

Students' Involvement and Engagement at Salman bin Abdulaziz University, Al Kharj; Kingdom of Saudi Arabia-Its Impact on the Students after University Hours

Mohammad Rishad Faridi & Teg Alam

College of Business Administration,
Salman bin Abdulaziz University, Al Kharj; Kingdom of Saudi Arabia.

Abstract: Student's involvement and engagement is a crucial issue especially in higher education due to various variables interfacing like complexities of technology, high demand on students to perform, excel and be more competitive, pressure by faculty on dumping resources, continuously raising the bar of expectation, ambiguities in teaching methodology of different faculties, strictness of administration etc. It impacts on the after university hours life of the students which leads to stress, depression, frustration, fatigue affecting academic performance. This research will unveil the factors which act as enablers and motivators in making the life of students better and happier after a tedious day at the college or the university.

Key words: Involvement, Engagement, Higher Education, After University Hours.

1. Introduction

A need of congenial environment is required when all parties i.e. Administration, faculty and the students collaborate properly in meeting the needs and wants of each other which ultimately will fulfill the vision and mission of the university.

Focus of this research is how constructively students spend hours in university which impact on after university hours. In a nut shell, student involvement and engagement can greatly impact his afterhours thus bringing a healthy and sound cheerful life for them. A detailed research analysis has been done in order to embrace a sound healthy student quality life

University has an important role to play and a direct link in facilitating student's affairs. Thus our research paper titled "An empirical analysis of student's activities after university hour of Salman bin Abdul-Aziz University, Al Kharj" [7]. is a humble beginning in moving one step ahead to identify problem areas, safeguarding strengths, enchasing opportunities, and anticipating threats. How to build a strong sound relationship between university, student, administrator and various other stakeholders? Thus making a better tomorrow for our newly established university.

As it is very important for the activities student is involved during the university hours in the overall learning and development, it is also equally important to know and find out how the student involves himself in various personal, recreation, extracurricular, academic etc. related activities.

Questions that arise generally are, do the current practices in universities all across the globe align themselves with the expectations of the students

and do they, together, facilitate the development of a skill set that will ultimately improve employability? Students in a professional course, especially like business, need to serve the society through the virtue of formal education. Classroom learning backed by extracurricular activities enhances and facilitates especially the business community which effects a positive change in the processes and procedures of the university which ultimately uplifts the society.

At the core, students who are socially and personally sound and are connected well to classroom learning are more informed by theoretical and conceptual understanding and learning and well informed by the realities of the world.

Student's curriculum designing based on engaging and involvement will have a positive after hour university activities. Good syllabus should contain the following elements [19]:

- A clear connection between the academic content with afterhours activities.
- Stated clearly course objectives.
- A description of the service requirements - is service an option or is it mandatory, how many hours a week are involved, what is the general nature of the work, the anticipated timeline, etc.
- A description of the placements - where, how, when
- Clear information about requirements for the reflective process - how often, what format, oral or written, feedback process.
- A concise description of the evaluation structure - what will be evaluated and how will service-related evaluation be weighted with the rest of the course.

Student recognition at the university is important and is a strong powerful tool which affects after hour development impacts learning from the personal changes that students experience when they venture into communities with new responsibilities. Students are used to being told what to do, when to do it, and how to do it.

An employability skill for the Students should be emphasized on the placement of is critical to the success of a university. There are a number of strategies for making these planning decisions but these strategies fall into three categories [20]:

- Strategies that support the intellectual base of the course (faculty driven);
- Strategies that lend themselves to the interests, talents and skills of the students (student driven);
- Strategies that shore up an on-going plan for working with the Industry (Business driven).

2. Literature Review

Students need to strengthen their values and opt the principles of his life as per Baronand Byrne (1997) maintained that "attitude importance also stems from value relevance- the more closely an attitude is connected to an individual's personal values, the greater its importance"(p.125).

Parents play a vital role in guiding and directing students as per Lumsden (1994) stated the role of the significant others (parents and home environment) in students' motivation as a main factor which shapes the initial constellation of students' attitudes they develop toward learning.

Impact of a healthy, motivating environment at home supports a better academic spirit among the students as per Gottfried, Fleming and Gottfried (1994) supported this trend and emphasized that their study "strongly suggest that parental motivational practices are causal influences on children's academic intrinsic motivation and school achievement" (P.110). Accordingly, there was a need to instruct parents on motivational practices such as encouragement of persistence, effort, mastery of subject area, curiosity and exploration.

Continuous pressure from the faculty "dumping" resources, expecting high performance, always be creative etc. impacts an adverse role in the student academic life as per Ryan and Deci (2000) maintained that research had revealed that external negative impacts such as threats, deadlines, directives, pressured evaluations, and imposed goals diminish intrinsic motivation.

Consequently, the same researchers have for example, reported that studies showed that autonomy supportive parents, relative to controlling parents, have children who are more intrinsically motivated.

Students at every step and stage need to be tutored in the college as well as after the college

hours. As per Mary Dickinson (2010), "Established Student Tutoring program in the higher education sector. In particular it investigates the methods by which the development of key skills in participating Student Tutors may be assessed and examines the procedures available for a Student Tutoring scheme to gain accredited status. In light of the recognized deficit in certain transferable skills amongst graduates, it aims to encourage administrators to take the tutoring framework a step further, giving selected student participants the opportunity to gain management experience through overseeing aspects of a tutoring scheme"

Engaging and involving students in various activities in and outside the university to enhance their analytical, creative skills etc. can be done by introducing service learning

Imbibing technology facilitates and promotes different avenues to the students as per Bree McEwan (2011) has discussed in detail, "The social integration of students within a campus community is vital in enhancing their college experiences. Researchers have sought to determine how best to promote successful social integration for university students. Traditionally, on-campus orientations and residence hall activities have been used to foster student social integration. However, Face book and other social networking sites (SNSs) can be used for social integration among students in ways that were never before possible. It is important that student-affairs professionals explore the supportive roles for this that SNSs like Face book might play, since successful student adjustment within a campus is positively correlated with student retention rates.

College students are already using Face book to bolster their social networks within the university, but it is worth considering the advantages and disadvantages of promoting the use of SNSs for social integration. Face book is favoured because it offers low levels of self-disclosure in social interactions, it increases the social capital of the university, and it offers students with a unique means of acquiring academic support from both their professors and their peers. Unfortunately, extensive Face book use can also create a social skills deficit in students, lead students to experience information overload, and cause them to shirk their academic responsibilities."

Development of soft skills supports the students in overall development of the students which impacts both on and off the campus as per Sarah Thomas, Susan Busby (2003) Discussed the experiences of three stakeholders involved in live projects (live projects are part of an industry and education partnership to provide level 2 students with

an opportunity to work with “real life” business problem situations). In particular the paper examines the expectations and perceptions of industry partners, tutors and students involved in a live project from a comparison of these stakeholder perspectives it can be suggested that although a more self-managed approach to student learning is desirable, it is not always achievable with large student groups and time-constrained activities. Despite this, the students appeared to have further developed the desired skills of communication, teamwork, problem solving and research, as well as the personal attributes of greater self-confidence and leadership.

Culture plays a very vital role in dissemination of knowledge, building knowledge based economy by change management, knowledge management, open to ideas, fresh thinking etc. Cross cultural class room is an example of thinking out of box.

As per Claudine Soosay, (2009) Cultural diversity in the classroom can impact on student engagement; and therefore as educators, we need to examine and take action on ensuring equity, access and culturally appropriate pedagogy and curriculum.

3. Objective of the study

Following are the research objectives:

- To make an analysis of how students can be further involved and engaged during the university hours from the current situation
- To chalk strategies in improving after university hours quality life of students.
- To make an analysis of how students can improve and build strong relationship in university.

3.1. Research Significance:

Due to highly competitive world each University is striving hard to make a better tomorrow for their students. This creates a high level of expectation among the students to perform. This research will be empirical study which will help in framing learning strategies for other affiliated colleges of the university. This research will also help in channelizing inputs of resources in the most effective and optimum ways. This research will strengthen the expectation and satisfaction level of faculty with the students and vice-a-versa. This research will improve relationship between teachers, students, family and community.

4. Research Methodology

Research Design

4.1. Sample

It is purely on primary data analysis through open/close ended questionnaire and personal interviews. The sample survey conducted at ‘College of Business Administration’ and ‘College of Computer Science & Engineering’ of Salman bin Abdulaziz University, Al-Kharj. Sample of students was taken evenly from each semester.

4.2. Tools, Techniques and Procedure

Interview and questionnaire techniques used for getting information of students’ activities. Students contacted by investigators directly to conduct interview and filling the questionnaire. The questionnaire divided into two parts - first part is the demographic characteristics of the students and the second part includes various activities of the students after University hour.

The selected respondents represent demographic factors such as age, urban/rural, family income, college etc. In question 2 of questionnaire, researchers used 2-point interval scale to determine involvement (1) or not involvement (2) of respondents in various activities after University hour.

A 5-point interval scale (Likert scale) has been used to examine which activities after University hour of respondents’ are- definitely (1), often (2), sometimes (3), rarely (4) and never (5) and also containing statements to rank variables as per their preference in the question 3, 4, and 5 of the questionnaire.

4.3. Statistical Techniques

After completion of data collection, researchers used the statistical techniques such as MS Excel and SPSS. Demographic profiling has been done using simple descriptive statistics. The score of students was processed and analyzed by using mean, standard deviation and t-test to interpret the priority of various activities of student after University hour. Regression analysis is used to present and interpret the various relationships between different activities of students after University hour.

4.4. Ethics

To maintain the sanctity of the study we taken the permission from the students and insure them that research will be used for students’ benefits and academic purpose only.

5. Result and Findings

5.1. Demographic Profiling of Respondents

S. No	Demographics		Frequency	Percentage
1	Age	≤ 20 years	26	26
		20 - 25 years	67	67
		25 - 30 years	07	07
		≥ 30 years	00	00
2	Place	Urban	54	54
		Rural	46	46
3	Family Income Per Month	≤ 5000 SAR	11	11
		5001-10,000 SAR	39	39
		10,001-20,000 SAR	41	41
		≥ 20001 SAR	09	09
4	Students Studying in College of	Business Administration	69	69
		Computer Science & Engineering	31	31

The course program is at undergraduate level thus it illustrates that the majority age group of students are between 20 to 25 years. Al Kharj is a city which is well connected to numerous villages and a huge number of students are from the rural areas. Income

level of the family is between SAR 5000 to SAR 20,000 bracket which reflect middle class community. Our respondents were mostly from Business College because convenience sample was used.

5.2. Graphical Analysis

Table 1: Average hours per day after University hours

Average hour /day	No. of Student
2 - 4	28
4 - 6	27
6 - 8	30
8 ≥	15

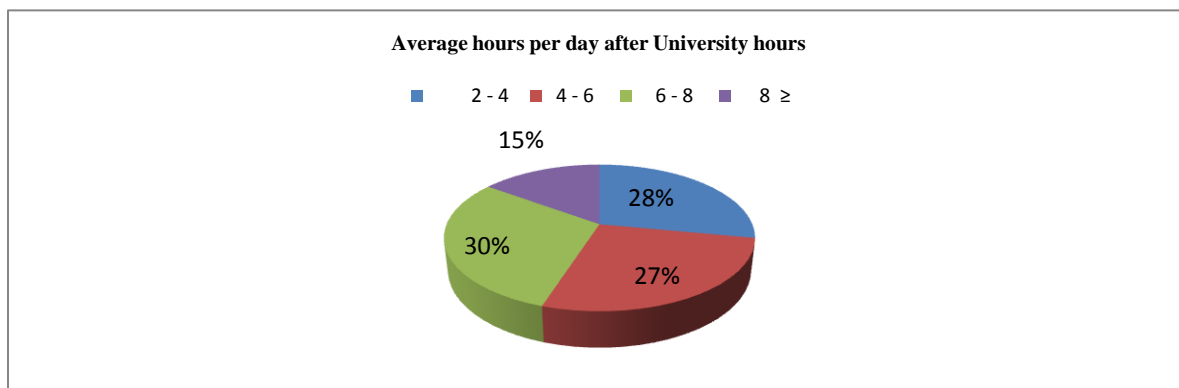


Figure 1: Average hours per day available of students after University hours

Most of the students are ranging from 2 hours to 8 hours of the available time. This will be further deliberated upon at later stage of this research project on, how the students can appropriately utilize the time in a prudent manner in optimizing academics, family, social/recreation, health activities etc. (Figure 1)

5.3. Descriptive Statistics

The subsequent tables and analysis shows the mean scores, standard deviation, t-values. As is evident from the table all the statements are significantly different from test value (test value =0).

Table2.1: Involved and not involved in various activities after college hours

Variables	Mean	Std. Deviation	t
Travelling to your home	1.37	0.485	28.23
Afternoon Sleep	1.54	0.501	30.74
Physical exercise	1.54	0.501	30.74
Free time, relax, idle, stay at home etc.	1.14	0.349	32.69
Time spend with friends	1.25	0.435	28.72
Time spend with family/relatives	1.19	0.394	30.18
Internet surfing(Indicate what usually you search)	1.32	0.469	28.16
Playing Video Games.	1.72	0.451	38.12
Do Job/employment	1.85	0.359	51.55
Doing Business	1.73	0.446	38.77
Do Voluntary Work	1.78	0.416	42.75
Play Sports (Indicate the name of sport/ games)	1.48	0.502	29.48
Eating Food(Lunch, Snack, Dinner)	1.09	0.288	37.9
Driving Car(Self or being with family/friends)	1.22	0.416	29.3
Cooking	1.89	0.314	60.1
Gardening, go to park	1.88	0.327	57.56
Shopping, banking etc.	1.61	0.49	32.84
Watching TV	1.3	0.461	28.23
Going to social clubs and social gatherings	1.7	0.461	36.91
Offering Salah and Reading Quran, Hadith, Islamic History etc.	1.05	0.219	47.94
Time with pet animals	1.79	0.409	43.73
Time with hobbies(Indicate the name of hobbies)	1.66	0.476	34.87
On Phone/Chatting/Texting	1.28	0.451	28.37
Studying college courses, doing Home Work/assignment/reading text book	1.23	0.423	29.08
Tuitions, private evening classes	1.72	0.451	38.12

Students are highly practice Islam. This is impact on spending valuable time with parents and relatives.

Students refrain in activities like gardening, going to park, raising pet animals etc.

Table 2.2: Factors contributing to the development of Students

Variables	Mean	Std. Deviation	T
Playing sports/go to fitness club	2.59	1.44	18.03
Sound Sleeping	2.07	1.11	18.61
Eating healthy food	1.99	1.07	18.63
Meeting/discussions with parents/family/relatives	1.46	0.72	20.37
Meeting/discussions with friends	1.8	0.96	18.67
Offering Salah and Reading Quran, Hadith, Islamic History etc.	1.41	0.77	18.39
Browsing Internet	1.17	0.38	30.99
Doing Job	3.08	1.57	19.56
Doing Business	3.36	1.44	23.35
Social Activities(Gathering, club)	2.93	1.36	21.58
Involved in Hobbies(Indicate details)	2.73	1.38	19.72
Doing home study/academic home work	2.75	1.18	23.23
Reading(Indicate details)	3.03	1.34	22.54
Writing((Indicate details)	3.15	1.31	23.99
Watching (Indicate details)	2.49	1.14	21.81
Studying(Indicate details)	2.47	1.09	22.73
Revisit College in evening	4.03	1.26	32.01
Attending Tuitions	3.66	1.36	26.96
Visit Library	3.8	1.3	29.17

Students are very computer savvy, with strong Islamic values, care for their near and dears are the main factors contributing to the development. Very

less students indulge in doing business/Job and visit library

Table 2.3: Relax after a stressful day at college

Variables	Mean	Std. Deviation	T
Spend time with your family	1.81	0.94	19.27
Spend time with your friend	2.23	1.04	21.38
Visit Café/Restaurant	2.84	1.18	24.1
Browse Internet surfing/watch TV	2.31	1.15	20.05
Take Shower	1.65	0.89	18.5
Offering Salah and Reading Quran, Hadith, Islamic History etc	1.12	0.33	34.29
Sleep	1.7	0.9	18.79
Drive Car	2.39	1.33	17.94
Play Sports	2.7	1.19	22.62
Play Video Games	3.08	1.31	23.55
Free time, idle	3.44	1.35	25.47
Chatting/texting/taking on phone	2.28	1.08	21.05

Students after a tedious time at university tries to relax them by preaching Islam indulge in sound

sleep; spend time with their family and friends. Students hardly have any free time or are idle

Table2.4: Important factors that contribute to positive development

Variables	Mean	Std. Deviation	t
Relationship/cooperation	1.67	0.817	20.44
Islamic Values	1.37	0.677	20.25
Caring nature	1.75	0.903	19.38
Clean, friendly environment	1.55	0.716	21.65
Sporting Spirit	1.55	0.77	20.12
Motivation	1.62	0.736	22.03
Recognition	1.99	0.959	20.76
Rewards/Awards	2.26	1.107	20.42
Fair	1.56	0.845	18.47
Discipline	1.6	0.853	18.76
Encouragement to extracurricular activities	2.41	1.215	19.83
Career development	2.14	1.119	19.12
Overall development	1.96	1.024	19.14
Transparency, Integrity, Sincerity, accountability, ethics	1.6	0.865	18.51
Financial support	1.95	1.14	17.1

Principle factors which contribute to the overall development of students are being close to Islamic way of living, keep a strong relationship with near

and dear, keeping clean and friendly environment, try to imbibe sporting spirit.

5.4. Regression Analysis

Table 3.1: Model Summary

Regression Analysis of Age on Involved and not involved in various activities after college hours

Model	R	R Square	Adjusted R Square	Standard Error of the Estimates
1	.325 ^a	.105	-.023	.87862

a. Predictors: (Constant), VAR00025, VAR00007, VAR00016, VAR00013, VAR00015, VAR00014, VAR00003, VAR00011, VAR00023, VAR00018, VAR00020, VAR00001, VAR00022, VAR00024, VAR00006, VAR00019, VAR00009,

VAR00008, VAR00002, VAR00010, VAR00021, VAR00004, VAR00012, VAR00017, VAR00005

There is a mild relationship between age and involved/uninvolved with all activities (List of Variables-Appendix1)

Table 3.2: Model Summary

Regression Analysis of Age on Factors contributing to the development of Students

Model	R	R Square	Adjusted R Square	Standard Error of the Estimates
1	.550 ^a	.303	.137	.50607

a. Predictors: (Constant), VAR00019, VAR00005, VAR00002, VAR00016, VAR00007, VAR00009, VAR00015, VAR00012, VAR00001, VAR00018, VAR00011, VAR00008, VAR00014, VAR00004, VAR00017, VAR00003, VAR00006, VAR00010, VAR00013

There is a trend towards a strong relationship between age and factors contributing to the development even though currently it is slightly above the average relationship (List of Variables-Appendix2)

Table 3.3: Model Summary

Regression Analysis of Age on Relax after a stressful day at college

Model	R	R Square	Adjusted R Square	Standard Error of the Estimates
1	.297 ^a	.088	-.037	.55496

- a. Predictors: (Constant), VAR00012, VAR00006, VAR00011, VAR00009, VAR00001, VAR00007, VAR00004, VAR00005, VAR00010, VAR00008, VAR00002, VAR00003
- There is a weak relationship between age and factors to relax after stressful day at the college (List of Variables-Appendix3)

Table 3.4: Model Summary

Regression Analysis of Age on Important factors that contribute to positive development

Model	R	R Square	Adjusted R Square	Standard Error of the Estimates
1	.421 ^a	.177	.030	.53651

- a. Predictors: (Constant), VAR00015, VAR00009, VAR00003, VAR00007, VAR00012, VAR00014, VAR00006, VAR00002, VAR00011, VAR00008, VAR00001, VAR00010, VAR00005, VAR00004, VAR00013
- There is a trend towards a strong relationship between age and important factors contributing to the overall positive development even though currently it is slightly above the average relationship (List of Variables-Appendix4)

Table 4.1: Model Summary

Regression Analysis of Urban/Rural on Involved and not involved in various activities after college hours

Model	R	R Square	Adjusted R Square	Standard Error of the Estimates
1	.565 ^a	.319	.089	.34262

- a. Predictors: (Constant), VAR00025, VAR00007, VAR00016, VAR00013, VAR00015, VAR00014, VAR00003, VAR00011, VAR00023, VAR00018, VAR00020, VAR00001, VAR00022, VAR00024, VAR00006, VAR00019, VAR00009, VAR00008, VAR00002, VAR00010, VAR00021, VAR00004, VAR00012, VAR00017, VAR00005
- There is a trend towards a strong relationship between urban or rural place of residence and involved/uninvolved with all activities (List of Variables-Appendix1)

Table 4.2: Model Summary

Regression Analysis of Urban/Rural on Factors contributing to the development of Students

Model	R	R Square	Adjusted R Square	Standard Error of the Estimates
1	.415 ^a	.173	-.024	.36315

- a. Predictors: (Constant), VAR00019, VAR00005, VAR00002, VAR00016, VAR00007, VAR00009, VAR00015, VAR00012, VAR00001, VAR00018, VAR00011, VAR00008, VAR00014, VAR00004, VAR00017, VAR00003, VAR00006, VAR00010, VAR00013
- There is an average relationship between urban or rural place of residence and factors contributing to the development even though currently it is slightly above the average relationship (List of Variables-Appendix2)

Table 4.3: Model Summary

Regression Analysis of Urban/Rural on Relax after a stressful day at college

Model	R	R Square	Adjusted R Square	Standard Error of the Estimates
1	.380 ^a	.144	.026	.35417

a. Predictors: (Constant), VAR00012, VAR00006, VAR00011, VAR00009, VAR00001, VAR00007, VAR00004, VAR00005, VAR00010, VAR00008, VAR00002, VAR00003

There is a weak relationship between urban or rural place of residence and factors to relax after stressful day at the college (List of Variables-Appendix3)

Table 4.4: Model Summary

Regression Analysis of Urban/Rural on Important factors that contribute to positive development

Model	R	R Square	Adjusted R Square	Standard Error of the Estimates
1	.293 ^a	.086	-.077	.37246

a. Predictors: (Constant), VAR00015, VAR00009, VAR00003, VAR00007, VAR00012, VAR00014, VAR00006, VAR00002, VAR00011, VAR00008, VAR00001, VAR00010, VAR00005, VAR00004, VAR00013

There is a weak relationship between urban or rural place of residence and important factors contributing to the overall positive development even though currently it is slightly above the average relationship (List of Variables-Appendix4)

Table 5.1: Model Summary

Regression Analysis of Family Income on Involved and not involved in various activities after college hours

Model	R	R Square	Adjusted R Square	Standard Error of the Estimates
1	.491 ^a	.241	-.015	.84112

a. Predictors: (Constant), VAR00025, VAR00007, VAR00016, VAR00013, VAR00015, VAR00014, VAR00003, VAR00011, VAR00023, VAR00018, VAR00020, VAR00001, VAR00022, VAR00024, VAR00006, VAR00019, VAR00009, VAR00008,

VAR00002, VAR00010, VAR00021, VAR00004, VAR00012, VAR00017, VAR00005

There is an average relationship between Family income and involved/uninvolved with all activities (List of Variables-Appendix1)

Table 5.2: Model Summary

Regression Analysis of Family Income on Factors contributing to the development of Students

Model	R	R Square	Adjusted R Square	Standard Error of the Estimates
1	.367 ^a	.135	-.070	.86366

a. Predictors: (Constant), VAR00019, VAR00005, VAR00002, VAR00016, VAR00007, VAR00009, VAR00015, VAR00012, VAR00001, VAR00018, VAR00011, VAR00008, VAR00014, VAR00004, VAR00017, VAR00003, VAR00006, VAR00010,

There is a weak relationship between Family income and factors contributing to the development even though currently it is slightly above the average relationship (List of Variables-Appendix2)

VAR00013

Table 5.3: Model Summary

Regression Analysis of Family Income on Relax after a stressful day at college

Model	R	R Square	Adjusted R Square	Standard Error of the Estimates
1	.393 ^a	.155	.038	.81872

a. Predictors: (Constant), VAR00012, VAR00006, VAR00011, VAR00009, VAR00001, VAR00007,

VAR00004, VAR00005, VAR00010, VAR00008, VAR00002, VAR00003

There is a weak relationship between Family income and factors to relax after stressful day at the college (List of Variables-Appendix3)

Table 5.4: Model Summary

Regression Analysis of Family Income on Important factors that contribute to positive development

Model	R	R Square	Adjusted R Square	Standard Error of the Estimates
1	.302 ^a	.091	-.071	.86393

a. Predictors: (Constant), VAR00015, VAR00009, VAR00003, VAR00007, VAR00012, VAR00014, VAR00006, VAR00002, VAR00011, VAR00008, VAR00001, VAR00010, VAR00005, VAR00004, VAR00013

There is a weak relationship between Family income and important factors contributing to the overall positive development even though currently it is slightly above the average relationship (List of Variables-Appendix4)

Table 6.1: Model Summary

Regression Analysis of Average hours per day available of students after University hours on Involved and not involved in various activities after college hours

Model	R	R Square	Adjusted R Square	Standard Error of the Estimates
1	.403 ^a	.163	-.120	1.10423

a. Predictors: (Constant), VAR00025, VAR00007, VAR00016, VAR00013, VAR00015, VAR00014, VAR00003, VAR00011, VAR00023, VAR00018, VAR00020, VAR00001, VAR00022, VAR00024, VAR00006, VAR00019,

There is an average relationship between Average hours per day available of students after University hours and involved/uninvolved with all activities (List of Variables-Appendix1)

Table 6.2: Model Summary

Regression Analysis of Average hours per day available of students after University hours on Factors contributing to the development of Students

Model	R	R Square	Adjusted R Square	Standard Error of the Estimates
1	.338	.114	-.096	1.09221

a. Predictors: (Constant), VAR00019, VAR00005, VAR00002, VAR00016, VAR00007, VAR00009, VAR00015, VAR00012, VAR00001, VAR00018, VAR00011, VAR00008, VAR00014, VAR00004, VAR00017, VAR00003, VAR00006, VAR00010, VAR00013

There is a weak relationship between Average hours per day available of students after University hours and factors contributing to the development even though currently it is slightly above the average relationship (List of Variables-Appendix2)

Table 6.3: Model Summary

Regression Analysis of Average hours per day available of students after University hours on Relax after a stressful day at college

Model	R	R Square	Adjusted R Square	Standard Error of the Estimates
1	.204 ^a	.041	-.091	1.08961

a. Predictors: (Constant), VAR00012, VAR00006, VAR00011, VAR00009, VAR00001, VAR00007, VAR00004, VAR00005, VAR00010, VAR00008, VAR00002, VAR00003

There is a weak relationship between Average hours per day available of students after University hours and factors to relax after stressful day at the college (List of Variables-Appendix3)

Table 6.4: Model Summary

Regression Analysis of Average hours per day available of students after University hours on important factors that contribute to positive development

Model	R	R Square	Adjusted R Square	Standard Error of the Estimates
1	.256	.066	-.101	1.09479

a. Predictors: (Constant), VAR00015, VAR00009, VAR00003, VAR00007, VAR00012, VAR00014, VAR00006, VAR00002, VAR00011, VAR00008, VAR00001, VAR00010, VAR00005, VAR00004, VAR00013

There is a weak relationship between Average hours per day available of students after University hours and important factors contributing to the overall positive development even though currently it is slightly above the average relationship (List of Variables-Appendix4)

6. Recommendation

Following are the suggestion and recommendation arrived after undergoing this research paper:

- Need based teaching methodology should be adopted to achieve intended learning outcome.
- Able to maximize student's growth and success by making a gap analysis where they are currently and what are the expected outcomes. How faculty can assist in the learning process to achieve the desired results
- Empowering students through student centered learning environment where idea generation, analysis, implementation and execution can be facilitated.
- Introduction of differentiated learning in order to engage and involve student in maximizing learning outcomes in class room. As students are diverse, having mixed ability, different knowledge background, learning style, motivation level even though they are almost same age group.
- Encourage students with the support of ICT best example will be by adapting blended learning to engage/involve students.
- Introducing flexible grouping concept where bright, average and low performers are homogenized to have a group excellence and exhibiting an example of team building.
- Faculty should inculcate team work cultures which will constructively the ability of the students.
- Engaging and involvement of students at the University impacts a productive and fruitful University hour's life of students by being motivated, social, positive and mentally sound.
- Providing residential facility to students which will reduce the hours spend on driving from home to University and vice versa.
- Regular coaching and guidance of students is required, therefore student counselors should be

appointed to support and guide them, so that students have a quality life.

- Emphasis of soft skills should be incorporated in their curriculum to improve their personality and their employability skills.
- Collaborative approach between Administrations, Faculty and students is essential in order to achieve the vision, goals, and objectives of the University.

7. Conclusion

There is always a high scope of improvement. Student's positive learning environment with engaging/involving students will sure produce a quality life after university hours. Higher education should strive to further intervene in strengthening the relationship between the university, faculty and students.

As a small step co-ordination among the people, processes and policies, this will tend to convert into high degree of seriousness making it a co-operative environment. Continuous initiatives to reduce stress improve productivity; strive for excellence will tend to move into the collaborative environment. Basically a win-win approach with embedded quality work life for all.

Researchers, reformers, policy makers, education consultancy firms, top management in academia are welcomed to further explore possibilities to bring out strategies, policies etc. so that the very best from the students surfaces out which in turn improves their life after university hours and make a conducive environment of learning and teaching.

8. Acknowledgement

This present research is a part of research project funded by Deanship of Scientific Research, Salman bin Abdulaziz University, Kingdom of Saudi Arabia. Researchers are grateful to the Deanship of Scientific

Research , Salman bin Abdulaziz University, Kingdom of Saudi Arabia for financial support in completing this work.

Reference

- [1] Allyn and Bacon, Boston Gobson, J. L., Ivancevich, M. J.; Donnelly, H. J. (2000) *Organizations*, McGraw-Hill, Boston.
- [2] Baron, A. R.; Byrne, D. (1997) *Social Psychology*, 8th Ed.,
- [3] Bree McEwan (2011), Hybrid engagement: How Facebook helps and hinders students' social integration, in Laura A. Wankel, Charles Wankel (ed.) *Higher Education Administration with Social Media (Cutting-edge Technologies in Higher Education, Volume 2)*, Emerald Group Publishing Limited, pp.3-23
- [4] Claudine Soosay, (2009) "International and domestic students' perspectives on teaching and learning", *Journal of International Education in Business*, Vol. 2 Issue: 1, pp.20 - 32
- [5] Derek Birch, Jack Latcham, (1986) "3. Open Learning in Further Education", *Journal of European Industrial Training*, Vol. 10 Issue: 6, pp.23 – 30
- [6] David H. Wong, (2012) "Reflections on student-university interactions for next generation learning", *Asia Pacific Journal of Marketing and Logistics*, Vol. 24 Issue: 2, pp.328 – 342
- [7] Faridi, M.R. and Alam T. (2014), An Empirical Analysis of Students' Activities after University Hour of Salman bin Abdulaziz University, Al-Kharj, Kingdom of Saudi Arabia, *VSRD International Journal of Business & Management Research*, volume IV Issue 3, pp.54-64
- [8] Gottfried, E. A.; Fleming, S. J.; Gottfried, W. A. (1994). Role of Parental Motivational Practices in Children's Academic Intrinsic Motivation and Achievement, *Journal of Educational Psychology*, vol. 86, no1, 104-113.
- [9] John A. Corlett, (1986) "4. Colleges Open for Business", *Journal of European Industrial Training*, Vol. 10 Issue: 6, pp.31 – 37
- [10] Lumsden, L. S. (1994). Student Motivation to Learn. ERIC Clearinghouse on Educational Management Eugene OR.
- [11] Mary Dickinson (2000); An Analysis of the Accreditation of Transferable Skills in Extra Curricular Activities within Higher Education, *Assessment & Evaluation in Higher Education*, Volume 25, Issue 1.
- [12] Robbins, Harold (1989) *Organizational Behavior*, Longman Higher Education.
- [13] Robbins, P. S. (2003) *Organizational Behavior*, 10 Ed. Prentice-Hall, Pearson Education International, New Jersey.
- [14] Rokeach, J. (1973) *The Nature of Human Values*, The Free Press, New York.
- [15] Ryan, M. R. & Deci, L. E. (2003). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development and Well-Being. In Porter W. L.; Bigly, A. G. & Steers, M. R. (Eds.), *Motivation and Work Behavior*, 7th Ed., McGraw-Hill & Irwin Book Company, Boston.
- [16] Sarah Thomas, Susan Busby, (2003) "Do industry collaborative projects enhance students' learning?", *Education + Training*, Vol. 45 Issue: 4, pp.226 – 235
- [17] Shatkin. L. (2002) "The World of Work as Viewed from Saudi Arabia." In: *Brave New Work World*. Gary Johnson Communications.
- [18] Schwartz, S. H. (1994). "Beyond individualism/collectivism: New cultural dimensions of values." U. Kim, H. C. Triandis, C. Kagitcibasi, S.-C. Choi, & G. Yoon (Eds.), *Individualism and Collectivism* (pp. 85-119). Thousand Oaks, CA: Sage.
- [19] <http://dornsife.usc.edu/designing-course-syllabi/>
- [20] <http://dornsife.usc.edu/placing-and-preparing-students/>

