Evaluation of Educational, Social and Psychological Problems of College Students: A Case Study of King Faisal University of Kingdom of Saudi Arabia

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Abstract: In the present study, the authors evaluated the educational, social and psychological problems associated with college students. The purpose of this study was to find out existed problems in relation to educational, social and psychological aspects and suggested some measures to make learning process more effective for the college students. The sample consisted of 380 students selected randomly from different level of study of College of Administrative Sciences and Planning at King Faisal University of Kingdom of Saudi Arabia. A self made questionnaire was used to gather the information related to problems of students. Percentage statistical method was used to analyze the data obtained. Results revealed that most of the items pertaining to the dimensions of the scale found to be existed but in varying degrees. Discussion focuses on the need for educational, social and psychological problems and solutions to bring hope and success that can promote quality of education system in Kingdom of Saudi Arabia. This paper also shows several implications that need the attention of the educational system as well as the accomplishment of the visions of the university.

1. Introduction

In this contemporary world, there is negligible number of people who would argue about the importance of excellence in education. Education can open doors to opportunities that would have never been possible if students would not receive quality of education in college. A high quality education base in university students' depends on educational, social and psychological problems, the key role in the improving of teaching and learning process in higher education. It is a pragmatic and urgent emergency issue for developing university to pay high attention on the students' on education, social and psychological quality of necessities of education and reinforce the development of high-quality talents according to the present needs. In this modern age of education students are facing increasingly complicated problems such as educational, economical, societal, family and campus environment where students have to engage in different roles and proved as worthy for the society. As we know that teachers play an important role to socialize the students which will reflect the objective of education. It indicates that teacher must effects the situation of the classroom. Chakarbarti (1998) pointed out that teacher effectiveness presupposes teacher behavior with special reference to teacher

characteristics and the environments needed for teacher development.

Higher education in Saudi Arabia during lasts four years in the field of humanities and social sciences and five to six years in the field of medicine, engineering and pharmacy provide their affiliates and children with education at all levels, consistent with Ministry of Education guidelines. Saudi government is spending a lot of money on educational sector in the form of hiring teachers, infrastructural base, curricular development, research and training to boost the educational set up in the country. Making the transform the students from high school to higher education is one of the biggest challenges faced by most individuals. It means changing from a more organized, conducive environment, to one with seemingly vast amounts of discretionary time. The complexities of the changes that must be dealt with are multiple problems (Bedrossian & Pennamon, 2007).Therefore, it's our duty as educators to try our very best to work through these problems, solve them completely, if possible, and still provide our students with the best possible education.

Very few studies analyzed the educational, social and psychological problems among students in the Kingdom of Saudi Arabia. Review of literature indicates that education is the surest route to social

equality; the academic underachievement tends to be regarded as both an educational and a social problem (Garibaldi, 1991; Herrnstein & Murray, 1994; Jencks & Phillips, 1998). Many factors related to the education system influences individual decisions making process. One of the variables in the system is the diversity of educational programs. This diversity not only affects the student's choice among higher education programs but also act as a determining factor in deciding to continue education (Unal, 1996). Moore (1989) hypothesized student-instructor interaction was very important to both the parties. Conn (1995) revealed that educators must differentiate between perceived barriers and actual barriers into three categories: institutional barriers (practices that exclude or discourage adults), "situational barriers (arising from one's life situation), and dispositional barriers (attitudes and perceptions about oneself as learner)". Lieb (1991) stated that learner has many barriers such as (a) lack of time, (b) lack of confidence, (c) lack of information about opportunities to learn, (d) scheduling problems, (e) lack of motivation, and (f) red tape. Registration process implemented to students in entry to higher education and the prerequisites to be fulfilled hereinafter result in limitations in individual demand (e.g. ability tests, compulsory attendance, day or night education etc.). For this reason, arrangements concerning the education system are used to change the decisions about individual demands. On the other hand, Unal (1996) and Psacharopoulos & Woodhall, (2006) pointed out that structural changes related to institutions such as market order, law and the related arrangements affect the individual demand for education because they will change employment expectations, the rights and opportunities of an individual.

Gilbert et al. (1993) revealed that the most significant characteristics of effective lecturers include a rich understanding of the subject, ability to provide constructive feedback and realistic evaluation, insightful planning, organizing, effective communication with students, strong interpersonal skills, and taking responsibility for the quality of aesthetics and tangibles. Hence it indicates that absence of these would effects the performance of the university students.

Nneji (2002) pointed out that students in the university have the responsibility to identify their goals and pursue strategies that lead to the achievement of these objectives. Therefore, some strategies should include the study habits which lead to develop the composition of the student's knowledge.

Anderson (2004) observed that effective teachers are those who achieve the goals which they set for themselves or which they have set for them by others (e.g. ministries of education, legislators and other government officials, school administrators).

Benton et al. (2003) observed that a significant growing concern during the past years is the increasing number of students coming to college counseling centers with severe psychological problems. Williamson et al. (2005) observed in their study that stressful life events are significantly elevated in anxious and depressed youths, thus could lead to low performance in academic. Yasin and Dzulkifli (2009) conducted a study and their study revealed that there were significant differences between low and high achieving students in their psychological problems. Further they suggested that findings of the study will be useful in assisting educators, counselors, psychologist, and researchers to develop strategies to enhance students' psychological well-being.

Objectives of the present Study

After careful review of several literatures, the researcher found that very rare study has been initiated among the college students studying in Kingdom of Saudi Arabia. By keeping the realm of the present study and lack of research in this particular area, the investigator formulated the following objectives:

- ❖ To identify the various educational problems of the students of college of administrative sciences and planning at King Faisal University of Kingdom of Saudi Arabia.
- ❖ To understand the social problems of the college students at King Faisal University of Kingdom of Saudi Arabia.
- ❖ To know the psychological problems of the students of college of administrative sciences and planning at King Faisal University of Kingdom of Saudi Arabia.

2. Material and Methods
Sample

The sample of the present study was 380 college students from different level of study of college of administrative sciences and planning at King Faisal University of Kingdom of Saudi Arabia at Al-Hufouf. The age of respondents varies from 17 to 27 years and male students were included only in the present study.

Instrument Used:

Based on the retrospection of the literature, Al-Kahtani (2005) formulated questionnaires which have three dimensions, educational problems, social problems and psychological problems .The scale consists of 42 questions. The brief descriptions of the dimensions of the scale are following:

- ♣ **Educational problems:** Twenty questions were used to assess students' educational

problems. These included measures of subject matter, instructor methods of teaching and assessments, more students in the class, lack of availability of the books, insufficient and ineffective labs and getting along with teachers and students.

- **Social problems:** Twelve questions addressed the student's feelings about lack of relationships with teachers, friends and family members. Further, students not getting moral and financial supports from family members and no participations in class and college activities.
- **Psychological problems:** Ten measures included assessment of lack of emotional well-being, attentions, hopelessness, and memory, anxiety, inferiority complex and lack of self confidence.

The reliability and validity of the scale established through different views, ideas and opinion from different experts of related areas. Based on their findings reliability and validity have been established to make more authenticity of the scale.

Statistics

By keeping in mind about the present objectives of the study the percentage method is found to be simple, fast and convenient to identify and evaluate the problems of the students.

Procedure

The total 500 questionnaires were distributed to students of college of administrative sciences and planning at King Faisal University of Kingdom of Saudi Arabia at Al-Hufouf and finally researcher received 380 filled questionnaires from the respondents. To maintain ethics of research, permission has been taken from higher official by providing detail about the nature of the study and assured of confidentiality and informed them that this study will be used for academic purposes only. The participants were allowed to take their own time to complete the questionnaires. The questionnaire was translated into English to Arabic for better understanding of items with the help of experts in both the areas of languages. The collected data put into statistical analyses for results and discussion.

3. Results

Table 1. Showing percentage of educational problems of students of College of Administrative Sciences and Planning
Number of Sample (N) =380

Items	Existed	Not Existed	Not Responded	Ranks of the existed problems
I don't understand the subject	69.47%(264)	29.73%(113)	0.8%(03)	8
The instructor does not uses educational tools	71.31%(271)	28.42%(108)	0.27%(01)	4
Large number of course materials	66%(250)	34%(130)	-	12
The course's instructor discriminates between students	24%(91)	76%(288)	-	18
Large number of students in the classroom	67.10%(255)	32.63%(124)	0.27%(01)	11
I could not register in the department I was interested in	14%(54)	86%(326)	-	20
Unavailability of books and references for required research works	78%(297)	22%(83)	-	1
Exams, quizzes, and assignments are taken within a short time frame	69.47%(264)	30.53%(117)	-	8
Use of the delivery's method without discussion with the students	73.43%(279)	23.94%(91)	2.63(10)	3
Students are not asked questions and their capabilities are not explored	38%(145)	62%(235)	-	17
Some instructors don't encourage students to ask questions	65%(247)	35%(133)	-	13
Insufficient equipments in the Lab	71%(271)	29%(09)	-	5
Final exams are taken within a short time frame	70.52%(268)	29.21%(111)	0.27%(01)	6
The time between two lectures is wasted	69%(262)	31%(118)	-	10
Subjects and contents of the course exceed the credit hours allocated to it.	57.90%(220)	41.31%(157)	0.79%(03)	14
Reliance on one periodic examination	18%(69)	82%(311)	-	19

I don't know rules and regulations related to the student.	49.48%(188)	50.52%(192)	-	16
Teachers don't consider the circumstances of the student	74%(281)	26%(99)	-	2
Teachers behave in a rude manner	52%(198)	48%(182)		15
Ineffectively of equipments of labs	70%(265)	30%(115)		7

The Table 1 affirms that unavailability of books and references for required research works (78%) and teachers don't consider the circumstances of the student (74%)were found to be more existed educational problems among students. Whereas reliance on one periodic examination (18%) and could not register in the department in which I was interested (14%).

Table 2. Showing ranks of the five most important educational problems of students of College of Administrative Sciences and Planning
Number of Sample (N) =380

Items	Existed	Not Existed	Not Responded	Ranks of the existed problems
Unavailability of books and references for required research works	78%(297)	22%(83)	-	1
Teachers don't consider the circumstances of the student	74%(281)	26%(99)	-	2
Use of the delivery's method without discussion with the students	73.43%(279)	23.94%(91)	2.63(10)	3
The instructor does not uses educational tools	71.31%(271)	28.42%(108)	0.27%(01)	4
Insufficient equipments in the Lab	71%(271)	29%(09)	-	5

Table-2 shows the five most important existed educational problems are unavailability of books and references for required research works, teachers don't consider the circumstances of the student, use of the delivery's method without discussion with the students, the instructor does not uses educational tools and insufficient equipments in the lab. Figure I, reveals ranks of existing problems.
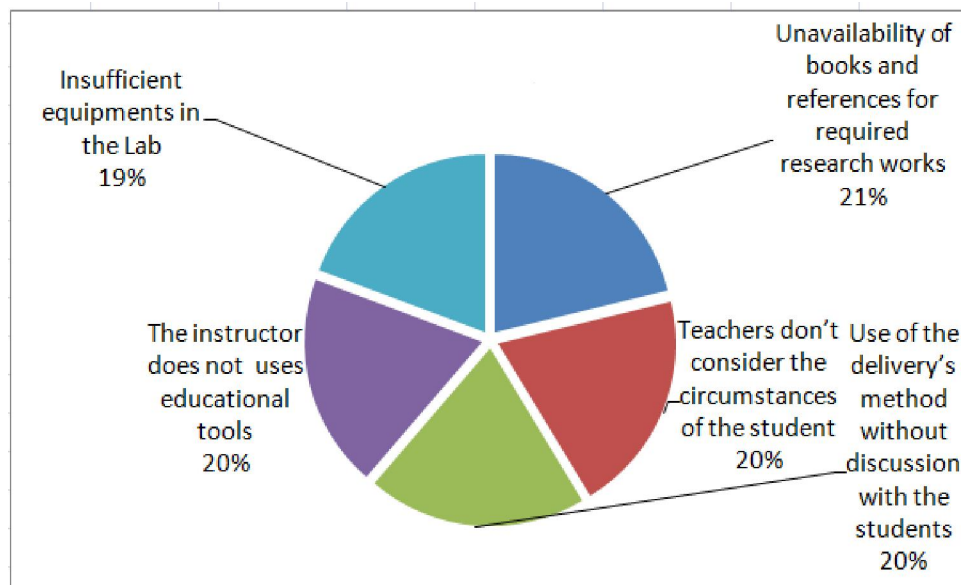

Figure 1. Ranks of the five most important educational problems

Table 3. Showing percentage of social problems of students of College of Administrative Sciences and Planning
Number of Sample (N) =380

Items	Existed	Not Existed	Not Responded	Ranks of the social problems
I don't have ability to reconcile my family duties with my obligations as a student	25.26%(96)	74.74%(284)	-	8
I feel embarrassed to express to the instructor my non-understanding in front of the students	76%(289)	24%(91)	-	1
I feel that I am not able to integrate with other students	16.58%(63)	83.42%(317)	-	11
I feel shy dealing with faculties and administrative staff	74.5%(283)	25.5%(97)	-	2
Low income of the student's family and inability to purchase the stationeries	9.74%(37)	87.63%(333)	2.63(10)	12
Disagreements with the classmates	25.26%(96)	74.47%(283)	0.27%(01)	8
There is not appropriate place in home for studying	30.52%(116)	69.48%(264)	-	6
The family doesn't encourage for education	30%(113)	70%(267)	-	7
Disagreements with the instructors	25%(96)	75%(283)	-	10
I don't participate in different activities of the college	63%(240)	37%(140)	-	3
Unavailability of appropriate housing accommodation	35%(133)	65%(247)	-	5
I don't have ability to organize study's schedule	60.26%(229)	39.47%(150)	0.27%(01)	4

It is evident from Table 3 that 76 % students reported that I feel embarrassed to express to the instructor to my non-understanding in front of the students and 74.5 % claimed that I feel shy dealing with faculties and administrative staff as a social problem existed among students in King Faisal University although low income of the student's family and inability to purchase the stationeries (9.74%) and I feel that I am not able to integrate with other students (16.58%) were to be least existed social problems among college students.

Table 4. Showing the five most important social problems of students of College of Administrative Sciences and Planning
Number of Sample (N) =380

Items	Existed	Not Existed	Not Responded	Ranks of the existed problems
I feel embarrassed to express to the instructor my non-understanding in front of the students	76%(289)	24%(91)	-	1
I feel shy dealing with faculties and administrative staff	74.5%(283)	25.5%(97)	-	2
I don't participate in different activities of the college	63%(240)	37%(140)	-	3
I don't have ability to organize study's schedule	60.26%(229)	39.47%(150)	0.27%(01)	4
Unavailability of appropriate housing accommodation	35%(133)	65%(247)	-	5

Table-4 indicates the five most existed problems among the students in terms of ranks are I feel embarrassed to express to the instructor my non-understanding in front of the students, I feel shy dealing with faculties and administrative staff, I don't participate in different activities of the college, I don't have ability to organize study's schedule and unavailability of appropriate housing accommodation.
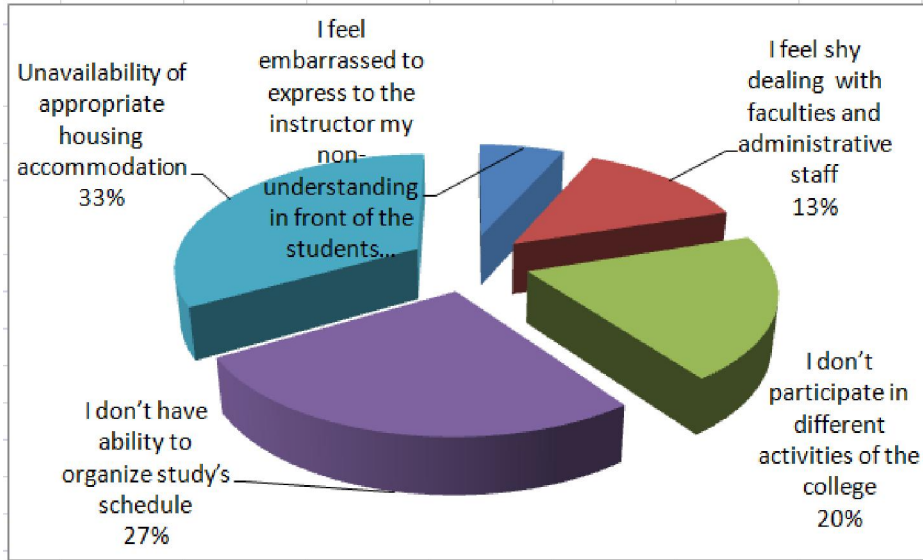
Figure 2. Ranks of the five most important social problems in the college

Table 5. Showing percentage of psychological problems of students of College of Administrative Sciences and Planning
Number of Sample (N) =380

Items	Existed	Not Existed	Not Responded	Ranks of psychological problems
I fell anxious and fearful when I think about the future	37.89%(144)	61.84%(235)	0.27%(01)	8
I lose my concentration while studying	37.37%(142)	62.63%(238)	-	9
I forget the material after studying	76.06%(289)	23.94%(91)	-	1
I hesitate during the examination particularly verbal evaluation.	67%(255)	33%(125)	-	4
I lose my concentration during the lecture	32%(121)	68%(259)	-	10
Fear of examination.	69%(261)	31%(119)	-	3
I feel sad and depressed without any obvious reason	43%(163)	57% (217)	-	7
I feel that I get irritated easily without obvious reason	52.36%(199)	47.64%(181)	-	6
I feel confused when my instructor asks me a question	76.06%(289)	23.94%(91)	-	1
I feel inferiority and lack of self-confidence	61%(232)	39%(148)	-	5

Table 5 shows that more than 75% of the participants perceived psychological problems existed as I feel confused when my instructor asks me a question and I forget the material after studying. Whereas less than 40% respondents were pointed that I lose my concentration during the lecture and I lose my concentration while studying. Figure 3 reveals ranks of the psychological problems in college students

Table 6. Showing the five most important psychological problems of students of College of Administrative Sciences and Planning
Number of Sample (N) =380

Items	Existed	Not Existed	Not Responded	Ranks of top 5 psychological problems
I forget the material after studying	76.06%(289)	23.94%(91)	-	1
I feel confused when my instructor asks me a question	76.06%(289)	23.94%(91)	-	1
Fear of examination.	69%(261)	31%(119)	-	3
I hesitate during the examination particularly verbal evaluation.	67%(255)	33%(125)	-	4
I feel inferiority and lack of self-confidence	61%(232)	39%(148)	-	5

Further, findings also highlighted the top existed psychological problems among students seems are I forget the material after studying, I feel confused when my instructor asks me a question, fear of examination, I hesitate during the examination particularly verbal evaluation and I feel inferiority and lack of self-confidence.
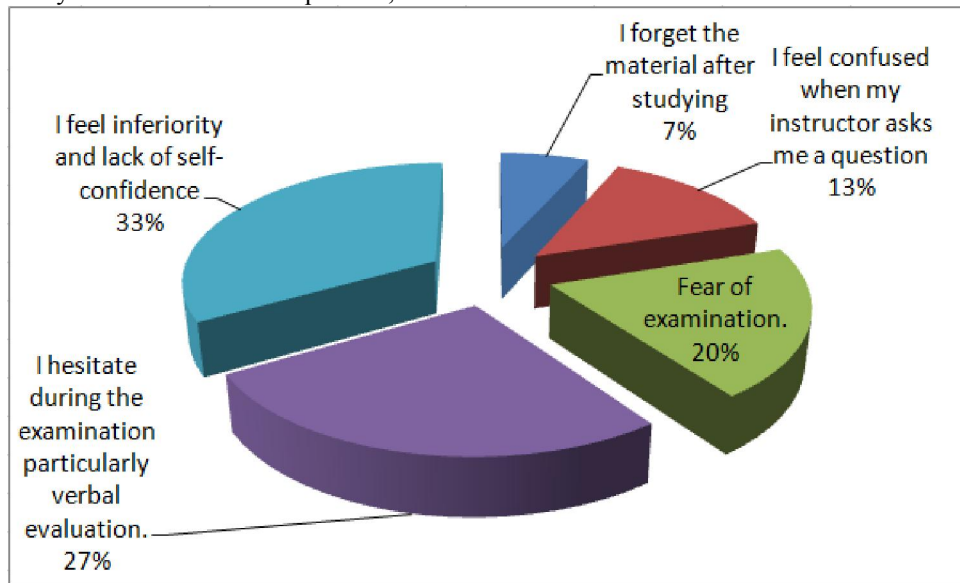

Figure 3: Ranks of five most important psychological problems of students

Table 7. Showing the ten most important overall problems of students of College of Administrative Sciences and Planning in relation to educational, social and psychological
Number of Sample (N) =380

Items	Existed	Not Existed	Not Responded	Dimension of Problems	Ranks of the overall problems
Unavailability of books and references for required research works	78%(297)	22%(83)	-	Educational	1
I forget the material after studying	76.06%(289)	23.94%(91)	-	Psychological	2
I feel confused when my instructor asks me a question	76.06%(289)	23.94%(91)	-	Psychological	2
I feel embarrassed to express to the instructor my non-understanding in front of the students	76%(289)	24%(91)	-	Social	4
I feel shy dealing with faculties and administrative staff	74.5%(283)	25.5%(97)	-	Social	5
Teachers don't consider the circumstances of the student	74%(281)	26%(99)	-	Educational	6
Use of the delivery's method without discussion with the students	73.43%(279)	23.94%(91)	2.63(10)	Educational	7
The instructor does not uses educational tools	71.31%(271)	28.42%(108)	0.27%(01)	Educational	8
Insufficient equipments in the Lab	71%(271)	29%(09)	-	Educational	9
Fear of examination.	69%(261)	31%(119)	-	Psychological	10

It is evident from the Table-7 that ten most important overall problems of students of College of Administrative Sciences and Planning in relation to educational, social and psychological. It has been found that five most important problems are associated with education, two are social and three are having psychological issues. Figure 4, exhibits rank of overall problem among the college students.
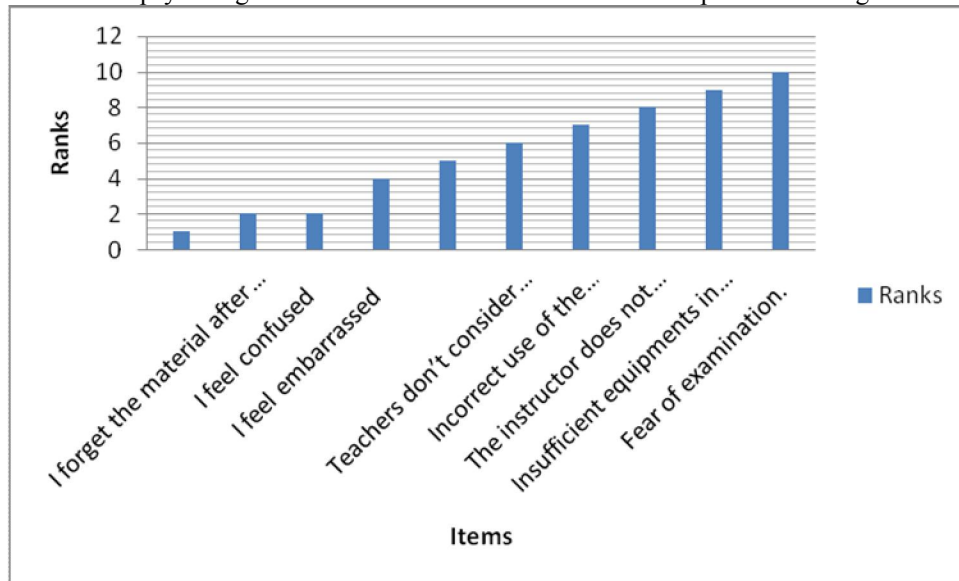

Figure 4. Rank of ten most important overall problems among the college students

4. Discussions

The Government of Saudi Arabia is providing free education to all Saudi students and given monthly stipend to students around US $200 for tuition fees and other expenses(Mirza, 2008). Government is also putting forward by opening new university to develop higher education systems through massive investment in education. Unavailability of books and reference materials and teachers don't consider the circumstances of the student may be attributed that lack of information about the library facilities which is available in the university and individual differences among students which teachers are unable to understand. Low level of teacher attitude towards students, lack of understanding of curriculum, lack of understanding of concepts and openness to consultations and lack of two way communications while discussing the concepts might be attributed towards the educational problems of students. Bowden and Marton (1998) reported that developing students for employment requires a balance between professional and subject/discipline based knowledge. Table –2 provides the information related to most existed problems related to education.

Table-3 and Table- 4 results may be interpreted that students are not able to adopt the behavior patterns of the surrounding culture and because of it feeling embarrassed them to express their own views and ideas in front of other students. A literature search on shyness and unable to express own views in the class room produces a potpourri of factors such as interactive classroom trauma, anger, frustration, hostility and disagreement with other students and teachers, might lead to lower level of performances in the college. Brown & Hesketh (2004) opined that lack of social, cultural and personal capital affect the performance of students.

Table 5 and 6 may be identified that students are unable to recall the content while teacher was asking questions, felt confused and loose the concentration in the classroom. The finding of the study clearly indicated that there were existed psychological problems among the students .This finding supports the importance of identifying & recognizing and coping psychological problems, so as not to continue the problems affect academic performance. Steinberg and Darling (1994) mentioned that anxiety, tension, and depression among students lead to difficulties in study and reported that these conditions contributed to poor grades in courses. Students and teachers should be aware of the existence of psychological problems so that these problems might be under control for effectiveness in teaching process.

Overall results, Table-7, pertaining to educational, social and psychological is also alarming and most of the problems are directly related to learning & teaching and shows that educational problems are more among the students. The result might be attributed that non availability of teaching and research materials and lack of understanding of students' circumstances and uses of technology

forced the students in educational dilemma which is not high-quality effectiveness of learning and teaching.

5. Conclusion

On the basis of results, following conclusion can be drawn;

- In the educational problems, unavailability of books and required references, teachers don't consider the circumstances of the student and use of the delivery's method without discussion with the students were found to be top existed problems among the students.
- Feel embarrassed to express to the instructor my non-understanding in front of the students, feel shy dealing with faculties and administrative staff and not participating in social activities in class as well as college are the prominent social problems found in students of college of administrative sciences and planning at King Faisal University of Kingdom of Saudi Arabia at Al-Hufouf.
- In the dimension of psychological problems, forget the material after studying, feel confused when my instructor asks me a question, fear of examination and hesitate during the examination particularly verbal evaluation were found to be more vulnerable problems among college students at King Faisal University of Kingdom of Saudi Arabia at Al-Hufouf.

6. Suggestions and Recommendations

Steps are indeed to be taken to develop the students personalities who are facing educational, social and psychological problems.

In this fast pace of change in all educational systems in Kingdom of Saudi Arabia and keeping in mind several aspects of present research , the researchers has given the following suggestions for future research to improve educational , social and psychological issues in the universities/colleges:

6.1 Educational Improvement of Students

One of the biggest issues of the educational system is to produce qualified workforce to meet the requirement of the employers in today's world. The given below will be go long way to overcome educational problems and carry forward towards quality educations:

- **Appointment of Qualified Faculty**: The first and foremost of the hour is to appoint well qualified faculty to improve the educational systems. Qualified faculty can help students in many directions such as understand the individual differences and their requirements, empathy and sympathy

towards the students, play the role of change agent, presentation of context to students in an effective manner and promote research and development.
- **Library Facilities**: Library facilities should be enriched on an urgent basis so that students could access to get books, newspapers, magazines, journals, periodicals maps, prints, films and electronic media to attain the specific goals.
- **Class Size:** It is believed that small size plays an important role for the teachers to make the students understand easily rather than big. Various researchers found that students achievement generally occur when class size is between 20-25 students.

6.2 Sociological Improvement of Students:

As we know that members of family, society, school and institution play a pivotal role to socialized the people to adjust and adopt values, culture and rituals. Based on our findings there are numerous ways we can use as the mechanism to overcome sociological problems such as:

- **Parents Role**: The role of parents is very crucial in developing the attitude of their wards by giving proper attentions to their activities. Parents should know movement of the children and their requirement to take more interest in the studies. They should act like a friend, teacher and spend some time with their children to generate enthusiasm and confidence as rightly observed by George Herbert "one father is more than a hundred school masters".
- **Institutional Approach:** Institutions have to play the role related to academic and semi academic activities to develop inter and intra personal relationship skills, use of teaching aids within and outside the class rooms and extracurricular activities to overcome from the shyness and building confidence in front of others.

6.3 Psychological Improvement of Students:

In this contemporary world, the students' psychological problems are more evident and require greater attention to solve such issues by the every member of the society. Following strategy has been suggested by the investigators to overcome psychological issues:

- **Establishment of Counseling Cell for the Students:** Psychological counseling centers should be established for students who need advice from counselor. The counselor should minimize the psychological problems of the students by proper guidance and

advice related to professional and personal issues.

- **Solution of Psychological Disorders:** Depression, anxiety, fear of examinations, attention problems, thought problems and forgetfulness are the most frequently found problems among the students. There is dire need to assist students in dealing with such disorders by facilitating and motivating them in a positive manner to cope with such mental illness.

However, this study has been widely investigated the male students only and in Al-Hufouf area. It is suggested to study with other sample and cities of Saudi Arabia to determine research to probe whether the results are applicable to students of Saudi Arabian University. Further it also recommended that usage of different instruments will be pivotal to investigate the problems of students of Saudi Arabia University.

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