

DOI: <https://doi.org/10.63332/joph.v5i1.615>

## Academic Problems Facing Students of Applied Colleges in Saudi Universities from the Students' Point of View

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### Abstract

*This study aimed to discuss the academic problems facing students at applied colleges in Saudi universities from the students' point of view and their relationship to some variables. The population for this study was chosen from all students at applied colleges in Saudi universities, and the study sample consisted of (300) male and female students who were randomly selected from Imam Abdul Rahman bin Faisal University, Applied College, from the study population at the university for the academic year 2023/2024. The descriptive approach was used, which is most appropriate for this type of study, through the use of a questionnaire with four main areas. It was distributed to a simple random sample. After analyzing the data statistically, the results of the study showed that the degree of e-learning challenges in applied colleges that students face at the university, from their point of view, Based on the previous results, it was found that the domain of faculty members occupied first place with the highest mean (2.78), while the lectures came in the last rank, with a mean (of 2.11). The overall mean of academic problems got a mean of (2.39). There are statistically significant differences at the significance level ( $\alpha = 0.05$ ) regarding to gender on the participants' responses regarding academic problems they face at applied colleges in Saudi universities in favor of females. Also, there are statistically significant differences at the significance level ( $\alpha = 0.05$ ) regarding the faculty in favor of the administrative and finance sciences category. On the other hand, there are no statistically significant differences at the significance level ( $\alpha = 0.05$ ) due to demographic variables in the sample's responses regarding academic problems facing students at applied colleges in Saudi universities (IAU).*

**Keywords:** Academic Problem, Applied College, Imam Abdul Rahman bin Faisal University.

### Introduction

The student is the focal point of the educational process, and one of the factors used to assess the quality of university education outcomes. Higher education institutions are the educational environments in which students acquire the knowledge, science, and skills needed to meet the demands of globalization and the labour market, as well as the development of societies (Indiana University Bloomington, School of Education, Center for Postsecondary Research, (2007); Makarmi, (2000); Al-Anazi & Gharaibeh, (2008); Al-Aqili & Abu Hashem, (2009). Therefore, it has become necessary to provide an appropriate educational environment that considers the

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student's educational, social, and emotional needs, as failing to do so results in later academic problems that affect the individual's social, psychological, and academic future.

Several studies have reported that undergraduate students may face academic, administrative, financial, and social pressures. The process of transitioning from school to university exposes them to a new environment that is vastly different from what they are used to (DiGresia & Ripani, (2002), which affects their decisions during university life that may later alter their lives, such as choosing the suitable major, professors, hours of lectures, academic divisions, as well as knowing numerous regulations that may place an extra burden on their shoulders (Al-Jaidari & Al-Aref, (2018). All of this places them in the face of academic, administrative, and personal hurdles, raising a slew of issues that may affect both the student's educational route and the educational institution's academic reputation as well as his social lifestyle (Al-Dhafiri, 2014). These problems take numerous forms; some relate to the student, others to his family, and others to his academic status, environment, or cultural or social standing. These issues arose from the parents' lack of knowledge about their children and flaws in all formal and informal educational institutions and other societal organizations.

One of the themes relating to the university's internal efficiency, quality, and academic accreditation is the analysis of challenges faced by university students. Student Engagement (NSSE), the National Survey of University Students, is one example of this, which asks students about their university experiences, interactions with colleagues, and other relevant factors. Every year, the report examines random samples of first- and second-year students at public and private four-year universities (Al-Anqari, 2017, p. 240). Therefore, it was vital to investigate the issues confronting students at applied colleges in Saudi universities, which may impact their internal efficiency, quality, and academic accreditation. The current study was undertaken to illustrate the academic issues confronting students at applied colleges in Saudi universities in light of the and their link to specific variables. To overcome these challenges, this study will shed light on the most critical problems confronting students, such as faculty members, courses, academic supervision, and counseling.

## **Problem Statement**

The researcher noticed numerous complaints submitted by students about administrative, academic, and social problems that affect their academic performance while working as a faculty member at the Applied College at IAU and as a student supervisor. In addition to what was reported by the results of the pilot study, he conducted on a sample of 100 students, which concluded that students face problems related to faculty members, academic courses, academic advising, and tests, which are consistent with the results of previous studies related to the academic and social problems faced by students of applied colleges in Arab and international universities, as these problems may affect the level of academic performance of students, whether in terms of failure, warning, or deprivation, in the first or second year. Accordingly, this requires conducting a field study to identify these problems from the students' point of view, identify their causes, and seek to solve them before they escalate in Saudi universities. Hence, the problem of the current research is determined by answering the following questions:

1. What is the extent of academic problems students at applied colleges in Saudi universities face in light of the from their perspective and their relationship to some variables?

2. Are there statistically significant differences at the level mean ( $\alpha \leq 0.05$ ) of the academic problems facing students at applied colleges in Saudi universities attributed to the demographic variables (gender and study year)?
3. Are there statistically significant differences at the level ( $\alpha \leq 0.05$ ) in the means of the participant's responses on the scale of the academic problem attributed to the demographic variables (faculty, university branch)?
4. Are there statistically significant differences at the significance level ( $\alpha = 0.05$ ) between the means of the participants' responses regarding the scale of academic problems facing students at applied colleges in Saudi universities in light of the from the students' perspective and their relationship to some variables attributed to the demographic variables of the study?

### **Study Objectives**

The current study is concerned with examining the academic problems facing students at applied colleges in Saudi universities in light of the from the students' perspective and their relationship to some variables and standing on them, detecting the students' perspective, and then addressing these problems and working on solving them.

### **Significance of the Study**

1. This study may help to introduce faculty members and officials in deanships, colleges, and universities to the most pressing academic issues confronting students in applied colleges in the aftermath.
2. The results of this study will shed light on the academic issues confronting students of applied colleges at Saudi universities in the aftermath, as perceived by students, and their link to specific variables.
3. The findings of this study, as well as the recommendations that will be offered, will make it easier for those responsible for addressing or eliminating it as much as is feasible.

### **Study Limits**

The study is limited to the following:

**Spatial limits:** The applied college includes all its branches.

**Human limits:** Students of the Applied College (males and females) while they are studying.

**Time limits:** This study was implemented during the first semester of the academic year 2023–2024.

**Objective limits:** The academic problems facing students at applied colleges in Saudi universities in light of the from the students' point of view and their relationship to some variables?

### **Study Definitions**

It will include the following concepts:

- Academic problem: obstacles or difficulties facing students at the Applied College at IAU that impede their studies and prevent them from receiving knowledge in an

advanced manner are defined by the study tool as problems related to faculty members, courses, halls, libraries, study schedules, exams, academic counseling, and faculty. Operationally, it is determined by the student's sub-scores on the scale used in the current research.

- Students at Applied Colleges are the regular male and female students at Saudi universities in the academic year 2023–2024.

## Literature Review

Several studies have addressed the problems that university students encounter. They used the descriptive approach and the questionnaire as study tools. A recent study by Al-Daw (2019) aimed to identify the academic problems facing students of the Faculty of Education (ASAS) at Bakht Al-Ruda University to reveal whether there were statistically significant differences in the subjects' responses to gender, major, and study year. The study concluded that the degree of academic problems students face is medium and that there is no difference in the means of students' responses due to gender, major, or academic level. In this study, we sought to reveal the problems facing private university students in Amman and the degree of their use of social networks and to overcome them. Al-Fayez (2019) employed a descriptive survey method. A questionnaire was administered to 343 male and female students. The study revealed that students at private universities use social networks to a high degree and face high academic problems, which come in the following order: social problems, psychological problems, academic problems, and administrative problems.

Al-Obaidan (2018) used the descriptive approach to identify the administrative and academic challenges faced by graduate students at the University of Tabuk. It was discovered that most of their issues are administrative, with a total average of 3.80–5.00, and academic, with a total average of (4.11 out of 5.00). Barzawi (2017) studied the academic problems of Chlef University students and their relationship to some variables. The study sample consisted of 212 male and female students selected by the stratified random method. To achieve the study's objectives, the researcher prepared a questionnaire of 63 items distributed over six domains. The results showed statistically significant differences in the percentage of academic problems due to the variable of academic level in favour of the first year. The study did not show statistically significant differences due to the other variables (gender, academic specialization).

Al-Anqari's (2017) study aimed at identifying the most important academic and administrative problems facing preparatory year students at King Saud University from the students' point of view, in addition to proposals to reduce those problems. A questionnaire was applied to the sample of 450 students from the preparatory year at King Saud University. The results revealed that one of the most important academic problems facing students in the preparatory year at the university is the high price of books, the large number of assignments and course requirements, research, and reports. Reiyad et al., 2025 found that there is a critical role of psychological fitness and Creative self-efficacy in the development of academically gifted university students and female students demonstrated higher levels more than male. Al-Azmi (2013) examined the academic problems faced by the students at the College of Basic Education of the Public Authority for Applied Education and Training in the State of Kuwait and their relationship to the variables (gender, academic specialization, academic band). The results showed that there are problems that have reached a high degree, including problems related to teaching methods, sources of information and technology, academic courses, and examination systems. There are

academic problems that students suffer from to a moderate degree, including the academic counseling system.

Al-Matalqa's (2010) study aimed to identify the academic problems of Aqaba University College students and their relationship to the variables of gender, age, specialization, and academic level. The results showed that the most prominent problems related to faculty members, such as discrimination between students, non-adherence to office hours, giving freedom to students at the expense of effectiveness in the lecture, the inability of some faculty members to control the lecture, and some faculty members following traditional teaching patterns. Bubshait's (2008) study indicated that the variables most affecting the students' perception of the importance of academic problems were the university branch variables (Al-Ahsa - Dammam), while the variables of academic specialization in high school (scientific - literary) and the cumulative average of the students were the least influential variables in their perception of the importance of the problems.

Suleiman and Al-Smadi's (2008) study showed statistically significant differences in academic problems due to the academic level variable (first, second, third, and fourth years). However, there were no statistically significant differences due to specialization (scientific, literary). Al-Abdali (2015) identified the academic problems of female students at the College of Education for Girls, Iraqi University. The sample for the basic study consisted of 392 female students from six scientific faculties who were randomly selected. The researcher used the descriptive-analytical method by applying a questionnaire consisting of 67 items distributed over six areas. The study showed that there are 57 problems of a high degree, at a rate of 85%, and ten problems of a medium degree (a problem to a certain extent), at a rate of 15%, which indicates the importance of studying these problems, which constitute a major problem. Al-Sharif (2015) conducted a study to identify the academic problems (curricula, teaching methods, achievement tests) and administrative problems (academic guidance, academic supervision, academic schedule, classrooms, technical equipment, and student activities) that face preparatory year students at the University of Tabuk. The findings indicated the problems of a medium and high degree in academic areas such as teaching methods, educational supervision, academic courses, achievement tests, and administrative problems.

DiGresia's (2002) study concluded that the internal systems of universities, including teaching curricula, educational curricula, and examination systems, are among the factors that affect the level of academic performance of the student. The educational process, time investment, and organization also affect the student's academic performance. The study by Heiligenstein et al. (1996) indicated that (92%) of university students suffer from symptoms of severe frustration. It was found that sadness and loss of interest in studying were more common than academic failure.

The current study benefited greatly from the results of previous research and studies in enriching its theoretical framework, building its tool, and interpreting its results. What distinguishes the current study from previous studies is its focus only on the academic problems facing students at applied colleges in Saudi universities in light of the from the students' point of view and its relationship to some variables. Some studies have dealt with colleges or universities, and some have addressed administrative problems.

## Methods and Procedures

This section discusses the methodological procedures of the study, which include the study's approach, the study population and sample and their characteristics, as well as a presentation of the study tool and psychometric characteristics to ensure validity and reliability, and finally, a presentation of the statistical methods used in data analysis.

### Study Approach:

The descriptive-analytical approach was used to reveal the academic problems facing students at applied colleges in Saudi universities in light of the from the students' perspective and their relationship to some variables.

- **Population and Sample:**

The study population consisted of all students at applied colleges in Saudi universities. A simple random sample was selected from the study population at the Applied College of the IAU as follows:

Variables	Categories	Frequency	Ratio
Branch	Dammam	210	70.0
	Qatif	90	30.0
Faculty	Administrative and Finance Sciences	183	61.0
	Computer Sciences	117	39.0
Gender	Male	24	8.0
	Female	276	92.0
Year of study	First	165	55.0
	Second	135	45.0
	Total	300	100.0

Table 1. Frequencies and percentages according to the study variables

- **Study Tool:**

To achieve the study's objectives, the researcher built a questionnaire commensurate with the study population's social and cultural background and relied on previous studies related to the academic problems faced by university students. The tool consisted of 37 items. A 3-point Likert scale was used, with these ratings assigned (high, medium, and low) degrees. To verify the psychometric properties, the tool was applied to a pilot

sample of college students (N=50), male and female students. The validity of the face was verified by presenting it to twelve faculty members in the disciplines of educational foundation and administration. The scale items' correlation coefficients with their domains were extracted to check the construct validity. The scale items were analysed, and the correlation coefficient for each was calculated, as shown in Table 2.

Items	Correlation with field						
1	.740**	11	.584**	21	.713**	31	.754**
2	.493**	12	.655**	22	.758**	32	.590**
3	.724**	13	.612**	23	.548**	33	.679**
4	.645**	14	.698**	24	.706**	34	.781**
5	.698**	15	.658**	25	.761**	35	.782**
6	.767**	16	.572**	26	.489**	36	.629**
7	.609**	17	.591**	27	.631**	37	.676**
8	.730**	18	.465**	28	.730**		
9	.563**	19	.667**	29	.752**		
10	.705**	20	.691**	30	.755**		

Table 2. Correlation coefficients between items and their domain

\*Statistically significant at (0.05). \*\*Statistically significant at (0.01).

It should be noted that all correlation coefficients were acceptable and statistically significant. Therefore, none of these items were deleted. To check the tool's reliability, the internal consistency was calculated according to Cronbach's alpha equation, as shown in Table 3.

Domains	Internal consistency	N
Faculty members	.766	9
Courses	.847	11
Exams	.863	4
lectures	.841	8
Academic Counselling	.748	5
Total	.916	37

Table 3. Cronbach's internal consistency coefficient alpha

The 3-point Likert scale was adopted to correct the measure by giving each of its three ranks one degree (high, medium, and low), which are represented numerically (3, 2, and 1) respectively, and the following rank was adopted for the analysis results: (1.00-1.66 low); (1.67-2.33 medium); and (2.34-3.00 high).

- **Statistical Analysis:**

The data obtained from the field study were treated statistically using the Statistical Package for Social Sciences (SPSS), and to answer questions, the following statistical methods were used:

1. Descriptive statistical measures (frequency and percentages).
2. Pearson correlation coefficient to verify the construct validity of the measure.
3. Cronbach's Alpha for verifying the reliability coefficients.
4. Measures of Central Tendency (averages and standard deviations).
5. The (t) test reveals the significance of the differences between the averages of the participants' responses.

- **Study Procedures:**

The researcher reviewed the educational literature and previous studies on the subject of the study to benefit from them in building the tool in its initial form. Then the study sample population was determined. The study tool was administered to the sample after clarifying the importance of the research and its objectives and emphasizing the confidentiality of the information and that it would only be used for scientific research purposes. The data were entered into the SPSS program, and the appropriate statistical analysis was performed to answer the study questions and reach the results. Finally, the results were discussed.

## Results

**The first question:** “What is the extent of academic problems faced by students at applied colleges in Saudi universities in light of the from their perspective and their relationship to some variables?” **The means** and standard deviations of the participants’ responses regarding their academic problems were calculated. (See **Table 4**).

Rank	N	Domain	Means	SD	Degree
1	1	Faculty members	2.78	.260	High
2	2	Courses	2.61	.346	High
3	3	Exams	2.30	.358	Medium
4	5	Academic Counselling	2.19	.375	Medium
5	4	lectures	2.11	.217	Medium
		Total Academic problems	2.39	.243	High

Table 4. Means and standard deviations of the degree of academic problems

Table 4 shows that the means of the academic problems ranged from (2.11-2.78). The faculty members' domain ranked first with the highest mean (2.78), while lectures came last with a mean (2.11). The overall mean for academic problems is (2.39). The means and standard deviations of the responses were calculated separately for the items in each field, as illustrated in Table 5.

**Faculty Members**

Rank	N	Items	Mean	SD	Degree
1	2	The professor does not employ any instructional strategies.	2.98	.140	High
2	1	I do not understand the lecturer's language, especially in English-language classes.	2.96	.196	High
3	3	During the lesson, I believe the professor does not use enough teaching aids.	2.88	.326	High
4	7	The professor's questions about creativity and critical thinking do not inspire me.	2.80	.401	High
5	5	The lecturer does not encourage me to use sources other than those provided by the course.	2.78	.461	High
6	4	The professor and students have poor interpersonal relationships.	2.76	.472	High
7	9	I believe that some professors are unfair in their grading practices.	2.68	.467	High
8	8	I believe that teachers do not consider their students' feelings.	2.62	.597	High
9	6	I notice that the teacher does not ask us to pay for the expense of returning to the library.	2.58	.636	High
		Faculty members	2.78	.260	High

Table 5. Means and standard deviations of the faculty members Domain

The means of this domain ranged from (2.58-2.98), with an overall mean of (2.78). Item (2), which reads, “The professor does not employ any instructional strategies,” has the highest mean (2.98). In contrast, item 6, “I notice that the teacher does not ask us to pay for the expense of returning to the library.” obtained the lowest mean (2.58).

**Courses:**

<b>Rank</b>	<b>N</b>	<b>Items</b>	<b>Mean</b>	<b>SD</b>	<b>Degree</b>
1	18	Courses are redundant and useless.	2.70	.459	High
2	12	Some courses do not connect me with the major.	2.68	.508	High
3	10	Textbook prices are high.	2.66	.553	High
3	19	Inadequate educational laboratories with the learning style in some courses	2.66	.553	High
5	16	The faculty member fails to keep pace with modern technology and employ it in the lecture.	2.64	.558	High
6	11	Many duties and course requirements (tools)	2.62	.526	High
6	13	Courses do not prepare me for the labour market	2.62	.563	High
8	17	Lack of resources in some courses.	2.58	.604	High
9	15	Excessive information in each decision is justified.	2.56	.572	High
10	20	Most courses depend on memorization and memorization.	2.50	.575	High
11	14	There are many useful courses	2.48	.575	High
		Courses	2.61	.346	High

Table 6 reveals that the means ranged from (2.48-2.70), with the item (18) stating “Courses are redundant and useless” ranking top with a mean (2.70), and item (14) stating “There are many useful courses” ranking bottom with a mean of (2.48). (2.48). While the overall mean has a high degree with a mean (of 2.61).

**Examinations:**

Rank	N	Items	Mean	SD	Degree
1	24.	Inadequate testing procedure	2.68	.508	High
2	21.	Exam questions are difficult	2.66	.515	High
3	23.	Appropriate exams conditions	2.21	.558	Medium
4	22.	A lot of questions aren't from the syllabus.	1.65	.526	Low
		Exams	2.30	.358	Medium

Table 7. Means and standard deviations of the domain Examinations

Table 7 shows that the overall mean of this domain is (2.30) with a medium degree. The means ranged between (1.65-2.68). Item (24), which states "Inadequate testing procedures," came in first place with a mean of 2.68, while item (22), which reads, "A lot of questions aren't from the syllabus," occupied the last rank with a mean (1.65).

**Lectures:**

Rank	N	Items	Mean	SD	Degree
1	27	Late evening lectures	2.98	.140	High
2	26	Frequent demands from teachers to write research and homework are stressful.	2.96	.196	High
3	25	The style of lectures and continuous writing tires me	2.90	.301	High
4	28	I find it difficult to study at university	2.88	.326	High
5	32	I see that there is difficulty in teaching the course in English.	2.32	.401	Medium
6	30	I feel ashamed to attend useless lectures	2.31	.461	Medium
7	29	I feel that I cannot deal with the available learning resources	1.76	.472	Low
8	31	I think there are a lot of students in the class	1.64	.636	Low
		Lectures	2.11	.217	Medium

Table 8. Means and standard deviations of the field lectures

Table (8) shows that the means ranged between (1.64-2.98), where item (27), which states that “Late evening lectures,” came in first place, with a mean (2.98), while item (31) came and its text, “I think there are a lot of students in the class,” ranked last with a mean of 1.64. The total mean of the lecture field was (2.11).

### Academic counselling

Rank	N	Items	Mean	SD	Degree
1	34.	Academic counsel is worthless.	2.78	.467	High
2	36.	Academic counselling is not appropriate for Applied College students.	2.29	.526	Medium
3	35.	The necessity to reconsider the concept of academic advising	2.28	.553	Medium
4	33	The date set for academic counselling for students is insufficient.	2.24	.597	Medium
5	37	Academic counseling is really valuable.	1.36	.508	Low
<b>Academic counselling</b>			2.19	.375	Medium

Table 9. Means and standard deviations related to the field of academic counselling

Table (9) demonstrates that the means ranged from (1.36-2.78), with item (34) stating “Academic counseling is worthless”, ranking highest with a mean (2.78), while item (37) and its content, “Academic counseling is really valuable,” ranking last with a mean (1.36). The overall mean for the academic advising field was (2.19) with a medium degree.

**Question Two:** “Are there statistically significant differences at the level mean ( $\alpha \leq 0.05$ ) of the academic problems facing students at applied colleges in Saudi universities attributed to the demographic variables (gender and school year)?” To answer this question, the means and standard deviations of the participants' responses were extracted according to the variables (gender, school year), as shown in Table 10.

### Gender variable:

Variables	Category	N	Mean	SD	T-value	DF	P-value
Gender	Male	24	2.40	.239	2.761	298	.006
	Female	276	2.74	.244			

Table 10. Means, standard deviations, and t-test for the impact of gender on the participants' responses

Table 10 shows statistically significant gender differences at the level ( $\alpha = 0.05$ ) in the participants' responses in favour of the female variable.

**Study Year Variable:**

Variable	Category	N	Mean	SD	t-value	DF	P-value
Study year	First	165	2.71	.242	.121	298	.904
	Second	135	2.71	.246			

Table (11). Means, standard deviations, and t-test for the impact of the school year

There were no statistically significant differences in participant responses for the study year variable at the significance level ( $= 0.05$ ).

**Question Three:** “Are there statistically significant differences at the level ( $\alpha \leq 0.05$ ) in the means of the participant's responses on the scale of the academic problem attributed to the demographic variables (faculty, university branch)?” To answer this question, the means and standard deviations of the participant's responses on the academic problems scale were extracted according to the variables (faculty, university branch), as shown in Table 12.

**Faculty**

Variable	Category	N	Mean	SD	T value	DF	P-value
Faculty	Administrative & Finance Sciences	183	2.72	.239	2.855	298	.003
	Computer Sciences	117	2.18	.251			

Table 12. Means, standard deviations, and t-test for the effect of the faculty

The data in Table 12 show statistically significant differences at the significance level ( $\alpha = 0.05$ ) due to the impact of the faculty type. The differences are in favour of the Administrative and Finance Sciences Faculty.

**University branch**

Variable	Category	N	Mean	SD	T-value	DF	P-value
Branch	Dammam	210	2.71	.245	.092	298	.927
	Qatif	90	2.71	.242			

Table 13. Means, standard deviations, and t-test for the effect of the university branch

No statistically significant differences at the significance level ( $\alpha = 0.05$ ) due to the effect of place of the faculty branch were evident in participants' responses.

**Question Four:** “Are there statistically significant differences at the significance level ( $\alpha = 0.05$ ) between the means of the participants' responses regarding the scale of academic problems facing students at applied colleges in Saudi universities in light of the from the students' perspective and their relationship to some variables attributed to the demographic variables?” As seen in Table 14, means and standard deviations were calculated to answer this question.

Variables	Category	N	Mean	SD
Branch	Dammam	210	2.71	.245
	Qatif	90	2.71	.242
Faculty	Administrative & Finance Sciences	183	2.72	.239
	Computer Sciences	117	2.69	.251
Gender	Male	24	2.75	.239
	Female	276	2.71	.244
Study year	First	165	2.71	.242
	Second	135	2.71	.246

Table 14. Means and standard deviations of participants' responses according to demographic variables

Table 14 demonstrates statistically significant differences in the means and standard deviations of the participant's responses on the scale of the academic problem according to demographic variables. To show the significance of statistical differences between the means, MANOVA was used (see Table 15).

Source	SS	DF	MS	F-value	p-value
Branch	.001	1	.001	.010	.920
Faculty	.073	1	.073	1.230	.268
Gender	.002	1	.002	.038	.846
Study year	.049	1	.049	.815	.367
Error	17.608	295	.060		
Total	17.720	299			

Table 15. MANOVA for the effect of demographic variables

No statistically significant differences at the significance level ( $\alpha = 0.05$ ) were found due to demographic variables from the participants' responses.

## Conclusions and Recommendations

Based on the previous results, it was found that the domain of faculty members occupied first place with the highest mean (2.78), while the lecturers came in the last rank, with a mean (of 2.11). The overall mean of academic problems got a mean of (2.39). There are statistically

significant differences at the significance level ( $\alpha = 0.05$ ) due to the effect of gender on the participants' responses regarding academic problems they face at applied colleges in Saudi universities in favour of females. Also, there are statistically significant differences at the significance level ( $\alpha = 0.05$ ) due to the effect of the faculty in favour of the administrative and finance sciences category. On the other hand, there are no statistically significant differences at the significance level ( $\alpha = 0.05$ ) due to demographic variables in the sample's responses regarding academic problems facing students at applied colleges in Saudi universities (IAU).

Based on the results, the study recommends:

1. Enhancing the competencies of faculty members through training and professional development.
2. Develop an integrated plan to provide students with high-quality professional skills.
3. Establishing standardized admission mechanisms for students to enter applied colleges with a high GPA.

### **Acknowledgments:**

The researchers would like to thank the Deanship of Scientific Research at King Faisal University for providing the research fund for publishing research [Grant KFU250931].

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