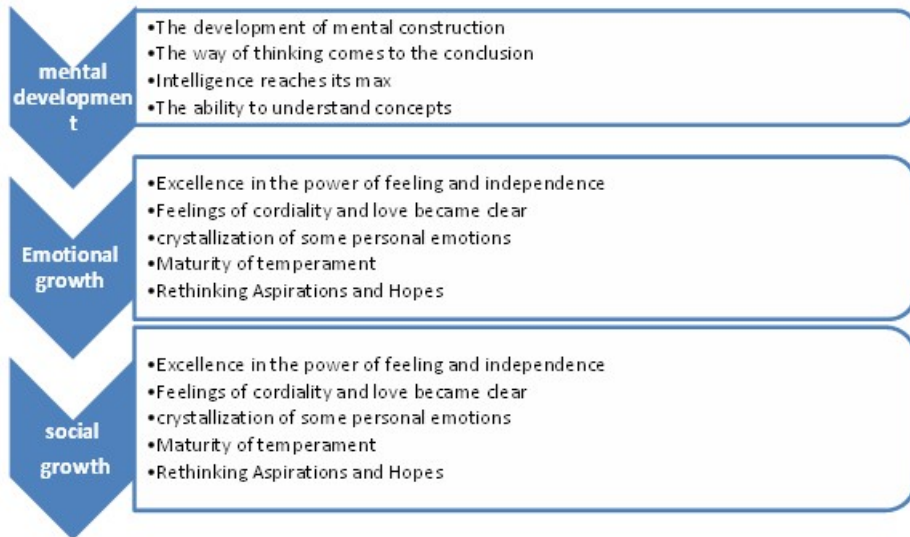
Figure 1: Characteristics of undergraduate students
Source: (Awaida, 1996), (Zahran, 1986), (Sulaiman, 2015), (Abu Asaad, and Al-Khatatna, 2010), (Qusaibat, 2007).

2.2 Aspects of promoting moderation

It is important to start from the educational foundations to promote moderation among students, especially at the university level. Abu Moghli (1997) shows that university education is based on awareness of human nature, explaining that planning the educational situation should take into account the development of the integrated personality in all its aspects, provided that this type of education has a positive impact on the thinking, behavior, and values of students. Rashid (1988) asserts that the university curriculum, in its broadest sense, is derived from the basic function of modern education, which is the growth of the learner in all his or her aspects. Accordingly, Abu Al-Maati (2018) indicated that education should not limit its role to developing the cognitive aspect without the skill and emotional aspects to achieve integration in the personality. Al-Harbi (2014) explains that the main axes of educational goals in education are classified into three areas that represent the most prominent aspects of human personality, namely, the cognitive side, the emotional side, and the skill side, stressing that any shortcoming in addressing these aspects will lead to the existence of a person who is not integrated or who is unbalanced. In the same context, Muhammad (2012) considered the comprehensive curriculum, which depends on the development of these three aspects, as one of the most important types of curricula that would contribute to confronting extremism and lead toward moderation. Moderation is represented in the cognitive, skill, value, or affective aspects, in addition to others

discussed in a study by Al-Jedibi (2016) indicating moderation is also manifested from an educational perspective in the emotional aspects, as well as cognitive and skill mentioned by Muhammad (2012).

Al-Saqabi (2011) conducted a study aimed at explaining the efforts of the Ministry of Islamic Affairs, Endowments, Call and Guidance in achieving moderation. It relied on the descriptive approach using the questionnaire tool and the qualitative method using the interview tool, the concept of moderation was moderately. While The Al-Suwailem study (2013) aimed to identify the degree of the practice of student affairs management to develop the spirit of citizenship among students. For this, he used the descriptive approach and prepared a questionnaire that was applied to a sample of student affairs officials and a number of students in Saudi universities. Among the most prominent findings of the study is that there was a decrease in the students' point of view about the role of student affairs departments in developing the spirit of citizenship in all axes (socially, culturally, activating the spirit of dialogue, media, scientifically, depending on the number of visits and trips, politically, economically, athletically).

Al-Awfi (2014) conducted a study aimed at revealing the educational role of Saudi universities in treating university youth problems in the light of contemporary cultural changes. The questionnaire, applied to a sample of university students, was relied on as a tool for collecting information. Among the most prominent findings of the study is that Saudi universities succeed in their educational, moral, social and economic role to a moderate degree. While Al-Suwaidan (2016) stated a study aimed at discovering the role of colleges of education in Saudi universities in promoting the values of citizenship among students from the point of view of the faculty members and students themselves. The questionnaire and the interview were adopted as two tools for collecting information. One of the most prominent results of the study was that from the point of view of faculty members the role of colleges of education in Saudi universities in promoting the values of citizenship among students scored high. Hamdan and Nassar (2017) directed a study aimed at identifying the role of educational institutions affiliated with the Ministry of Awqaf in Gaza in spreading a culture of moderation among its students from the point of view of the faculty members. One of the most prominent findings of the study was that the educational institutions of the Ministry of Religious Endowments in Gaza play a positive role in spreading a culture of moderation; the average responses to the four fields of the questionnaire from the research sample showed the respondents' opinion of the success of this objective was adequate.

Al-Hudhaif (2019) conducted a study that aimed to develop a proposed vision for strengthening education in Islamic values and national identity for male and female students in Saudi universities in order to achieve the vision of the Kingdom 2030 in the light of the sources of Islamic education. Among the most prominent results of the study was that the goal of Saudi universities in promoting education on Islamic values and the national identity of male and female students is largely achieved. While Al-Ajlan (2019)

aimed a study with the objective of identifying the degree of contribution of the faculties of education in Saudi universities to achieving intimacy and rejecting division in light of contemporary challenges, the researcher also analyzed the general preparation courses in the faculties of education in the same universities. Among the most prominent results of the study: The contribution of the colleges of education in Saudi universities through their courses, the various university environments, and by faculty members in the areas of achieving intimacy and rejecting division were all achieved to a medium degree.

Saefudin (2020) conducted a study with the goal of identifying the role of Islamic teacher training colleges on moderation. It adopted a qualitative approach for the study. The data was collected through observation, in-depth interviews, and analysis of related documents. The study focused on "Miftah Al-Huda" school as a representative sample of the study population. One of the most prominent findings of the study was that the "Miftah Al-Huda" school played a major role in consolidating and spreading the values and actions of moderation. Meanwhile Jamilah (2021) study showed that how Islamic education plays an important role in the process of instilling moderation among students, and that religious education courses can enhance the students' spirit of patriotism. The results also showed seminars and workshops intended to enhance patriotism and moderation had limited effect. Kanafi et al. (2021) highlighted the role of Islamic organizations in promoting moderation. The study used the qualitative approach, where data were collected through interviews and observations on a sample of 6 branches of the Nahdlatul Ulama Organization in Indonesia. The results showed that the branches of the Nahdlatul Ulama Organization play a major role in moderating personality vis-à-vis religious beliefs, attitudes, and actions based on those beliefs and attitudes.

2.3 Study results, discussion and interpretation

Results of the first question:

The first question: "What is the role of Saudi universities in promoting moderation among their students at the level of the total axes of study, and in the sub-axes"?

Table 3 shows the arithmetic averages, standard deviations, and the level of estimate for the expressions of the cognitive aspect axis, as follows:

Table 3: Means and standard deviations, and the level of estimate for the total axes of the study tool

appreciation level	Ranking level	standard deviation	Arithmetic mean	Axles
high	2	0.88	4.10	cognitive side
high	3	0.97	3.87	the skill side
high	1	0.85	4.12	the emotional side
high		0.79	4.03	Total axes

Table 3 shows that the level of the role of Saudi universities in promoting moderation among students scored at a high level, as the arithmetic mean of the total axes of the study tool was 4.03 with a standard deviation of 0.79, and the results of all axes achieved a high rating level, Where the axis of the role of Saudi universities in developing the emotional side to promote moderation among students came in the first place with an arithmetic mean of 4.12 and a standard deviation 0.85, followed by the axis of the role of Saudi universities in developing the cognitive aspect to promote moderation among students with an average of 4.10 and a standard deviation 0.88. The arithmetic mean score of responses to questions regarding developing the skill aspect to enhance moderation among students in Saudi universities was 3.87 with a standard deviation of 0.97 in the third and final order. This result is in general agreement with the results of the Al-Hadeef study (2019) on the impressive role of Saudi universities in promoting moderation. It also agrees more generally with the results of the study of Hamdan and Nassar (2017), Seafudin, (2020), Suhanah & Hakim, (2021), Jamilah, (2021), and Kanafi et al. (2021), which in its entirety clarified the active role of the great educational institutions in promoting moderation. Its result differs in a more general way with the result of the Al-Suwailem study (2013), which showed a decrease in the educational role of Saudi universities, which comprised the sample of the study. Its result partly differed with the results of the study of Al-Ajlan (2019), Al-Qahtani (2019), and Al-Awfi (2014), which confirmed that Saudi universities perform their educational role at an average level, and differ with the result of the Al-Saqabi study (2011), which clarified the average level of the Ministry of Social Affairs. Results of the study showed The Islamic Endowments, Call, and Guidance in the city of Buraidah - as one of the institutions entrusted with educational roles – achieved success in the goal of moderation. This result is consistent with what was stated in the Education Document in the Kingdom of Saudi Arabia (Ministry of Education, 1995). This result is also consistent with what was stated in the Ministry of Education's strategy document (2016-2020).

A- The role of Saudi universities in promoting moderation among their students at the level of the cognitive aspect axis.

Table 4 shows the arithmetic averages, standard deviations, level of estimation, and order of the expressions of the cognitive aspect axis.

Table 4: Means and standard deviations, and the level of estimation for the responses of the study sample members on the axis of the cognitive side

appreciation level	order of importance	standard deviation	Arithmetic mean	Phrase	s
High	7	1.04	4.08	The truth of the Islamic faith clarifies the middle ground between extremism and leniency	1
High	8	1.01	4.07	The truth of the Islamic faith clarifies the middle ground between extremism and leniency	2
very high	1	0.92	4.33	Learn about the positive effects of adhering to what is stated in the legal texts	3
High	3	1.07	4.15	Increase students' awareness of their duties towards the Islamic religion	4

appreciation level	order of importance	standard deviation	Arithmetic mean	Phrase	s
High	2	1.06	4.19	Warns against calls aimed at questioning the Islamic faith	5
High	9	1.09	4.07	It educates students about the dangers of blind imitation of violators	6
High	6	1.09	4.08	keen to warn students of the disadvantages of intellectual deviations	7
High	12	1.13	3.91	It is keen to educate students about the methods of promoting suspicious ideas	8
High	11	1.08	3.95	It seeks to acquaint students with the characteristics of deviants from the mediocrity curriculum	9
High	10	0.99	4.06	Show ways to preserve the mind from deviation from the approach of moderation	10
High	5	1.06	4.12	Clarify the legal controls for communicating with violators of belief	11
High	4	1.00	4.14	Explains the role of forensic science in immunization from intellectual deviations	12
High	2	0.88	4.10	The general average of the cognitive aspect axis	

It is clear from Table 4 that the level of the role of Saudi universities in promoting moderation among their students through the development of the cognitive aspect scored at a high level of appreciation, as the general arithmetic mean for this axis reached 4.10 with a standard deviation of 0.88. It also appears from the same table that there is consistency in the responses of the sample members on the questionnaire statements regarding this axis, as the average responses ranged between 3.91 and 4.33, which are averages that fall between the two categories (high) and (very high) on the five-level scale.

The researcher attributes this result to the interest of Saudi universities in enhancing this knowledge through the adoption of compulsory subjects within the study plans concerned with the development of this aspect of the course "Islamic Culture" at its four levels at Umm Al-Qura University (Umm Al-Qura University website), King Khalid University (King University website), and the University of Tabuk (the website of the University of Tabuk), Additional benefit comes from the courses "Contemporary Intellectual Issues" and "Islamic Creed and Doctrines" at King Faisal University (the website of King Faisal University), in addition to the elective courses at King Saud University, "The Origins of Islamic Culture," "Human Rights," "Contemporary Issues," "Studies in the Biography of the Prophet," "The Political System in Islam," and "The Economic System in Islam" (King Saud University website.

This result differs in part from the result of the Al-Harbi study (2014), which showed that the university's role in building the student's personality through the development of the cognitive aspect was successful only to the intermediate level. Perhaps the reason for this difference is due to the fact that the study of Al-Harbi (2014) was conducted about six years before the current study, which was expanded to include five public universities in the Kingdom of Saudi Arabia.

B- The role of Saudi universities in promoting moderation among their students at the level of the skill aspect axis.

Table 5 shows the arithmetic averages, standard deviations, the level of estimation, and order of the skill aspect axis phrases.

Table 5. Means and standard deviations, and the level of estimation for the responses of the study sample members on the axis of the skill side

appreciation level	order of importance	standard deviation	Arithmetic mean	Phrase	s
High	5	1.20	3.88	Interested in training in solving problems in a scientific way	13
High	6	1.22	3.87	Interested in training in solving problems in a scientific way	14
High	4	1.14	3.94	Interested in training in solving problems in a scientific way	15
High	1	0.98	4.14	Interested in training in solving problems in a scientific way	16
High	10	1.29	3.62	Focus on managing emotions in difficult situations	17
High	9	1.24	3.73	Focus on managing emotions in difficult situations	18
High	8	1.22	3.73	Develop the ability to take advantage of leisure time by encouraging diverse talents	19
High	2	1.07	4.02	It is concerned with training on selectivity in taking information from different sources	20
High	7	1.11	3.84	It seeks to provide students with the skill of being slow to make judgments	21
High	3	1.07	3.96	Interested in training in the positive handling of social networking	22
High	3	0.97	3.87	The general average of the skill aspect axis	

It is clear from Table 5 that the level of the role of Saudi universities in promoting moderation among their students through the development of the skill aspect scored at a high level of appreciation, as the general arithmetic mean for this axis was 3.87, with a standard deviation of 0.97. It also appears from the same table that there is consistency in the consent of the sample members to the questionnaire statements regarding this axis, as the average responses ranged between 3.62 and 4.14, which are averages located at the high level of the degree of appreciation. The researcher attributes this result to the interest of Saudi universities in enhancing these skills through the adoption of compulsory subjects within the study plans concerned with the development of this aspect, such as the courses "Communication Skills" and "Learning, Thinking and Research Skills" at King Saud University (King Saud University website), and Tabuk University (Tabuk University website). This result is completely different from the result of Al-Harbi's study (2014), which showed that the university's role in developing the student's personality through enhancing the skill side scored at the weak level. This difference can be explained by the fact that Al-Harbi's study (2014) was conducted nearly six years before the current study. During that period was developed the university's experiences, its interest in student activities, and the improvement of teaching methods. In addition, Al-Harbi's study (2014) was limited to a sample of Taibah University students only. The current study included a sample of five public universities in the Kingdom of Saudi Arabia.

C- The role of Saudi universities in promoting moderation among their students at the level of the emotional aspect axis.

Table 6 shows the arithmetic averages, standard deviations, level of estimation, and ranking of the expressions of the axis of the emotional side.

Table 6. Means and standard deviations, and the level of estimation for the responses of the study sample members on the axis of the emotional side

appreciation level	order of importance	standard deviation	Arithmetic mean	Phrase	s
High	4	1.02	4.18	seeks to develop pride in the Islamic identity	23
High	8	0.98	4.08	Urges an appreciation of the moderation approach in Islam	24
Very high	3	0.93	4.23	Develop a sense of glorifying the Holy Qur'an as the first source of receiving	25
Very high	2	0.92	4.24	Urges to follow the Sunnah of the Prophet, peace and blessings be upon him	26
High	7	1.04	4.09	It encourages the practice of Islamic moral values	27
High	6	1.03	4.10	Striving to promote a positive outlook on life	28
High	11	1.05	4.02	Encourages appreciation of the contributions of others to the progress of mankind	29
High	12	1.19	3.95	Develop pride in the role of Islamic civilization in the progress of mankind	30
High	9	1.02	4.05	Interested in instilling the value of fairness in dealing with others	31
High	5	0.95	4.16	It enhances respect for the value of man as a creature honored by God Almighty	32
Very high	1	0.86	4.27	It seeks to instill a sense of responsibility towards the society in which you live	33
High	10	1.05	4.02	It invites contemplation of the laws of God Almighty in the universe	34
High	1	0.85	4.12	The general average of the emotional aspect axis	

It is clear from Table 6 that the level of the role of Saudi universities in promoting moderation among their students through the development of the emotional aspect came at a high level of appreciation; the general arithmetic mean for this axis was 4.12 with a standard deviation of 0.85. It is also evident from the same table that there is consistency in the approval of the sample members on the questionnaire statements regarding this axis, as the average responses ranged between 3.95 and 4.27, which are averages located in the categories of very high and high levels.

The researcher attributes this result to the interest of Saudi universities in enhancing the emotional side of students through the adoption of compulsory subjects within the study plans concerned with their development, such as the four levels of Islamic education courses at at Umm Al-Qura University (Umm Al-Qura University website), and the course on the origins of Islamic culture at King Saud University (The King Saud University website), as well as teaching the Noble Qur'an memorization and recitation at four levels at Umm Al-Qura University (Umm Al-Qura University website). This has positive effects in educating the soul, enhancing the individual's integrity, and consolidating Islamic principles therein. In addition, other courses, lectures, and

university activities may develop emotional aspects that would promote moderation.

This result is consistent with the conclusions of an Al-Harbi study (2014), where its results showed that the university's role in building the student's personality through the development of the emotional aspects came in at the strong level.

The results of the second question:

The question stated, "Are there any statistically significant differences ($α ≤ 0.05$) between the average responses of the study sample members concerning the role of Saudi universities in promoting moderation among their students that are attributed to the variable of the university they are enrolled in in the total axes and in the sub-axes of the study?"

Table 7 shows the arithmetic averages and standard deviations of the role of Saudi universities in promoting the average among their students attributable to the variable "University" in the total study axes and in the sub-axes.

Table 7. Means and standard deviations, and the level of estimation for the responses of the study sample members according to the university variable

standard deviation	Arithmetic mean	The number	the university attended	Axis
0.85	4.19	103	Umm Al Qura University	
0.79	4.12	66	King Saud University	
0.97	4.13	110	King Faisal University	Cognitive aspect axis
0.88	4.01	69	King Khalid University	
0.76	3.87	49	Tabouk university	
1.08	3.73	103	Umm Al Qura University	
1.05	4.00	66	King Saud University	
0.92	4.05	110	King Faisal University	skill side axis
0.80	3.86	69	King Khalid University	
0.78	3.59	49	Tabouk university	
1.01	4.14	103	Umm Al Qura University	
0.86	4.16	66	King Saud University	
0.71	4.14	110	King Faisal University	Emotional aspect axis
0.85	4.09	69	King Khalid University	
0.69	3.96	49	Tabouk university	
0.88	4.02	103	Umm Al Qura University	
0.82	4.09	66	King Saud University	
0.75	4.11	110	King Faisal University	Total axes of the study tool
0.75	3.98	69	King Khalid University	
0.64	3.81	49	Tabouk university	

It is clear from Table 7 that there is an apparent variance according to the university variable for the level of the study tool in the axis of the knowledge aspect, where the arithmetic mean ranged between 3.87 and 4.19. On the side of the second axis related to the development of skills that would enhance moderation, the arithmetic average ranged between 3.59 and 4.05. As for the third axis of the study, which is related to the emotional aspect, the arithmetic mean ranged from 3.96 to 4.16. In the total axes of the study tools and according to the university variable, it can be said that there is an

apparent discrepancy between the averages of the responses of the study sample members, which ranged between 3.81 and 4.11.

To reveal whether those differences between the averages of the study sample members concerning the role of Saudi universities in promoting moderation among their students are attributed to the university's variable in the total axes and the sub-axes of the study, the one-way ANOVA test was used, the results of which are shown in Table 8.

Table 8: Anova test according to the university variable

Indication value	F value	mean squares	degree of freedom	sum of squares	Contrast source	
0.25	1.329	1.025	4	4.098	between groups	cognitive side
		0.771	392	302.301	within groups	
		-	396	306.399	the total	
0.02	2.950	2.709	4	10.837	between groups	the skill side
		0.918	392	360.010	within groups	
		-	396	370.848	the total	
0.72	0.510	0.368	4	1.472	between groups	the emotional side
		0.721	392	282.575	within groups	
		-	396	284.047	the total	
0.23	1.391	0.866	4	3.463	between groups	Total study axes
		0.622	392	243.942	within groups	
		-	396	247.405	the total	

It is clear from the results of Table 8 that there are no statistically significant differences between the average responses of the study sample members that are attributed to the university they are enrolled in concerning the role of Saudi universities in promoting moderation among their students. Neither did the results show statistically significant differences between the average responses of the sample members in the cognitive aspect axis and the affective aspect axis. There are, however, statistically significant differences between the averages of the responses of the study sample members concerning the role of Saudi universities in promoting moderation through development of the skill side, where the significance value was 0.02, which is a value greater than 0.05. Concerning the role of Saudi universities in promoting moderation in the skill aspect axis, in order to find the source of the differences between the averages of the responses of the study sample members that are attributed to the university variable, the dimensional comparisons test (LSD) was used. The results appear in Table 9.

Table 9: LSD Test to indicate the source of the differences between the average responses of the study sample members according to the university variable in the skill aspect.

King Khalid University	King Faisal University	King Saud University	Umm Al Qura University	standard deviation	Arithmetic mean	Numbers	the university attended	the hub
-	-	-	-	1.08	3.73	103	Umm Al Qura University	
-	-	-	0.07	1.05	4.00	66	King Saud University	
-	-	0.73	0.01	0.92	4.05	110	King Faisal University	
-	0.19	0.39	0.37	0.80	3.86	69	King Khalid University	the skill side
0.13	0.01	0.02	0.41	0.78	3.59	49	Tabouk university	

It is clear from Table 9 that there are statistically significant differences between the averages of the responses of the study sample members to survey questions concerning the role of Saudi universities in promoting moderation among their students that are due to the university variables of Umm Al-Qura and Tabuk, where the statistical significance value was 0.01, (less than the statistically significant threshold of 0.05), in favor of Umm Al-Qura University. The results also showed there were statistically significant differences between the averages of the responses of the study sample members about the role of Saudi universities in promoting moderation among their students due to the university variable between the universities of King Saud and Tabuk, where the value of the statistical significance was 0.02, again less than the threshold of 0.05, and that for King Saud University. In addition, the results showed through the same table that there are statistically significant differences between the average responses of the study sample members about the role of Saudi universities in promoting moderation among their students due to the university variable between King Khalid and Tabuk universities. We note in the table Tabuk University scored a value of 0.01, less than the significance threshold. Obviously, the number for King Khalid University is much higher.

The researcher attributes the absence of statistically significant differences between the average responses of the study sample members concerning the role of universities in promoting moderation among their students in the total axes of the study to the fact that Saudi universities are responsible under the umbrella of a unitary Ministry of Education, which in turn works to formulate higher policies for universities within the framework of striving to promote moderation among male and female students. The absence of statistically significant differences between the averages of the responses of the study sample members regarding the role of universities in promoting moderation among their students in the axes of the cognitive and emotional aspects can

be explained by the fact that Saudi universities are interested in developing the cognitive and emotional aspects that would contribute to promoting moderation through approved study plans and university activities that directly relate to male and female students and develop both the cognitive and emotional aspects.

On the other hand, the presence of statistically significant differences between the average responses of the study sample on the role of universities in promoting moderation among their students in the skill aspect axis can be attributed to the roles assumed by Umm Al-Qura University, King Saud University, and King Faisal University in promoting this aspect, both through university activities that work to promote moderation and also through the aspects that are nourished in the curricula that contribute to the development of the skills that work to promote moderation..

This result is in general agreement with the result of the study of Al-Ajlan (2019), which showed that there are no statistically significant differences attributable to the university variable in terms of the contribution of the faculties of education in Saudi universities to achieving intimacy and rejecting division in light of contemporary challenges.

The result of the current study differed from that of the Al-Hadeef study (2019), which showed that there were statistically significant differences attributable to the university variable in favor of King Khalid University, Imam Muhammad bin Saud Islamic University, and Umm Al-Qura over King Faisal University with statistically significant differences at the significance level of 0.01. Perhaps the difference here is due to the study of Al Hudayf (2019) dealing with the subject of national identity, while the current study dealt with the topic of moderation. This difference may also be explained by the application of the study tool in the study of Al Hudayf (2019) on a sample of faculty members, while the tool of the current study was applied to a sample of university students.

3. Results

The study shed light on a number of facets of the promotion of moderation:
1. The role of Saudi universities in promoting moderation among their students was at a high level of appreciation, as the arithmetic mean of the total axes of the study tool was 4.03 with a standard deviation of 0.79.
2. The role of Saudi universities in promoting moderation among their students through the development of the knowledge aspect at a high level of appreciation. We saw that the arithmetic mean of the total axis phrases, 4.10 with a standard deviation of 0.88, ranked second in terms of the level of arrangement among the sub-axes of the study tool.
3. The role of Saudi universities in promoting moderation among their students through developing the skill aspect showed a high level of appreciation, where the arithmetic mean of the total axis phrases was 3.87 with a standard deviation

of 0.97, resulting in a third place in terms of the level of arrangement among the sub-axes of the study tool.

4. The role of Saudi universities in promoting moderation among their students through the development of the emotional aspect came at a high level of appreciation. The arithmetic mean of the total axis phrases was 4.12 with a standard deviation of 0.85. This topic ranked first among the sub-axes of the study tool.

5. The study results did not show statistically significant differences attributable to the variable of the university in which the student is enrolled in the total study axes.

In light of the results of the current study, the researcher recommends:

1- Saudi universities work on promoting moderation by developing the cognitive, skill, and emotional aspects of students, paying special attention to the skill aspect.

2- Saudi universities expand university activities to develop students' skill and emotional aspects and to focus on developing the cognitive aspects that will enhance moderation among them.

3- Forming a committee headed by His Excellency the President of the University or his representative, and the membership of each of the deans of the deanships, and the directors of the departments concerned with promoting the educational aspects of students to work on developing a mechanism for developing the educational role of the university in promoting moderation, following up on its application on the ground and evaluating the results periodically.

4- Establishing a scientific chair specialized in studying the education of young people in moderation.

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