

DOI: 10.5281/zenodo.17316995

UNIVERSITY'S ROLE IN CIVILIZATIONAL COMMUNICATION: FIELD STUDY ON FEMALE STUDENTS AT PRINCE SATTAM AND PRINCESS NOURA UNIVERSITIES

Norah Nasser Saleh Alowayyid^{1*}

*Department of Educational Sciences, College of Education in Al-Kharj, Prince Sattam bin Abdulaziz
University, Al-Kharj 11942, Saudi Arabia.*

Received: 19/06/2025

Accepted: 24/09/2025

*Corresponding author: Norah Nasser Saleh Alowayyid
(n.alowayyid@psau.edu.sa)*

ABSTRACT

This study examined the role of universities in promoting civilizational communication values among female students, emphasizing faculty involvement, courses, and extracurricular activities. Data were collected from 389 students at Princess Noura Bint Abdulrahman University and Prince Sattam bin Abdulaziz University employing a descriptive survey methodology. The research findings revealed that students rated faculty teaching effectiveness at 4.08 out of 5.00, university curriculum content at 4.16 out of 5.00, and extracurricular activities at 4.03 out of 5.00. Student assessments of academic workload and budgetary constraints, coupled with insufficient marketing of university activities, were categorized as neutral (3.34/5.00). The research analysis revealed significant barriers that hinder civilizational communication initiatives due to conflicting schedules, limited student access to activities, and inadequate student motivation. The researcher advocates for the modification of college schedules to accommodate civilizational events, the implementation of interactive pedagogical approaches, and the promotion of student leadership initiatives. Social media platforms and financial assistance enable organizations to enhance outreach to prospective members by reducing economic entrance barriers. Student engagement will be enhanced through scientific competitions, civilizational seminars, and student involvement in activity planning. Future research necessitates an examination of long-term initiative outcomes, including enquiries into program impacts on male students and faculty members.

KEYWORDS: Civilizational Communication, University Role, Curricula, Faculty Members, Extracurricular Activities, Student Participation.

1. INTRODUCTION

The essential process of civilizational communication fosters shared understanding and commitment to tolerance and community collaboration among many societies, especially in the context of contemporary globalization. The enhancement of global connectedness necessitates the cultivation of communication values that facilitate civilizational discourse and collaboration among diverse groups. Academic institutions must provide students with essential university learning values to facilitate their success in multicivilizational relations. Students participating in educational programs focused on civilizational communication ideals learn to sustain respectful discussion among civilizations while comprehending diverse multicivilizational perspectives to foster social cohesion. Individuals foster peaceful coexistence and social harmony by engaging in diverse groups through civilizational communication rooted in dialogue and mutual understanding (Kulikovskaya, 2024). Comprehensive academic research on this subject is essential to examine the strategies employed by universities to support civilizational communication ideals, which will influence future societal progress (Al Nuaimi, 2022).

Contemporary higher education institutions embrace civilizational communication ideals that transcend conventional local identities to cultivate global citizens and multicivilizational competencies, as indicated by Kirkiç and Aydin (2021). Academic institutions have modified their educational frameworks in response to globalization to create programs that cultivate abilities for intercivilizational communication. Hutabarat (2023) asserts that academic debate necessitates ethical frameworks that foster equitable relationships among participants to facilitate ethical engagement. Contemporary society necessitates discourse among varied civilizational backgrounds to uphold shared principles and honor differences (Varatharaj et al., 2024); comprehending the university's use of these principles in courses and student initiatives is essential.

The establishment of inclusive communities and peaceful coexistence relies on tolerance, while education fosters civilizational awareness and discourse skills (Abdalla & Moussa, 2024). The swift advancement of technology necessitates the formation of civilizational communication (Al-Hariry, 2023) and acknowledges that higher education institutions must address discriminating language while promoting respectful habits. The civilizational communication of Saudi universities relies on their integration of justice, responsibility, and transparency (Mensah, 2022). Future research should evaluate the efficacy of current civilizational education programs in imparting understanding and discussion skills to pupils.

Universities, as knowledge centers and social development institutions, guide students towards ethical development and the cultivation of attributes that serve the community. The principles acquired through civilizational communication mitigate extreme instances of social discord by fostering opportunities for constructive conversation (Amauchi et al., 2022). Experiential learning enables students to apply the principles of civilizational dialogue to real-world scenarios. Students cultivate respect-oriented communication skills through programs that integrate diverse civilizational components (Caingcoy, 2023). He stated that institutions imparting civilizational communication skills to their students produce graduates who exhibit proficient interpersonal abilities and possess broad global viewpoints.

Educational discourse examines how institutions instruct students in fostering global dialogue and citizenship. Cultural diversity policies implemented by educational institutions aid in the eradication of discrimination and social exclusion from their educational initiatives. Anyichie and Butler (2023) and Arifi and Aldoosry (2022) elucidated that student leadership activities imparting civilizational communication knowledge yield lasting advantages. Students acquire the ability to operate in diverse situations through educational instruction in intercultural competency integrated into their academic curricula. Universities cultivate responsible graduates by integrating these ideals into their curricula, thereby fostering a commitment to societal harmony (Wang & Juslin, 2012).

1.1. Statement of the Problem

The university community is marked by diversity, with a substantial percentage of young individuals (18-25 years old) confronting varied personal, psychological, and social issues. It also comprises highly experienced faculty members from varied and sophisticated cultures. The university's diversity enhances its scientific, institutional, and societal robustness by operating as an open social system that engages with its environment. Consequently, universities are pivotal in cultivating students' communication and dialogue skills, emphasizing culture and language, which profoundly influence their cognition, identity, and character (Shiller & DeShields, 2022).

Researchers have identified significant weaknesses in the cultural values of Saudi university students. A study by Wang et al. (2025) indicated that many university courses fail to align with the demands of the modern period and labor market standards. The incorporation of ethical frameworks and principles rooted in integrity and openness into university education (Vambheim, 2023).

He asserted that university education must integrate a culture of tolerance as a fundamental component in safeguarding against intellectual terrorism. He illustrated the interplay of insufficient resources and limited institutional support, which obstructs the advancement of community engagement, particularly concerning female students.

Al Harbi (2023) noted the inadequate use of digital media by Arab colleges in promoting harmony and tolerance. He saw the disparity between academic coursework and societal coexistence as a significant obstacle. This study aimed to examine the influence of Saudi universities in fostering civilizational communication ideals, particularly among female students. The primary research inquiry is: What is the role of Saudi universities in promoting the values of civilizational communication from the viewpoint of their female students?

1.2. Study Questions

- 1) What is the role of university faculty members in supporting civilizational communication from the perspective of university students?
- 2) What is the role of university courses in supporting civilizational communication from the perspective of female university students?
- 3) What is the role of university activities in supporting civilizational communication from the perspective of female university students?
- 4) What are the obstacles to the university's support of the values of civilizational communication from the perspective of its students?
- 5) What are the university's proposals to support the values of civilizational communication from the students' perspective?
- 6) Are there statistically significant differences in the university's role in supporting the values of civilizational communication attributed to (university, college, and stage)?

1.3. Objectives

- 1) To understand the role of university faculty members in supporting the values of civilizational communication from the perspective of university students.
- 2) To identify the role of university courses in supporting the values of civilizational communication from the perspective of female university students.
- 3) To reveal the role of university activities in supporting the values of civilizational communication from the perspective of female university students.
- 4) To examine obstacles to the university's support for

the values of civilizational communication from the perspective of its students.

- 5) To identify the university's proposals to support the values of civilizational communication from the perspective of its students.
- 6) Detect any statistically significant differences in the university's role in supporting the values of civilizational communication based on: (stage and college).

1.4. Study Significance

This study offers theoretical advantages by improving educational resources, particularly in relation to civilizational communication norms, and emphasizing the role of university education in fostering social development alongside economic and cultural advancement. Universities must provide female students with leadership skills that facilitate their entry into the workforce and prepare them for future educational demands. This research aids Saudi university curriculum makers in recognizing the essential civilizational communication values necessary for students' daily lives. This study offers a pragmatic framework for university administrators to formulate policies that integrate these fundamental values into academic events and instructional activities. The research findings provide education policy scholars the option to further explore civilizational communication approaches.

1.5. Study Scopes

- 1) **Objective Scope:** This study focuses on the role of universities in supporting civilizational communication.
- 2) **Time Scope:** The study was conducted in the academic year AH1445.
- 3) **Spatial Scope:** The study was conducted in the Kingdom of Saudi Arabia, specifically in the cities of Riyadh and Al-Kharj Governorate.
- 4) **Human Scope:** This study was conducted with female students at Prince Sattam bin Abdulaziz University and Princess Noura Bint Abdulrahman University.

1.6. Study Concepts and Terminologies

- 1) **Role:** Derived from *dar* (to go around) and *dawaran* (to revolve), the term *adara* means "to operate" or "manage," with *adawar* as its plural (Azevedo et al., 2021).
- 2) **Values:** Societal values represent shared behavioral guidelines, which defined in his writing. Under the influence of Sharia principles, students make life decisions through interactions with personal influences, as well as environmental factors. According to Verkuyten, Yogeewaran and

Adelman (2023), personal dedication and social interaction choices can be reflected through values. This study establishes values as beliefs that determine the decisions and actions of female students while pursuing their university studies.

- 3) **Civilizational Communication:** Civilizational Communication serves as a method to link individuals and groups to achieve better understanding while developing cooperative relationships and shared values. This method fosters interactive bonds that support idea sharing, worldwide problem-solving, and collaborative groups. They demonstrated that this concept depends on dialogue that establishes peaceful cooperation between people.
- 4) **Values of Civilizational Communication:** The concepts of civilizational communication function as beliefs that direct human behavior and judgement, promoting tolerance and peace while fostering equality through coexistence, cooperation, justice, and security (King & Upadhyay, 2022). This research employs three essential parts to elucidate the ideals of civilizational communication: educational components through activities and courses that promote conversation, cooperation, and acceptance among female university students.

1.7. Theoretical Literature

- 1) **Concept of Civilizational Communication:** Cox (2000) explains that through civilizational communication, individuals exchange civilizational legacy among societies to foster greater understanding and transcend racial, political, and economic constraints. The principles of fairness, equality, and respect constitute the foundational elements for cultivating common civilizational grounds that facilitate the advancement of civilization. The values at these three operational levels delineate human existence (justice and tolerance) and validate social status through work principles and excellence criteria, while directing human connection through peace, integration, and knowledge exchanges (Al-Qahtani, 2023).
- 2) **Levels of Values:** Values operate on three tiers: those that delineate the vision and objectives of existence, including justice, tolerance, and coexistence; those that reinforce societal status, encompassing work ethic, embracing challenges, and pursuing excellence; and those that influence relationships and interactions, such as peace, integration, and the exchange of economic knowledge. These principles combined enhance personal and social growth, promoting harmony inside and among societies (Elsayed, 2024).

- 3) **Principles of Civilizational Communication:** Three essential principles govern the effective execution of civilizational communication. Interaction and regard among persons flourish when varied perspectives serve as resources, augmenting their collective worth. Secondly, human rights concepts ensure equality among individuals through birthright equality and dignity rights, facilitating effective communication systems. Individuals who possess shared values across diverse civilizational groupings achieve superior integration in intercivilizational relations through social connections that link groups across societies.
- 4) **Values of Civilizational Communication:** Numerous core principles serve as a foundation for significant communication throughout civilizational systems. Dialogue fosters mutual respect among differing perspectives, facilitating peaceful coexistence. Globalization has rendered collaboration imperative, since contemporary challenges necessitate collective efforts rather than individual solutions (Iryna & Tetyana, 2023). The fundamental virtue of tolerance fosters societal harmony by encouraging cultural acceptance and upholding significant ethical norms, including integrity and the diverse social values of others. Through peace, individuals can foster coexistence by cultivating harmonic togetherness among distinct civilizational groupings. Justice upholds the equity of rights and obligations to enhance societal progress and stability. The coexistence and acceptance of others foster relationships that enhance harmony, as individuals and nations uphold respect for diverse perspectives despite ideological and societal disparities, thereby cultivating an inclusive and peaceful atmosphere.

2. LITERATURE REVIEW

The literature review part integrates several research investigations to evaluate and synthesize findings within a structured framework of comparative results. This review effectively links research studies by analyzing common findings and identifying contradicting points within a comparative framework. The research analysis employed a critical approach that assessed both the advantages and limitations of each study to produce a cohesive document that synthesized all pertinent findings. This research methodology provides a comprehensive overview of current knowledge while identifying notable gaps in the field. This methodology was employed to address the problem.

2.1. Universities' Role in Value Development

Numerous studies have examined the role of Saudi

universities in shaping student value systems. Students at Northern Borders University demonstrated robust support for religious and social values, as indicated by Kehl et al. (2024), while exhibiting modest political, theoretical, economic, and aesthetic values, which varied between genders. The study examined the impact of educational units in Saudi universities on the cultivation of citizenship ideals. Survey results indicated that students and professors assigned a high ranking to university civic development initiatives. Adherence to academic and professional integrity among faculty members is analysed diversely by Lasic and Stavrevska (2024), including aspects such as institution, gender, and academic rank.

2.2. Thematic Focus on Social and Civilizational Values

Numerous scholars have evaluated how colleges utilize their resources to enhance social cohesion and civilizational discourse. Omar Kamel Faraj (2020) did a study on the social dialogue techniques employed by faculty members at Prince Sattam bin Abdulaziz University, producing significant findings. Al-Raddadi (2020) researched female social studies students at Taibah University and found their community involvement to be moderate. They performed comprehensive research on Saudi educational institutions to evaluate their capacity to cultivate a culture of coexistence that promotes tolerance and comprehension of diverse religions.

2.3. Diversity and Global Citizenship

Researchers have examined the execution of global citizenship education and cultural diversity initiatives inside Saudi university environments. Students at Prince Sattam bin Abdulaziz University and Jeddah University assessed their perspectives on cultural diversity, revealing a statistical disparity between the two student populations, with Prince Sattam students demonstrating greater receptiveness to cultural variety. Eden, Chisom and Adeniyi (2024) expanded upon this research to examine the utilisation of resources by Saudi universities in imparting global citizenship and political ideals, as well as to identify institutional activities aimed at fostering these values within the curriculum and educational environments.

2.4. Experimental and Intervention-Based Studies

Golden et al. (2023) performed a quasi-experimental study to assess the impact of tolerance-based training on academic terrorism levels at Taif University. The study findings indicated that the intervention effectively reduced extremist behavior patterns among the participants, hence highlighting the capacity of

structured university programs to influence students' ideological orientations.

2.5. Points of Agreement and Disagreement

The analyzed studies indicate that Saudi universities function as pivotal institutions that shape students' value development through an emphasis on citizenship education, cultural engagement, and the promotion of tolerance. These research programs exhibit varying degrees of success in these endeavors, Ogodo (2024). They have proven that colleges significantly contribute to social citizenship and harmonious societies. Conversely, Politi et al. (2025) indicated discrepancies in the internalization and implementation of values among professors and students. The discourse on the prioritization of national identity education vs global citizenship development at colleges endeavored to cultivate national identity via educational initiatives.

2.6. Research Gaps and Connection to Study Objectives

Notwithstanding the extensive study on value development in Saudi universities, considerable deficiencies persist in the practical implementation of values in students' lives at these institutions. Many researches depend on surveys and self-reported data, so limiting the accurate assessment of behavioral change. Moreover, despite the evaluation of ideals like citizenship and cultural diversity, limited research has investigated the enduring effects of university programs on students' moral and ethical development.

This study seeks to enhance existing literature by explicitly addressing the deficiencies in current research. It specifically examines the practical educational application of values at Saudi institutions, shifting from perceptual studies to a concrete assessment of student results. This strategy enhances prior research while simultaneously providing a novel contribution to academic discourse.

3. METHODOLOGY

A descriptive survey approach was followed, as it represents the most appropriate scientific approach to the nature of the study.

3.1. Study Method

3.2. Study Population and Sample

The current study community consists of all female students at Prince Sattam bin Abdulaziz University and Princess Noura bint Abdulrahman University, totaling (38,390) female students, with (27,895) female students at Princess Noura University and (10,495) female students

at Prince Sattam bin Abdulaziz University, for the academic year 1445 AH. The study sample was selected based on the American Association's method for determining the study sample size according to the following equation:

$$S = \frac{X^2 NP(1-P)}{d^2(N-1) + X^2 P(1-P)}$$

where

S= sample size

N= Study population size

P = The population ratio

Krejcie and Morgan suggested that it should be equal to (0.5) because that would give the largest possible sample size.

D=The degree of accuracy as reflected by the allowable error, which Kirchsee and Morgan suggested should be equal to (0.05).

X= chi-square test value at one degree of freedom and a confidence level of (0.095) equals (3.841).

The study sample comprised 380 participants. The researcher disseminated an electronic questionnaire and obtained 389 responses. The subsequent features pertain to the study sample according to their functional factors.

Table 1: Distribution of Respondents According to the University Variable.

The University	F	%
Sattam Bin Abdulaziz University	122	32.4
Nourah bint Abdulrahman University	267	68.6
Total	389	100

Table 2: Distribution of Respondents According to the Stage Variable.

Academic Stage	F	%
Bachelor Students	306	78.7
Master's Students	83	21.3
Total	389	100

From Table 1, 267 participants (68.6%) were female students from Princess Noura Bint Abdulrahman University, making them the largest group in the study. In contrast, 122 participants (31.4%) were female students at Prince Sattam bin Abdulaziz University.

Table 2 illustrates the distribution of responders based on the academic stage variable. Seventy-eight-point seven percent of the study participants are undergraduate students, comprising a total of 306 persons, as indicated in Table 3, whereas twenty-one-point three percent are master's students, totaling 83 individuals. This distribution illustrates the predominance of the undergraduate cohort in the sample, suggesting a greater inclination among this group to engage in the study relative to master's students.

Table 3: Distribution of Study Individuals According to the College Variable.

College	Repetition	Ratio (%)
Humanity	103	26.4
Healthy	110	28.3
Scientific	69	17.7
Engineering	50	12.9
Preparatory Year	57	14.7
Total	389	100

3.3. Study Tool

The primary tool utilized for collecting information was a closed-ended survey designed following a thorough review of the current literature, including their theoretical frameworks, questionnaires, and interviewing methodologies. The survey design focused on minimizing ambiguity, deliberately refraining from any form of ambiguity, with the view that each survey statement represents a single concept. Two sections make up the survey: the first deals with demographic variables, and the second consists of 66 statements grouped under five categories of dimensions. The university faculty role (14 statements), contribution of university courses towards values in civilizational communications (12 statements), impact of university engagements (15 statements), obstacles in developing civilizational communications (12 statements), and university improvement suggestions (13 statements) make up these dimensions. Participant feedback was measured using a five-point Likert scale with the following options: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree.

3.4. Tool Validity

The validity of the study tool was confirmed through two methods:

3.4.1. Face Validity: The preliminary version of the questionnaire was evaluated by a panel of adjudicators from universities in the Kingdom of Saudi Arabia. The panel comprised ten professors with expertise in education. They assessed the lucidity of statements, their correspondence with the relevant axis, and the precision of their formulation. In accordance with their feedback, requisite revisions were implemented, and the questionnaire was finalised to guarantee its appropriateness for assessing the intended objectives.

3.4.2. Internal Consistency Validity: The study tool's internal consistency was evaluated by computing Pearson's correlation coefficients. These coefficients quantified the association between each statement and its respective axis, as well as between each statement and the questionnaire. The outcomes are as follows:

Table 4: Correlation Coefficients for the Items of Each Study Axis with Their Corresponding Axis.

M	Questionnaire paragraphs	Axis correlation coefficient
The First Axis: The Role of University Faculty Members in Promoting Civilizational Communication Values from the Perspective of Female University Students		
1	Members instill fairness and justice in students through their interactions during lectures.	0.724**
2	Members emphasize respect for different cultures and the importance of coexistence with them.	0.983**
3	Members provide a learning environment based on positive relationships between them and the students.	0.957**
4	Members create a safe atmosphere during the lecture.	0.973**
5	Members encourage students to empathize with others, each according to his or her circumstances.	0.976**
6	Members encourage cooperative behavior among students during the lecture.	0.925**
7	Members enhance students' listening and communication skills during the lecture.	0.962**
8	Members encourage students to express their opinions and respect others' opinions.	0.723**
9	Members encourage students to use Western models to support lecture topics.	0.914**
10	Members demonstrate practices of actively exchanging opinions with others during the lecture.	0.943**
11	Members develop an attitude of tolerance and respect for others during the lecture.	0.950**
12	Faculty members develop students' dialogue skills.	0.957**
13	Members review the efforts of the Kingdom of Saudi Arabia in spreading peace in the world.	0.899**
14	Members reject fanaticism for opinions that lead to excitement and the exclusion or cancellation of others.	0.973**
The second Axis: The role of university courses in supporting the values of civilizational communication from the point of view of female university students.		
1	University courses include topics related to Saudi Arabia's Vision 2030.	0.789**
2	The objectives of university courses emphasize the spread of peace and tolerance towards others.	0.876**
3	The university offers an elective course that discusses different human values.	0.915**
4	University courses include issues of coexistence and dialogue with others.	0.925**
5	University courses review the efforts of the Kingdom of Saudi Arabia in spreading security and safety.	0.930**
6	Members include in their courses scientific topics that encourage solidarity with agreed-upon global issues.	0.824**
7	The university adds an English language course to all majors to support dialogue with others.	0.806**
8	University courses emphasize the national identity of Saudi Arabia.	0.839**
9	University courses encourage the use of social media to emphasize the importance of connecting with others.	0.921**
10	University courses incorporate human rights charters related to respect for others into university curricula.	0.869**
11	University courses develop principles of practicing empathy with others.	0.882**
12	University courses enhance students' research and investigation skills.	0.785**
The third Axis: The role of university activities in supporting the values of civilizational communication from the point of view of female university students .		
1	University activities showcase the Kingdom of Saudi Arabia's efforts in spreading world peace.	0.713**
2	University activities support communication between students and the outside community through their events.	0.934**
3	University activities encourage students to communicate with others through various group activities.	0.939**
4	The university contributes to the establishment of activities that call for education for peace.	0.944**
5	Through university activities, the university develops the principle of cooperation with others.	0.936**
6	The university's activities committees reward students who are active in civilizational and dialogue activities.	0.658**
7	The university's campus activities offer various events to showcase Saudi heritage.	0.865**
8	University activities contribute to providing events to support the goals of the Kingdom of Saudi Arabia's Vision 2030.	0.939**
9	University activities promote common values among human cultures to achieve peaceful coexistence.	0.914**
10	The university develops the students' global mentality through a number of international visits.	0.919**
11	The University Activities Department holds training courses to train female students on various dialogue methods.	0.913**
12	University activities include issues that reflect the importance of the values of justice and equality in society.	0.834**
13	University Activities Committees support the arts that reflect the values of world peace.	0.972**
14	University activities include a number of models of human attitudes of some historical figures.	0.964**
15	Include cultural diversity features in university activities.	0.946**
The fourth Axis: Obstacles to the university's support for the values of civilizational communication from the point of view of its students .		
1	Lecture pressure and study schedule.	0.942**
2	The difficulty of specialization and the high costs it requires.	0.800**
3	Lack of clarity in university activity announcements.	0.972**
4	The strictness of the university professor during the lecture.	0.959**
5	Constantly busy studying for exams.	0.958**
6	The university's weak activation of social media accounts.	0.831**
7	There is inadequate communication between the university and students.	0.909**
8	Engaging in practical labs accompanying theoretical lectures.	0.867**
9	Lack of encouragement from members to have female students attend various university activities.	0.973**
10	The difficulty of some of the courses in the major.	0.658**
11	Holding some university activities in distant buildings in the university.	0.712**
12	The traditionalism of some scientific lectures and lack of activation of modern teaching strategies.	0.923**
Fifth Axis: Proposals for the university to support the values of civilizational communication from the point of view of its students.		
1	Supporting visits between the university and Saudi universities for knowledge exchange.	0.884**
2	Holding several cultural events that support the values of dialogue and exchange of opinions with others.	0.808**
3	Holding a number of dialogue forums between university leadership and female students to discuss university problems.	0.922**
4	The university organizes a number of international visits to distinguished universities to learn about them.	0.630**
5	Activating scientific competitions between colleges and specializations to showcase the efforts of the Kingdom of Saudi Arabia in spreading the values of coexistence and tolerance with others.	0.937**
6	Coordinating a number of visits to ministries and government agencies to learn about their work environment.	0.934**
7	Coordinating meetings with successful figures in society and benefiting from their dialogue methods.	0.974**
8	Rewarding members for female students' attendance at active university activities.	0.684**
9	Continuing to publish and announce events on the university's social media sites.	0.749**
10	Involving outstanding female students in preparing university activity plans.	0.855**
11	Include university curricula with modules related to world peace topics.	0.760**
12	Diversity in teaching strategies based on student interaction in the educational process.	0.712**
13	Spreading the culture of book clubs in the university to read about other civilizations and cultures.	0.944**

Significant at < 0.01 level.**

From Table 4, it is clear that all the statements are significant at the (0.01) level, which shows that all the paragraphs that make up the questionnaire have a high degree of validity, making them suitable for field application.

3.5. Tool Reliability

The current study used Cronbach's alpha coefficient to confirm the reliability of the study axes. Table 5 presents the results.

Table 5: Cronbach's Alpha Reliability Coefficients.

Study axes	Number of items	Cronbach's alpha reliability coefficient
The first axis	14	0.970
The second axis	12	0.938
The third axis	15	0.939
The fourth axis	12	0.970
Axis V	13	0.988
Overall reliability coefficient	66	0.967

Table 5 shows that the study axis was very stable. Cronbach's alpha stability coefficient for all study axes was between 0.938 and 0.988, and the total stability coefficient reached 0.967. This is an extremely high stability value, which shows that the study tool can be used in the field.

3.6. Study Tool Correction

To facilitate the interpretation of the results, the following method was used to determine the level of response to the items of the tool, where weights were assigned to the alternatives shown in the following

Table 6, 7 to be processed statistically.

Table 6: Corrections to the Study Tool.

Degree of Approval Degree	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1

In Table 6, the responses were subsequently classified into five levels of equal ranges using the following equation: Category length = (highest value - lowest value) ÷ number of alternatives = (5-1) ÷ 5 = 0.80. The following classifications were applied:

Table 7: Distribution of Categories based on the Gradation used in the Study Tool.

The Verdict	Degree
Strongly disagree	From 1.00 - 1.80
Disagree	greater than 2.60 - 1.80
neutral	greater than 3.40 - 2.60
Agree	Greater than 4.20 - 3.40
Strongly agree	greater than 5.00 4.20

4. RESULTS AND DISCUSSIONS

The first research question was: What is the role of university faculty members in promoting civilizational communication from the perspective of university students? Arithmetic means and standard deviations were computed for the statements concerning the role of university faculty members in fostering the values of civilizational communication, as perceived by female university students. The findings are displayed in Table 8 below:

Table 8: Participants' Responses on Faculty Role in Promoting Civilizational Communication Values, Ranked by Mean Score.

M	Phrase	Arithmetic Mean	Standard Deviation	Degree of Approval	Arrangement
6	Members encourage cooperative behavior among students during the lecture.	2.48	0.710	Strongly agree	1
12	Faculty members develop students' dialogue skills.	4.26	0.884	Strongly agree	2
2	Members emphasize respect for different cultures and the importance of coexistence with them.	4.23	0.835	Strongly agree	3
4	Members create a safe atmosphere during the lecture.	4.21	0.885	Strongly agree	4
1	Members instill in students a fair and just behaviour through their interactions in the lecture.	4.17	0.872	Agree	5
10	Members demonstrate practices of actively exchanging views with others during the lecture.	4.26	0.917	Agree	6
14	Members reject fanaticism for opinions that lead to excitement and the exclusion or cancellation of others.	4.13	0.902	Agree	7
9	Members encourage students to use Western models to support lecture topics.	4.07	1.070	Agree	8
3	Members provide a learning environment based on positive relationships between them and the students.	3.99	1.068	Agree	9
13	Members review the efforts of the Kingdom of Saudi Arabia in spreading peace in the world	3.95	1.044	Agree	10
11	Members develop a tolerant and respectful attitude towards others during the lecture.	3 3.9	0.976	Agree	11
7	Members enhance students' listening and communication skills during the lecture.	3.91	1.063	Agree	12
8	Members encourage students to express their opinions and respect others' opinions.	3.90	1.023	Agree	13
5	Members encourage students to empathize with others, each according to his or her circumstances.	3.86	0.945	Agree	14
Overall average		4.08	0.649	Agree	
An arithmetic mean of 5.00 on a five-point scale.					

Female students gave high approval rankings to university faculty members' work in developing civilized communication values, according to Table 8 an averaging at 4.08 out of 5.00. The data points measured from 3.86 to 4.28, which demonstrates that students held similar opinions. Students highly valued faculty members' involvement in creating a collaborative student environment that promotes communication between them (Result 4.28). Female students declared that developing their dialogue skills for constructive and respectful discussions was essential (4.26) after the faculty development category. The survey participants indicated that

faculty members valued the importance of diverse cultural respect, inclusive practices, and enhanced student communication (4.23).

The second question is: What is the role of university courses in supporting the values of civilizational communication from the point of view of female university students? This study examines the role of university courses in promoting civilizational Communication values from the viewpoint of female university students, utilizing arithmetic means and standard deviations for statements pertaining to the role of these courses in supporting such values. The results are displayed in Table 9 below:

Table 9: Participants' Responses on University Courses' Role in Supporting Civilizational Communication Values, Ranked by Mean Score.

M	Phrase	Arithmetic Mean	Standard Deviation	Degree of Approval	Arrangement
12	University courses enhance students' research and investigation skills.	4.52	0.500	Strongly agree	1
7	The university adds an English language course to all majors to support dialogue with others.	4.45	0.806	Strongly agree	2
8	University courses emphasize national identity in Saudi Arabia	4.39	0.704	Strongly agree	4
9	University courses encourage the use of social media to emphasize the importance of connecting with others.	4.30	0.861	Strongly agree	5
1	University courses include topics related to Saudi Arabia's Vision 2030.	4.25	0.944	Strongly agree	6
3	The university offers an elective course that discusses different human values.	4.22	0.777	Strongly agree	6
11	University courses develop principles of practicing empathy with others.	4.18	0.700	Agree	7
5	University courses review Saudi Arabia's efforts to promote security and safety	4.00	0.979	Agree	8
10	Incorporating human rights charters related to respect for others into university curricula	3.96	0.865	Agree	9
2	The objectives of university courses emphasize the spread of peace and tolerance towards others.	3.91	0.976	Agree	10
6	Members include in their courses scientific topics that encourage solidarity with agreed global issues.	3.86	1.077	Agree	11
4	University courses include issues of coexistence and dialogue with others.	3.83	0.868	Agree	12
Overall average		4.16	0.504	Agree	
An arithmetic mean of 5.00 on a five-point scale.					

The survey results indicated that university courses have a crucial role in fostering civilized communication ideals among female students, who provided an average score of 4.16 out of 5.00. All students concurred with their evaluations, which ranged from 3.83 to 4.52 marks. Female students predominantly supported the statement on university education, achieving a grade of 4.52. This perspective emphasizes that academic courses cultivate research and investigative skills to enhance scientific inquiry and bolster source credibility. Female students prioritized the second-ranked statement (4.45) by emphasizing the importance of English language training across all specializations to enhance cross-civilizational communication. Participants in third place (4.39) indicated that university courses fostered heightened national pride among students. Ferlazzo (2022) asserts that

Saudi universities should be supported as they cultivate citizenship ideals and demonstrate their efficacy in promoting cultural coexistence. Participant response indicates that university courses at Saudi institutions positively influence the promotion of cultural diversity.

The Third Question: What is the role of university activities in supporting the values of civilizational communication from the perspective of female university students?

This study investigates the role of university activities in promoting the principles of civilized communication from the viewpoint of female university students, utilizing arithmetic means and standard deviations to analyze the statements related to this role. The outcomes are displayed in the subsequent table:

Table 10: Participants' Responses on University Activities' Role in Supporting Civilized Communication Values, Ranked by Mean Score.

M	Phrase	Arithmetic Mean	Standard Deviation	Degree of Approval	Arrangement
8	University activities contribute to providing events to support the goals of the Kingdom of Saudi Arabia's Vision 2030.	4.35	0.761	Strongly agree	1
7	The university's extracurricular activities feature various events that highlight Saudi heritage	4.25	1.038	Strongly agree	2
5	The university develops the principle of cooperation with others through university activities.	4.22	0.889	Strongly agree	3
3	University activities encourage students to communicate with others through various group activities.	4.21	0.994	Strongly agree	4
9	University activities promote common values among human cultures to achieve peaceful coexistence.	4.18	0.745	Agree	5
2	University activities support communication between students and the outside community through their events.	4.13	1.092	Agree	6
15	University activities include cultural diversity	4.04	0.965	Agree	7
1	University activities showcase Saudi Arabia's efforts to spread world peace	4.13	1.093	Agree	8
13	University Activities Committees support the arts that reflect the values of world peace.	4.01	0.936	Agree	9
10	The World University develops the students' mentality through a number of international visits.	3.96	0.916	Agree	10
14	University activities include a number of models of human situations of some historical figures.	3.91	1.034	Agree	11
4	The university contributes to the establishment of activities that call for education for peace.	9.38	1.106	Agree	12
11	The University Activities Department holds training courses to train female students on various dialogue methods.	8.36	1.075	Agree	13
12	University activities include issues that reflect the importance of the values of justice and equality in society.	3.76	1.024	Agree	14
6	The university's activity committees recognize and reward students who actively participate in cultural and dialogue activities.	3.62	1.140	Agree	15
Overall average		4.03	0.863	Agree	
An arithmetic mean of 5.00 on a five-point scale.					

Table 10 indicates that female university students regard the significance of university activities in fostering civilized communication values, scoring 4.03 out of 5.00. Students assigned the highest rating (4.35) to a statement on university programs aligned with the Saudi Vision 2030 framework. The respondents ranked the exhibition of Saudi heritage as their second most important statement, with an average score of 4.25. These activities achieve a tertiary position via statement (4.22) since they foster intellectual exchanges and collaborative collaborations to strengthen student connections. The study corroborates the findings of Engzell, Frey and Verhagen (2021), who examined quality in conjunction with creativity, social connectivity, and the roles of Saudi institutions in preparing students for global citizenship. He found that universities inadequately fostered youth tolerance and social harmony development, contrary to the study's conclusions.

The fourth question: What are the obstacles to the university's support for the values of civilizational communication from the point of view of its students? To identify the barriers impeding the university's endorsement of civilizational communication ideals from the viewpoint of its female students, arithmetic means and standard deviations were computed for the statements related to these barriers. The outcomes.

Table 11 presents the participants' replies arranged in descending order according to the arithmetic mean.

The investigation indicates that university barriers to effective communication support receive a varied response from female students, as evidenced by an average score of 3.34 out of 5.00 points. Students exhibited a range of responses from neutral to agreement to strong agreement with these propositions, resulting in arithmetic means between 2.65 and 4.21. Students encounter significant challenges from lectures and studies, which impede their ability to schedule cultural activities, as indicated by their score of 4.21. Female students cited "the challenges of specialization and its associated costs" as well as "ongoing exam preparation" (average scores of 3.95 and 3.79, respectively), which hindered their participation in civilizational communication activities. Survey results indicated that university communication methods are effective, as respondents ranked "lack of clarity in advertisements for university activities" (2.81), "weak activation of university social media accounts" (2.74), and "weak communication via official email" (2.65) as the least significant barriers, as illustrated in Table No. 11.

The fifth question: What are the university's proposals to support the values of civilizational communication from the point of view of its female

students? The university's proposals to promote civilizational communication values from the perspective of its female students were assessed by

calculating the arithmetic means and standard deviations for the relevant statements. The results are presented in Table 12:

Table 11: Participants' Responses on Obstacles to University Support for Civilizational Communication Values, Ranked by Mean Score.

M	Phrase	Arithmetic Mean	Standard Deviation	Degree of Approval	Arrangement
1	Lecture pressure and study schedule	4.21	1.069	Strongly agree	1
2	The difficulty of specialization and the high costs it requires	3.95	0.951	Agree	2
5	Constantly busy studying for exams	3.79	1.101	Agree	3
10	Difficulty of some courses in the major	3.70	1.124	Agree	4
8	Engaging in practical labs accompanying theoretical lectures	3.43	1.146	Agree	5
9	Lack of encouragement from members to have female students attend various university activities	3.33	1.146	neutral	6
12	The traditionalism of some scientific lectures and lack of activation of modern teaching strategies	3.32	1.221	neutral	7
11	Holding some university activities in distant buildings in the university	3.19	1.314	neutral	8
4	The strictness of the university professor during the lecture	3.00	1.185	neutral	9
3	Lack of clarity in university activity announcements	2.81	1.319	neutral	10
6	The university's weak activation of social media accounts	2.74	1.395	neutral	11
7	There is ineffective communication between the university and students through official email.	2.65	1.368	neutral	12
Overall average		3.35	0.653	neutral	
An arithmetic mean of 5.00 on a five-point scale.					

Table 12: Participants' Responses on Proposals for Enhancing University Support for Civilizational Communication Values, Ranked by Mean Score.

M	Phrase	Arithmetic Mean	Standard Deviation	Degree of Approval	Arrangement
9	Continuing to publish and announce events on the university's social media sites.	4.71	0.662	Strongly agree	1
5	Implementing scientific competitions between colleges and specializations to highlight the Kingdom of Saudi Arabia's efforts in promoting the values of coexistence and tolerance with others.	4.50	0.845	Strongly agree	2
8	Members reward female students for attending active university activities.	4.39	1.131	Strongly agree	3
2	Holding a number of cultural events that support the values of dialogue and exchange of opinions with others	4.35	0.626	Strongly agree	4
12	Diversity in teaching strategies based on student interaction in the educational process	4.33	0.986	Strongly agree	5
13	Spreading the culture of book clubs in the university to read about other civilizations and cultures	4.32	0.927	Strongly agree	6
10	Involving outstanding female students in preparing university activity plans	30.4	0.794	Strongly agree	7
7	Coordinating meetings with successful figures in society and benefiting from their dialogue methods	4.27	1.114	Strongly agree	8
4	The university organizes a number of international visits to distinguished universities to learn about them.	4.19	1.159	Agree	9
3	Holding a number of dialogue forums between the university leadership and female students to discuss university problems	4.08	1.299	Agree	10
1	Supporting visits between the university and Saudi universities for knowledge exchange	4.07	1.194	Agree	11
6	Arranging a series of visits to ministries and government agencies to familiarize students with their work environment.	3.97	1.329	Agree	12
11	Include university curricula with modules related to world peace topics.	94.3	1.192	Agree	13
Overall average		4.27	0.750	Strongly agree	
An arithmetic mean of 5.00 on a five-point scale.					

Table 12 indicates that the assessed university suggestions to promote civil communication ideals are highly regarded by female students, as their responses averaged 4.27 out of 5.00, categorizing them in the "strongly agree" range. The majority of participants either strongly or completely endorsed the suggested measures, with scores between 3.94

and 4.71. The questioned female participants exhibited the most endorsement for university event advertising via social media platforms (4.71), indicating that social media is essential in enhancing event awareness. The idea to initiate a scientific competition among universities and specializations, showcasing Saudi Arabian efforts to foster peace,

garnered substantial support, achieving an average rating of 4.50. The third conclusion indicated that "rewarding female students for participating in effective university activities" (4.39) illustrated how performance incentives enhance educational engagement. Research indicates that cultivating a culture of communal harmony in colleges necessitates a comprehensive understanding of religion and the objectives of Sharia.

The Sixth Question: Are there statistically significant differences in the role of the university in

supporting the values of civilizational communication attributed to: (university, college, stage)?

First: Differences According to the University Variable: To ascertain the magnitude of statistically significant variations regarding the university's role in promoting the values of civilizational communication associated with the university variable, the researcher employed an Independent Sample T-Test. The outcomes are displayed in the subsequent table:

Table 13: Independent Sample T-Test for Differences in the Opinions of the Study Sample According to the University Variable.

Study axes	The university's name	number	Arithmetic mean	Standard deviation	Value (t)	Degree of freedom	Significance level
The role of university faculty members in promoting and supporting the values of cultural communication.	Prince Sattam bin Abdulaziz	122	4.2643	0.52769	0.861	278	0.304 Not significant
	Princess Noura bint Abdulrahman	267	4.0631	0.68978			
The role of university courses in enhancing and promoting the values of cultural communication.	Prince Sattam bin Abdulaziz	122	4.2429	0.41538	0.104	387	0.469 Not significant
	Princess Noura bint Abdulrahman	267	4.1702	0.51884			
The role of university activities in supporting the values of cultural communication	Prince Sattam bin Abdulaziz	122	4.0301	0.8845	0.087	387	0.594 Not significant
	Princess Noura bint Abdulrahman	267	4.0307	0.85432			

Table 13 demonstrates that there are no statistically significant variations regarding the university's role in promoting the values of civilizational communication associated with the university variable. The significance level scores were 0.304, 0.469, and 0.594, all surpassing the threshold of 0.05, indicating a lack of statistical significance. This indicates that the university variable lacks a statistically significant impact on the institution's involvement in fostering the values of civilized communication, as viewed by female students. This outcome diverges with the research by

Jin et al. (2024), which identified statistically significant variations in the responses of the study sample about the promotion of cultural diversity among students, with results favoring those from Prince Sattam Bin Abdulaziz University.

Second: Differences According to the College Variable: To assess the extent of statistically significant differences in the university's role in supporting the values of civilizational communication attributed to the college variable, the researcher employed a One-Way ANOVA test. The results are presented in the following table:

Table 14: One-Way ANOVA Results for the Differences in the Responses of the Study Sample based on the College Variable.

Study Focus	Source of Variance	Sum of Squares	Degrees of Freedom	Mean Squares	Value f	Statistical Significance
The role of university faculty members in supporting the values of civilizational communication	Between groups	4.458	3	1.486	3.594	0.014* significant
	Within groups	159.186	385	0.413		
	the total	163.644	388			
The role of university courses in strengthening the values of civilizational communication	Between groups	11.784	3	3.928	17.397	0.000* significant
	Within groups	86.927	385	0.226		
	the total	98.711	388			
The role of university activities in supporting the values of civilizational communication	Between groups	19.977	3	6.659	9.536	0.000* significant
	Within groups	268.835	385	0.698		
	the total	288.811	388			

Statistical significance was determined at $\alpha = 0.05$.

Table 14 indicates that there are statistically significant differences, as evidenced by the value of 14.

At the significance level ($0.05 \geq \alpha$), the responses

of study participants concerning the university's involvement in promoting the values of civilizational communication were associated with the college

variable. To assess the validity of the distinctions among each college category, the researcher

employed the "LSD" test, yielding the following results:

Table 15: Results of LSD" Test for Differences between College Categories.

Study axes	College Name	N	Average	Humanity	Healthy	Scientific	Preparatory year
The role of university faculty members in supporting the values of civilizational communication	Humanities Colleges	153	4.2319	-	*	*	*
	Health Colleges	110	4.0205		-		
	Scientific Colleges	69	4.0008			-	
	Preparatory Year	57	4.0134				-
The role of university courses in strengthening the values of civilizational communication	Humanities Colleges	153	4.5266	-	*	*	*
	Health Colleges	110	4.1022		-		
	Scientific Colleges	69	4.0583			-	
	Preparatory Year	57	4.0000				-
The role of university activities in supporting the values of civilizational communication	Humanities Colleges	153	4.2570	-	*	*	*
	Health Colleges	110	3.9878		-		
	Scientific Colleges	59	4.0649			-	
	Preparatory Year	47	3.9667				-

Significant differences at $\alpha \leq 0.05$.

Table 15 demonstrates statistically significant differences at a significance level of $(0.05 \geq \alpha)$ between the responses of female students from humanities colleges and those from other colleges concerning the university's role in promoting civilizational communication values, with results favoring humanities colleges. This disparity may be ascribed to the profound integration of civilizational communication values and associated subjects within the humanities. These colleges priorities these ideals more than others, which concentrate on specialized curricula and discipline-specific subjects.

Consequently, humanities colleges emphasize the university's function in fostering civilizational communication more than the other colleges examined in their study.

Third: Differences According to the Stage Variable:

An Independent Sample T-Test was employed to ascertain the degree of statistically significant differences in the university's role in promoting the values of civilizational communication associated with the stage variable. The findings are displayed in Table 16.

Table 16: Independent Sample T-Test for Differences in the Opinions of the Study Sample According to the Stage Variable.

Study Axes	Stage	Number	Arithmetic Mean	Standard Deviation	Value (t)	Degree of Freedom	Significance Level
The role of university faculty members in supporting the values of civilizational communication	Bachelor	306	4.0266	0.70786	2.920	387	0.074
	Master's	83	4.2590	0.29823			Not significant
The role of university courses in strengthening the value of civilizational communication	Bachelor	306	4.1449	0.51862	0.815	387	0.416
	Master's	83	4.1958	0.44866			Not significant
The role of university activities in supporting the values of civilizational communication	Bachelor	306	3.0065	0.92026	1.052	387	0.293
	Master's	83	4.1189	0.60172			Not significant

It is evident from Table 16 that no statistically significant differences exist in the role of the university in supporting the values of civilizational communication as attributed to the stage variable. The significance levels were (0.074, 0.416, and 0.293), respectively, which are all greater than (0.05), indicating that these differences were not statistically significant. This suggests that the stage variable does not have a statistically significant effect on the university's role in supporting the values of civilized communication from the students' perspective.

5. Conclusion

This study underscores the vital role of universities in fostering civilizational communication among female students via faculty involvement, curricula, and

extracurricular initiatives. Faculty members provide targeted training that boosts student collaboration, verbal skills, and intercultural awareness, while the university offers a curriculum that concurrently develops analytical talents, linguistic proficiency, and national attachments. Initiatives associated with Saudi Vision 2030 facilitate cultural interchange for pupils via supplementary programs. Numerous obstacles, including from academic stress and budget challenges, coupled with inadequate marketing for university initiatives, hinder students from attaining these educational objectives.

Statistical data indicated that software users expressed high approval for instructional personnel (4.08), curricula (4.16), and extracurricular activities (4.03), whereas impediments earned an average rating

of 3.34. This study illustrates the need of implementing comprehensive programs that bolster civilizational communication assistance. Participation rates increase when colleges alter their academic schedules, waive fees, and utilize online platforms for cultural awareness promotion. The educational environment ought to broaden its scientific competitions, cultural seminars, and student-led initiatives to successfully enhance student engagement and the integration of fundamental principles.

This study provides significant insights into enhancing the efficacy of civilizational communication value implementation inside universities. This study offers practical principles that enhance institutional methods by linking theory and practice. Enhancements in student engagement and the reorganization of educational programs will facilitate the development of graduates prepared for a global context. Future research should assess the comprehensive impacts of these activities across several academic disciplines to enhance their success rates.

5.1. Recommendations

The primary findings indicated significant obstacles that hinder universities from developing successful civilizational communication values. The researcher suggests revising the academic calendar to enhance values, reduce educational expenses, and broaden civilizational communication initiatives as remedies to

these issues. Social media platforms augment awareness of these programs, including scientific competitions that demonstrate Saudi Arabia's scientific accomplishments. Students ought to engage through motivational strategies when cultural activities and seminars are consistently held. Faculty members should employ interactive teaching approaches, while exceptional students ought to engage in university activities, aiming to reflect diverse student viewpoints.

5.2. Study Implications and Future Directions

The research illustrates the critical role universities play in cultivating civilizational communication values by highlighting how curricular modifications, faculty engagement, and extracurricular initiatives need the implementation of strategic enhancements. Enhancing academic adaptability and integrating digital platforms, alongside strategically designed cultural events, can elevate student engagement rates. To enhance engagement, institutions ought to eliminate financial barriers and utilize social media tools for outreach initiatives. Future research should examine the duration of these efforts' effects on participation and include male students and staff members. Comprehensive studies encompassing several universities and academic disciplines will foster a deeper comprehension of globally competent graduates who cultivate communities where every individual is esteemed and embraced.

Acknowledgment: The authors extend their appreciation to Prince Sattam bin Abdulaziz University for funding this research work through the project number (PASU/2025/02 /32592).

REFERENCES

- Abdalla, H., & Moussa, A. (2024). Culturally Responsive Teaching: Navigating Models and Implementing Effective Strategies. *Acta Pedagogica Asiana*, 3(2), 91-100. <https://doi.org/10.53623/apga.v3i2.432>
- Al-Hariry, K. H. (2023). A Proposed Perception of the Employment of Digital Media for Arab Universities in Disseminating and Consolidating the Values of Coexistence and Tolerance Among University Youth. *International Journal for Research in Education*, 47(4), 133-182. <https://doi.org/10.36771/ijre.47.4.23-pp133-182>
- Al-Qahtani, N. N. (2023). Social values and their relationship to supporting the role of the National Anti-Corruption Authority (Nazaha) in crime prevention among Saudi university students. A descriptive study applied to students at government universities in Riyadh. *The Journal Future of Social Sciences*, 15(3), 75-120. <https://doi.org/10.21608/fjssj.2023.236663.1182>
- Al-Raddadi, R. b. N. H. (2020). A Proposed Vision to Strengthen the Community Participation of Female Social Studies Students at Taibah University Using the Delphi Method. *Al-Qadisiyah Journal of Arts and Educational Sciences*, 20(4), 258-311. <https://search.shamaa.org/fullrecord?ID=273568>
- Al Harbi, A. M. (2023). Building a Proposed Educational Program Based on the Characteristics of the Place and Measuring its Effectiveness in Developing the Skills of Sense and Geographical Imagination among Middle Third Grade Students in the City of Makkah. *International Journal for Research in Education*, 47(5), 144-188. <https://doi.org/10.36771/ijre.47.5.23-pp144-188>
- Al Nuaimi, A. R. (2022). Coexisting with diversity and differences. *RSIS Commentaries*, 041-22. <https://hdl.handle.net/10356/159611>
- Amauchi, J. F. F., Gauthier, M., Ghezalje, A., Giatti, L. L. L., Keats, K., Sholanke, D., et al. (2022). The power of community-based participatory research: Ethical and effective ways of researching. *Community Development*, 53(1), 3-20. <https://doi.org/10.1080/15575330.2021.1936102>

- Anyichie, A. C., & Butler, D. L. (2023). Examining Culturally Diverse Learners' Motivation and Engagement Processes as Situated in the Context of a Complex Task. *Frontiers in Education, 8*, 1041946. <https://doi.org/10.3389/feduc.2023.1041946>
- Arifi, M., & Aldoosry, R. (2022). The Role of Saudi Universities in Promoting a Culture of Community Coexistence in the light of Contemporary Global Experiences. *Dirasat: Human and Social Sciences, 49*(6), 542-557. <https://doi.org/10.35516/hum.v49i6.4049>
- Azevedo, J. P., Hasan, A., Goldemberg, D., Geven, K., & Iqbal, S. A. (2021). Simulating the Potential Impacts of COVID-19 School Closures on Schooling and Learning Outcomes: A Set of Global Estimates. *The World Bank Research Observer, 36*(1), 1-40. <https://doi.org/10.1093/wbro/lkab003>
- Caingcoy, M. (2023). Culturally Responsive Pedagogy: A Systematic Overview. *Diversitas Journal, 8*(4), 3203-3212. <https://doi.org/10.48017/dj.v8i4.2780>
- Cox, R. W. (2000). Thinking about civilizations. *Review of International Studies, 26*(5), 217-234. <https://doi.org/10.1017/S0260210500002175>
- Eden, C. A., Chisom, O. N., & Adeniyi, I. S. (2024). Cultural Competence in Education: Strategies for Fostering Inclusivity and Diversity Awareness. *International Journal of Applied Research in Social Sciences, 6*(3), 383-392. <https://doi.org/10.51594/ijarss.v6i3.895>
- Elsayed, W. (2024). Building a better society: The Vital role of Family's social values in creating a culture of giving in young Children's minds. *Heliyon, 10*(7), e29208. <https://doi.org/10.1016/j.heliyon.2024.e29208>
- Engzell, P., Frey, A., & Verhagen, M. D. (2021). Learning loss due to school closures during the COVID-19 pandemic. *Proceedings of the National Academy of Sciences, 118*(17), e2022376118. <https://doi.org/10.1073/pnas.2022376118>
- Ferlazzo, L. (2022, September 29). 18 Ways to Make Social Studies Class More Culturally Responsive. *Education Week*. <https://www.edweek.org/teaching-learning/opinion-18-ways-to-make-social-studies-class-more-culturally-responsive/2022/09>
- Golden, A. R., Srisarajivakul, E. N., Hasselle, A. J., Pfund, R. A., & Knox, J. (2023). What was a gap is now a chasm: Remote schooling, the digital divide, and educational inequities resulting from the COVID-19 pandemic. *Current Opinion in Psychology, 52*, 101632. <https://doi.org/10.1016/j.copsyc.2023.101632>
- Hutabarat, F. (2023). Navigating Diversity: Exploring Religious Pluralism and Social Harmony in Indonesian Society. *European Journal of Theology and Philosophy, 3*(6), 6-13. <https://doi.org/10.24018/theology.2023.3.6.125>
- Iryna, N., & Tetyana, I. (2023). Globalization of Education: Modern Experience. *Scientific Journal of Polonia University, 56*(1), 216-223. <https://doi.org/10.23856/5630>
- Jin, H., Jiao, S., Ma, X., & Xia, Y. (2024). Cultural capital as a predictor of school success: evidence and gender differences in Chinese middle schools. *Humanities and Social Sciences Communications, 11*(1), 858. <https://doi.org/10.1057/s41599-024-03382-x>
- Kehl, J., Krachum Ott, P., Schachner, M., & Civitillo, S. (2024). Culturally responsive teaching in question: A multiple case study examining the complexity and interplay of teacher practices, beliefs, and microaggressions in Germany. *Teaching and Teacher Education, 152*, 104772. <https://doi.org/10.1016/j.tate.2024.104772>
- King, N. S., & Upadhyay, B. (2022). Negotiating mentoring relationships and support for Black and Brown early-career faculty. *Science Education, 106*(5), 1149-1171. <https://doi.org/10.1002/sce.21755>
- Kirkiç, K. A., & Aydin, M. (2021). Investigation of the Problematic Behaviors of Preschool Students Studying in Public and Private Schools. *International Journal of Progressive Education, 17*(2), 1-16. <https://doi.org/10.29329/ijpe.2021.332.1>
- Kulikovskaya, I. S. (2024). International Human Rights And Freedoms: Problems Of Legal And Sociological Aspects Correlation. In D. K. Bataev, S. A. Gapurov, A. D. Osmaev, V. K. Akaev, L. M. Idigova, M. R. Ovhadov, A. R. Salgiriev, & M. M. Betilmerzaeva (Eds.), *European Proceedings of Social and Behavioural Sciences* (Vol. 134, pp. 248-255). European Publisher. <https://doi.org/10.15405/epsbs.2024.10.31>
- Lazic, S., & Stavrevska, E. B. (2024). Peace in Plural: Towards Decolonial and Feminist Approaches to Peace. *Journal of Intervention and Statebuilding, 18*(4), 367-385. <https://doi.org/10.1080/17502977.2024.2365121>
- Mensah, F. M. (2022). "Now, I See": Multicultural Science Curriculum as Transformation and Social Action. *The Urban Review, 54*(1), 155-181. <https://doi.org/10.1007/s11256-021-00602-5>
- Ogodo, J. A. (2024). Culturally Responsive Pedagogical Knowledge: An Integrative Teacher Knowledge Base for Diversified STEM Classrooms. *Education Sciences, 14*(2), 124. <https://doi.org/10.3390/educsci14020124>
- Omar Kamel Faraj, A. (2020). Culture of Dialogue in Saudi Universities Vision of Faculty Members At the University of Prince Sattam Bin Abdul Aziz. *Educational Journal of the Faculty of Education, Sohag, 70*(70), 725-762. <https://doi.org/10.21608/edusohag.2020.67480>

- Politi, V., Lithoxoidou, A., Ourda, D., Tsormbatzoudis, H., Brighi, A., Failo, A., et al. (2025). Bridging Cultures in Education: Exploring Educators' and Mediators' with Immigrant Refugee Background Perceptions of Educational Needs for Intercultural Competence Development. *European Education*, 1-14. <https://doi.org/10.1080/10564934.2025.2493821>
- Shiller, J. T., & DeShields, I. a. (2022). Meet students in the middle: A culturally responsive, near-peer literacy program. *Phi Delta Kappan*, 104(2), 17-21. <https://doi.org/10.1177/00317217221130627>
- Vambheim, V. (2023). Migration, cultural encounters and (Peace) education. *Journal of Peace Education*, 20(2), 127-134. <https://doi.org/10.1080/17400201.2023.2241722>
- Varatharaj, A., Welch, A., Bucholtz, M., & Lee, J. S. (2024). Teaching Linguistic Justice through Augmented Reality. *arXiv preprint arXiv:2404.12563*. <https://doi.org/10.48550/arXiv.2404.12563>
- Verkuyten, M., Yogeewaran, K., & Adelman, L. (2023). The social psychology of intergroup tolerance and intolerance. *European Review of Social Psychology*, 34(1), 1-43. <https://doi.org/10.1080/10463283.2022.2091326>
- Wang, J., Xiao, R., Hou, X., Li, H., Tseng, Y. J., Stamper, J., et al. (2025). LLMs to Support K-12 Teachers in Culturally Relevant Pedagogy: An AI Literacy Example. *arXiv preprint arXiv:2505.08083*. <https://doi.org/10.48550/arXiv.2505.08083>
- Wang, L., & Juslin, H. (2012). Values and Corporate Social Responsibility Perceptions of Chinese University Students. *Journal of Academic Ethics*, 10(1), 57-82. <https://doi.org/10.1007/s10805-012-9148-5>