



RESEARCH ARTICLE

The Educational Challenges that Face Graduate Students at a Public University from their Point Views and Suggested Solutions

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ARTICLE INFO	ABSTRACT
Received: Nov 25, 2024	<p>This study aimed to identify educational challenges of graduate students at a Public University from their point of view and some proposed solutions. The descriptive survey method was used, as the study population consisted of all postgraduate students at Yarmouk University (3779). The study sample was chosen for the first tool (the questionnaire) by the stratified random method at a rate of (10%), the study sample for the second tool (the interview) was also chosen by the intentional method, due to its suitability for achieving the goal of the study. The study sample included (383) male and female students. The results of the study showed that graduate students at the University face administrative and technical challenges to a moderate degree. They also face academic challenges to a small degree, but they face a high level of financial problems. The necessity of focusing and paying attention to facilitating the research tasks of graduate students at the University. The essential requirement of developing a comprehensive strategy to solve and prevent the phenomenon of academic challenges facing postgraduate students at the university. Knowing about the educational context of a university students in the Middle East would reflect different circumstances students might face compared to other countries in the region or around the world.</p>
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INTRODUCTION

Higher education institutions are considered the most important educational institutions that society relies on to spread its culture and achieve its future hopes and aspirations. It has become an educational provision that is considered the basis of scientific progress and development in its various forms and levels, and it has become a productive institution that helps in production directly through research, consultations and continuing education and the development of human resources in all fields. Providing scientific consultations, holding seminars and conferences, and others in other scientific fields, as it is considered one of the important channels that translate development plans of all kinds into reality, and in advancing development in its various fields, as it is an investment field (Heleta, 2021).

Postgraduate programs in Jordan originated at the University of Jordan since 1968/1969, so it considered relatively recent. The first master's program was established in educational administration and guidance. In 1982/1983 the first doctoral program was launched in the Department of Arabic Language at the University of Jordan and it spread rapidly in the rest of the Jordanian public universities. Many public universities offered graduate programs, some at the master's degree level, and others at the master's and doctoral levels (Al Attari, 2020).

Postgraduate students accepted many challenges in their scientific research. Many studies pointed out student challenges (Darawsha, 2018). Those studies indicated that the limited adequate preparation of graduate students in terms of capacity-building and tasks in scientific research, the

length of time to obtain a master's and doctoral degree, the challenges of the academic supervisor are the major challenges of postgraduate students. Other issues associated with the limited resources of information and scientific databases and the absence of bibliographic lists of theses that help students in their selection and preparation for research.

Aldhmour (2024) described a major social challenge that face graduate students where he found that there was a disconnection between scientific research and societal needs, leading to diminished trust in its ability to address social issues. This gap represents a missed opportunity to investigate challenges and propose solutions. Notably, some studies on poverty and unemployment have been funded by international organizations, providing financial aid. The core issue is a lack of commitment to researching the root causes of these challenges (Aldhmour 2024).

Students also face technical challenges related to material resources and equipment, such as the lack of readily available resources and references they need, and a lack of an electronic body within the reach of students to complete their research. Administrative challenges related to university administration and professors supervising thesis, where the supervisors are preoccupied with following up on the progress of the student's study in completing their research work step by step. Moreover, the students have to go through a complicated process before their thesis title is approved by their supervisors. Part of that can be attributed to a lack of clear instructions provided by the supervisor to their students (Cornér, 2023; Jacob, 2020).

Purpose of the study and questions

The purpose of this study was to identify the educational challenges of graduate students at Yarmouk University from their point of view and the proposed solutions to them. Thus the leading questions of this study were:

1. What are the educational challenges facing graduate students at Yarmouk University from their point of view? The following sub-questions are derived from the main question:
2. The first sub-question: What are the administrative and technical challenges facing graduate students at Yarmouk University from their point of view?
3. Second sub-question: What are the academic challenges facing graduate students at Yarmouk University from their point of view?
4. The third sub-question: What are the financial challenges facing graduate students at Yarmouk University from their point of view?
5. Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the estimates of postgraduate students' responses to the educational challenges they face (administrative, technical, academic, and financial) at Yarmouk University due to the variables (gender, program level, student status)?
6. What are the proposals of faculty members and graduate students to solve the educational challenges (administrative, technical, academic, and financial) facing graduate students at Yarmouk University?

Significance of the study

The importance of this study stems from the importance of its subject that is the educational challenges facing graduate students. Such challenges weaken the role in preparing and rehabilitating of the human staff at universities to serve the community. The importance of postgraduate studies and that higher education is on the rise and progress and that it is a continuous and constantly renewed process, which means the need to conduct more studies aimed at shedding light on educational challenges (administrative, technical, academic, and financial) facing graduate students at Yarmouk University. Diagnosing the reality of postgraduate students' challenges paves the way for overcoming challenges and challenges that students face to enhance their desire to complete their theses at the master's and doctoral programs.

LITERATURE REVIEW

The researchers have referred to many studies to shed light on some aspects related to their study. The following is a presentation of most prominent of these studies in a thematic order.

Academic challenges:

Within the landscape of Arab universities, graduate students encounter a multitude of academic hurdles essential to their scholarly journey. These challenges, as delineated by Saleh and Abou El Fadl (2021), are multifaceted, encompassing curriculum design, teaching methodologies, research supervision, and academic ethics. The nuances in educational approaches, ranging from traditional lecture-based formats to contemporary pedagogical models, introduce a spectrum of learning environments, each presenting distinct advantages and limitations. This dynamic educational milieu often necessitates adaptive learning strategies, requiring graduate students to navigate diverse academic terrains.

Moreover, recent research by Mahmoud and Khalil (2023) emphasizes the evolving nature of academic challenges, particularly in response to technological advancements and globalization. The integration of digital technologies and online learning platforms has revolutionized academic instruction, presenting both opportunities and challenges for graduate students. Furthermore, Al-Mansour and Al-Fahad (2022) shed light on the impact of cultural factors on academic challenges, highlighting the need for culturally sensitive pedagogical approaches to address the diverse needs of graduate students in Arab universities.

Efforts to address these academic challenges require a comprehensive approach that extends beyond conventional instructional methods. Scholars such as Faris and Ahmed (2021) advocate for the implementation of innovative teaching strategies, such as project-based learning and collaborative research initiatives, to foster critical thinking and problem-solving skills among graduate students. Additionally, Al-Harbi and Al-Shehri (2020) stress the importance of faculty development programs focused on enhancing teaching effectiveness and research mentorship. By embracing innovative pedagogical practices and investing in faculty professional development, Arab universities can better equip graduate students to meet the evolving demands of higher education in the 21st century.

One of the challenges faced by postgraduate students in Arab universities is the limited availability of supervisors. The shortage of experienced faculty members who can provide effective supervision often leads to delays in thesis completion and impedes the overall progress of graduate students. Al-Suwaidi and Al-Mansouri (2023) conducted a comprehensive study highlighting the impact of supervisor shortage on postgraduate education in Arab universities. Their research underscores the critical need for universities to invest in faculty development programs and recruit additional supervisors to address this issue. Without adequate supervision, postgraduate students may struggle to receive the guidance and support necessary to navigate their research projects effectively, potentially compromising the quality of their academic work and delaying their graduation.

Financial challenges:

Financial constraints pose significant barriers for graduate students pursuing advanced degrees in Arab universities, as evidenced by research conducted by El-Maghraby and Abdel-Hamid (2021). High tuition fees, limited scholarship opportunities, and inadequate financial aid packages hinder students' access to higher education and exacerbate socioeconomic disparities in educational attainment. Furthermore, recent studies by Al-Obaid and Al-Hajji (2023) highlight the disproportionate impact of financial constraints on marginalized student populations, including women, minorities, and students from low-income backgrounds. Addressing these financial challenges requires a multifaceted approach that addresses systemic inequities and promotes financial inclusivity in higher education.

Moreover, Ibrahim and Al-Shehri (2020) emphasize the role of government policies and institutional initiatives in mitigating financial barriers for graduate students. By implementing tuition fee waivers, expanding need-based scholarship programs, and enhancing student loan options, policymakers and university administrators can alleviate the financial burden on graduate students and foster greater equity in access to higher education. Additionally, Al-Sulaiman and Al-Ghamdi (2019) advocate for the establishment of financial literacy programs to empower graduate students with the knowledge and skills needed to navigate the financial aspects of their academic journey effectively.

Administrative challenges:

Graduate students in Arab universities confront a myriad of administrative challenges that impede their academic progress and overall student experience. These challenges, as outlined by Al-Khatib and Al-Habil (2021), encompass a range of issues, including cumbersome registration processes, bureaucratic red tape, and inadequate support services. The administrative complexities inherent in university systems often lead to frustration and delays in fulfilling degree requirements, hindering students' academic advancement.

Recent research by Saleh and Al-Nasser (2022) highlights the evolving nature of administrative challenges in response to changing higher education landscapes and technological advancements. The digitalization of administrative processes, while offering potential benefits in terms of efficiency and accessibility, also presents new challenges related to data security and privacy concerns. Furthermore, Al-Saud and Al-Rashed (2020) emphasize the need for proactive measures to address administrative challenges, such as implementing student-centered policies and enhancing communication channels between students and administrative staff.

Efforts to address administrative challenges must prioritize the enhancement of support services and the streamlining of administrative processes for graduate students. Al-Mutairi and Al-Omari (2021) propose the implementation of student-centered approaches to administrative service delivery, including online portals for registration and academic advising. Additionally, Al-Harbi and Al-Mutlaq (2019) stress the importance of fostering a culture of transparency and accountability within university administrations to ensure that administrative decisions are made with the best interests of students in mind.

Despite the pivotal role of libraries in supporting research and scholarship, Arab graduate students often face challenges due to the inadequacy of library services. Limited access to scholarly resources and outdated library infrastructure hinder students' ability to conduct thorough literature reviews and access essential research materials. Al-Jabri and Al-Hamad (2023) underscore the significance of robust library services in facilitating graduate education, emphasizing the need for universities to prioritize investments in library resources and digital repositories. Without adequate library support, graduate students may encounter challenges in accessing relevant literature, which can impede the progress of their research endeavors and scholarly pursuits. Addressing these challenges requires concerted efforts from universities and policymakers to enhance library infrastructure and expand access to digital resources, ensuring that graduate students have the necessary tools and resources to succeed in their academic journeys.

Technical support and infrastructure challenges:

In Arab universities, graduate students often encounter substantial challenges concerning technical support and infrastructure, alongside administrative hurdles. Issues such as insufficient laboratory facilities, outdated equipment, and restricted access to research resources can significantly impede students' ability to conduct high-quality research. Ibrahim and Mahmoud (2021) emphasize the pressing necessity for universities to invest in modernizing their technical infrastructure to align with the evolving needs of graduate education. Furthermore, Ahmed and Ali (2020) underscore the crucial role of providing adequate technical support services to ensure students access to essential resources like software licenses and maintenance assistance.

Addressing technical support and infrastructure challenges necessitates a comprehensive approach integrating investment in modern equipment with ongoing support services provision. Khalil and Abdel-Hamid (2019) propose that universities prioritize funding for research facilities and engage in collaborations with industry partners to access state-of-the-art resources. By enhancing access to research facilities and augmenting technical support services, universities can foster an environment conducive to academic excellence and research innovation. Such endeavors are pivotal in equipping graduate students with the requisite resources and support to thrive in their academic and research pursuits.

METHODOLOGY

The researcher used descriptive survey method for its suitability to the nature of this study, where the study tool was applied to a sample of graduate students and to reveal the impact of educational challenges of graduate students at Yarmouk University. This is because the study tool fits the nature and objectives of this study, and the qualitative approach through the use of interviews with a sample of graduate students, it also to reveal the proposed solutions to solve the educational challenges they face.

Population and sampling

The study population consisted of all postgraduate students at Yarmouk University, who numbered (3779) during the summer semester of the academic year (2022/2023). They are distributed to (1619) male and (2160) female students, including (2751) male and female students from Students of the master's program, and (1028) male and female students of the doctoral program, according to the statistics of the Department of Admission and Registration at Yarmouk University.

Table 1: Distribution of study population according to gender and program type.

Program	Gender		Total
	Male	Female	
Master	962	1935	2897
Doctorate	378	504	882
Total	1340	2439	3779

The study sample was chosen for the first tool (the questionnaire) by the simple random method at a rate of (10%), and the study sample for the second tool (the interview) was also chosen by the intentional method, due to its suitability for the purpose of achieving the goal of the study, so that the study sample size reached (383) male and female students, distributed To (199) male and female students, and to (184) female students, distributed to (302) male and female students from the master's program, and to (81) male and female students from the doctoral program, as shown in [Table 2](#). Interviews were also conducted with (10) faculty members and (10) graduate students at Yarmouk University.

Table 2: Distribution of study sample members according to gender, program type, and student status.

Variable	Level	Percentage	Frequency
Gender	Male	52.0	199
	Female	48.0	184
	Total	100.0	383
	Masters	78.9	302
	Doctorate	21.1	81
	Total	100.0	383
Student status	Work	81.5	312
	Doesn't work	18.5	71
	Total	100.0	383

The first study tool

With the aim of revealing the educational challenges facing graduate students at Yarmouk University, a special tool was built for this study, after reviewing some previous studies²⁰. Where the tool, in its initial form, consisted of (46) paragraphs distributed over three areas, namely: administrative and technical problems, consisting of (15) paragraphs, academic challenges consisting of (16) paragraphs, and financial problems, consisting of (15) paragraphs.

Table 3: Correlation coefficients between the tool domains and the tool as a whole.

Financial problems	Academic problems	Administrative and technical problems	Correlation
			Administrative and technical problems
		0.72	Academic problems
	0.73	0.70	Financial problems

0.88	0.78	0.85	Total
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Table (3) represents the correlation coefficients between the fields of the tool and the tool as a whole ranged from (0.78) to (0.88), and that the values of the Pearson inter-correlation coefficients for the relationship of the fields of the study tool to each other ranged from (0.70) to (0.73).

A pilot study was applied to a sample of (30) male and female graduate students outside the target study sample, in order to calculate the corrected correlation coefficients for the relationship of the paragraphs with the study tool and the fields to which it belongs.

Pearson correlation coefficients were also calculated for the relationship of the study tool with its domains, in addition to calculating Pearson inter-correlation coefficients for the relationship of the domains to each other.

The second study tool

The researcher prepared the interview tool in order to identify the proposed solutions to reduce the educational challenges facing graduate students from their point of view. The interview questions were built after reviewing the theoretical literature and studies related to the topic. Interview data was collected by audio recording, and the duration of each interview ranged between (20 to 30) minutes.

Study variables

The study included the following variables:

A. The independent (intermediate) variables are:

1. Gender, and it has two categories (male and female).
2. The level of the program, which has two levels (Master's, Ph.D. Student status, (working and not working)).

B. The main variables are:

1. Educational challenges facing graduate students at Yarmouk University.
2. Suggested solutions to educational challenges from the students' point of view.

Statistical analysis

Statistical treatments of the study data were carried out using the Statistical Package for Social Sciences (SPSS), as follows:

To answer the first question of the study, the arithmetic means and standard deviations of the educational challenges facing graduate students at Yarmouk University were calculated. And its affiliated domains and the paragraphs that follow the domains. Taking into account the order of the fields and then the paragraphs in the light of the fields to which they follow in descending order according to their arithmetic means.

To answer the second study question, the arithmetic means and standard deviations of the educational challenges facing graduate students at Yarmouk University were calculated according to gender, program level, and student status. Then a three-way analysis of variance - without interaction - was performed for it according to the variables. Then, multiple three-way analysis of variance was performed -without interaction- for their combined domains according to the variables.

To answer the third question of the study, interviews were conducted to determine the proposed solutions to the educational challenges facing graduate students from their point of view.

RESULTS AND DISCUSSION

In this section, the results of the study will be presented and discussed, which aimed to identify the educational challenges facing graduate students at Yarmouk University from their point of view and the proposed solutions to them, according to the questions it addressed.

The first question: What are the educational challenges facing graduate students at Yarmouk University from their point of view?

This question was answered by extracting the arithmetic means and standard deviations of the estimations of the study sample members on the fields of the study tool and the tool as a whole, and [Table 4](#). Illustrates this.

Table 4: Arithmetic means and standard deviations of the estimates of the study sample members on the areas of the study tool and the tool as a whole.

Rating score	SD	Mean	Field	Number	Rank
High	0.23	3.77	Financial problems	3	1
Medium	0.33	3.33	Administrative and technical problems	1	2
Few	0.27	2.49	Academic problems	2	3
Medium	0.28	3.20	Total		

[Table 4](#) shows that the general level of educational challenges facing graduate students at Yarmouk University from their point of view was average with a mean (3.20) and a medium evaluation degree. The mean of the answers of the study sample members about the areas of the tool ranged between (2.49-3.77). The field of financial challenges came in the first place with a mean of (3.77) and a large evaluation degree; the field of administrative and technical challenges and came next in the second place came with a mean of (3.33) and a medium evaluation degree. The field of academic challenges ranked third with a mean of (2.49) and a low evaluation score.

- Results related to the first sub-question, which states: "What are the administrative and technical challenges facing graduate students at Yarmouk University from their point of view?"

Table 5: Means and standard deviations of administrative and technical challenges arranged in descending order according to mean.

Rank	Number	Paragraph	Mean	SD	Rating score
1	4	University administration was late in giving the student what he needed to facilitate the research task.	4.72	0.65	Very high
2	15	Lack of interest in public facilities and available services such as (cafeteria, prayer hall, health facilities ...).	4.61	0.72	Very high
3	9	Lack of professors to supervise master's theses and doctoral theses.	4.50	0.67	Very high
4	11	Administration's failure to give graduate students the freedom to choose a supervisor.	4.37	0.94	Very high
5	2	Concerned about pursuing the scientific research of graduate students in completing their theses and theses.	4.06	0.92	High
6	3	Concern Classrooms suitable for graduate students and fully equipped to present research and projects in a sophisticated manner.	3.94	0.99	High
7	13	High preparation of postgraduate students exhausts the administrative work in its affiliated colleges.	3.55	1.08	High
8	12	Inefficiency of some in charge of the university library in their cooperation with graduate students.	3.51	1.69	High
9	10	Weak cooperation of the study sample members with researchers.	3.23	0.44	Average
10	8	Offering some courses once per academic year, which slows students' achievement and delays their graduation.	3.02	1.38	Average
11	6	Difficulty obtaining approvals from official authorities to collect data related to research.	2.45	1.10	Average
12	14	University changes study plans without notifying students.	2.15	1.45	Average
13	1	Weak cooperation of university staff with graduate students.	2.08	1.07	Low

Rank	Number	Paragraph	Mean	SD	Rating score
14	7	University library hours are not commensurate with The hours of graduate students.	1.89	1.10	Low
15	5	Some provisions of laws, regulations, and instructions for graduate studies are not commensurate with the needs and requirements of graduate students.	1.87	1.11	Low
The field of administrative and technical challenges as a whole			3.33	0.33	Average

This question was answered by extracting the means and standard deviations of the estimates of the study sample members for the paragraphs of the first field of the study tool, which aimed to identify the administrative and technical challenges from the point of view of graduate students at Yarmouk University, and [Table 5](#) illustrates this.

The level of administrative and technical challenges from the point of view of postgraduate students was average; As the mean of the estimates of the study sample members on the field of administrative and technical challenges as a whole is (3.33) with a medium evaluation degree. It also appears from the results that the means of the study sample's estimates of the domain paragraphs ranged between (1.87-4.72), where paragraph No. (4) came first, and its text: The university administration was late in giving the student what he needed to facilitate the research task, with a mean (4.72) and it achieved a very high evaluation degree. Paragraph No. (15) came second: Lack of interest in public facilities and available services such as (cafeteria, prayer hall, health facilities...), with a mean (4.61) and a very high evaluation degree. Paragraph No. (9) came in the third place: Fewer professors to supervise master's theses and doctoral theses, with a mean (4.50) and a very high evaluation score. While Paragraph No. (5) ranked last: Some provisions of laws, regulations, and instructions for graduate studies are not commensurate with the needs and requirements of graduate students, with a mean (1.87) and a low evaluation score.

Table 6: Means and standard deviations of the estimates of the study sample members of the academic challenges are arranged in descending order according to the mean.

Rank	Number	Paragraph	Mean	SD	Rating score
1	6	Failure to use research results for development and improvement.	4.58	0.79	Very high
2	14	The difficulty of publishing research as a mandatory requirement to discuss the thesis for doctoral students.	4.54	0.57	Very high
3	15	Weak evaluation of postgraduate students by faculty members (intermediary, nepotism, tribalism...)	4.39	0.59	Very high
4	16	Statistically low level of students in how to analyze statistical research	4.38	0.60	Very high
5	7	Using traditional teaching methods that are not compatible with the nature and objectives of graduate studies by a group of faculty members.	3.98	0.90	High
6	8	As the content of the educational material.	2.95	1.12	Average
7	4	Some faculty members' reluctance to judge the study tools.	2.04	1.05	Low
8	2	Lack of cooperation between supervisors if there is more than one supervisor on the thesis or thesis.	1.76	0.84	Very low
9	5	Poor balance between the theoretical and practical aspects of subjects in postgraduate programs.	1.75	0.85	Very low
10	1	The academic supervisor is preoccupied with the student because of the code, or attending conferences or seminars inside or outside the university.	1.50	0.74	Very low
11	3	Lack of supervisor assistance in suggesting appropriate titles and topics for students' letters and theses.	1.49	0.71	Very low
12	11	The weakness of graduate students in English language and skills, which limits their return to foreign studies easily.	1.47	0.72	Very low

Rank	Number	Paragraph	Mean	SD	Rating score
13	12	The student's score is related to the extent of his relationship with the teacher	1.46	0.75	Very low
14	13	Poor achievement level of some graduate students (average, abilities, skills).	1.36	0.69	Very low
15	10	Requiring some postgraduate students to take remedial courses.	1.17	0.70	Very low
16	9	Many homework and one course requirements.	1.14	0.54	Very low
The field of academic challenges as a whole			2.49	0.27	Low

Results related to the second sub-question, which states: "What are the academic challenges facing graduate students at Yarmouk University from their point of view?"

This question was answered by extracting the means and standard deviations of the estimates of the study sample members for the paragraphs of the second field of the study tool, which aimed to identify academic challenges from the point of view of graduate students at Yarmouk University, and [Table 6](#) illustrates this.

The level of academic challenges from the point of view of postgraduate students was low; As the arithmetic mean of the estimates of the study sample for the academic challenges as a whole (2.49) with a low evaluation degree. It also appears from the results that the arithmetic means of the study sample's estimates of the domain paragraphs ranged between (1.14-4.58), where paragraph No. (6) came in the first place, and its text: Not utilizing research results in development and improvement, with an arithmetic mean (4.58) with a very large evaluation degree. In the second place came paragraph No. (14) and its text: The difficulty of publishing research as a mandatory requirement to discuss the thesis for doctoral students, with an arithmetic mean (4.54) and a very large evaluation score. Paragraph No. (15) came in third place, which reads: Weak evaluation of postgraduate students by faculty members (intermediary, nepotism, clannism...), with an arithmetic mean (4.39) and a very large evaluation degree, while the last rank was occupied by paragraph No. (9) Its text: Many homework and requirements for one course, with an average score of (1.14) and a very low evaluation score.

Table 7: Means and standard deviations of administrative and technical challenges according to gender, program level and student status.

Variable	Level	Mean	Standard deviation
Gender	Male	3.21	0.30
	Female	3.46	0.31
Program	MA	3.31	0.33
	PhD	3.40	0.32
Working Status	Working	3.31	0.32
	Not working	3.41	0.35

Results related to administrative and technical problems

[Table 8](#) shows that there are apparent differences between the means for the administrative and technical challenges facing graduate students from their point of view resulting from the different levels of gender, program level and student status. The means of the administrative and technical challenges facing graduate students at Yarmouk University from their point of view, according to gender, program level and student status, as shown in [Table 9](#).

Table 8: Results of the analysis of the triple variance between the means for the administrative and technical challenges facing graduate students at Yarmouk University from their point of view according to gender, program level and student status.

Variance source	Squares sum	Freedom degree	Total squares mean	F	Statistic indication
Gender	8.85	1	8.85	104.91	0.00
Program level	1.25	1	1.25	14.80	0.00

Employment status	0.59	1	0.59	6.94	0.01
Error	31.98	379	0.08		
Total	4289.09	383			
Total corrected	41.53	382			

[Table 8](#) shows that:

1. There are statistically significant differences at the significance level ($\alpha = 0.05$) in the estimates of postgraduate students' responses to the administrative and technical challenges they face at Yarmouk University due to the gender variable, where the value of (P) reached (104.91), which is the value of Statistically significant at the significance level ($\alpha \leq 0.05$), and after reviewing the results shown in [Table 7](#), it is clear that the differences are in favor of females; The mean of females is higher than that of males, which indicates that females face more administrative and technical challenges than males.
2. There are statistically significant differences at the significance level ($\alpha = 0.05$) in the estimates of postgraduate students' responses to the administrative and technical challenges they face at Yarmouk University due to the program level variable, where the value of (P) reached (14.80), which is A statistically significant value at the significance level ($\alpha \leq 0.05$), and after reviewing the results shown in [Table 7](#), it is clear that the differences are in favor of doctoral students; The Means average of doctoral students is higher than that of masters students, which indicates that doctoral students face more administrative and technical challenges than masters students.
3. There are statistically significant differences at the significance level ($\alpha = 0.05$) in the estimates of postgraduate students' responses to the administrative and technical challenges they face at Yarmouk University due to the variable status of the student, where the value of (P) reached (6.94), which is A statistically significant value at the significance level ($\alpha \leq 0.05$), and after reviewing the results shown in [Table 7](#), it is clear that the differences are in favor of the students who do not work; The mean of students who do not work is higher than that of students who do, which indicates that students who do not know face administrative and technical challenges more than students who teach.

Academic outcomes:

Table 9: Means and standard deviations of academic challenges according to gender, program level and student status.

Variable	Level	Mean	Standard deviation
Gender program level	Male	2.41	0.24
	Female	2.59	0.26
Employment status variance source	MA	2.49	0.27
	PhD	2.50	0.26
Gender	Working	2.49	0.27
	Not working	2.51	0.26

It is noticed from [Table 9](#) that there are apparent differences between the Means of the academic challenges facing graduate students from their point of view resulting from the different levels of gender, program level and student status. The Means of the academic challenges facing graduate students at Yarmouk University from their point of view according to gender, program level and student status, as shown in [Table 11](#).

Table 10: Results of the analysis of tripartite variance between the means of the academic challenges facing graduate students at Yarmouk University from their point of view according to gender, program level and student status.

Level	Squares sum	Freedom degree	Total	Squares sum	Freedom degree
Male	3.79	1.00	3.79	61.78	0.00
Female	0.22	1.00	0.22	3.52	0.04
MA	0.11	1.00	0.11	1.81	0.18

PhD	23.27	379.00	0.06		
Working	2411.15	383.00			
Not working	27.08	382.00			

It is evident from [Table 10](#) that:

1. There are statistically significant differences at the significance level ($\alpha = 0.05$) in the estimates of the responses of postgraduate students to the academic challenges they face at Yarmouk University due to the variable gender, where the value of (P) reached (61.78), which is the value of Statistically significant at the significance level ($\alpha \leq 0.05$), and after reviewing the results shown in [Table 9](#), it is clear that the differences are in favor of females; The arithmetic mean of females is higher than that of males, which indicates that females face more academic challenges than males.
2. There are statistically significant differences at the significance level ($\alpha = 0.05$) in the estimates of postgraduate students' responses to the academic challenges they face at Yarmouk University due to the program level variable, where the value of (P) reached (3.52), which is A statistically significant value at the significance level ($\alpha \leq 0.05$), and after reviewing the results shown in [Table 9](#), it is clear that the differences are in favor of doctoral students; The arithmetic average of PhD students is higher than that of masters students, which indicates that PhD students face more academic challenges than masters students.
3. There are no statistically significant differences at the significance level ($\alpha = 0.05$) in the estimates of the responses of graduate students to the academic challenges they face at Yarmouk University due to the variable status of the student, where the value of (P) reached (1.81) It is a non-statistically significant value at the significance level ($\alpha \leq 0.05$).

Table 11: Means and standard deviations of educational challenges according to gender, program level and students employment status.

Variable	Level	Mean	Standard deviation
Gender	Male	3.13	0.16
	Female	3.24	0.14
Program	MA	3.17	0.16
	PhD	3.23	0.16
Working status	Working	3.17	0.15
	Not working	3.26	0.17

Results related to educational challenges

It is noted from [Table 11](#) that there are apparent differences between the means, and the educational challenges facing graduate students from their point of view are caused by the different levels of gender, program level and student status. Means, the educational challenges facing graduate students at Yarmouk University from their point of view, according to gender, program level, and student status, as shown in Table 12.

Table 12: Results of the analysis of the triple variance between the Means of the educational challenges facing graduate students at Yarmouk University from their point of view according to gender, program level and student status.

Variance source	Squares sum	Freedom degree	Total	Squares sum	Freedom degree
Gender	2.19	1	2.19	117.13	0.00
Program level	0.21	1	0.21	10.97	0.00
Employment status	0.48	1	0.48	25.72	0.00
Error	7.09	379	0.02		
Total	3888.17	383			
Total corrected	9.76	382			

It is evident from [Table 12](#) that:

1. There are statistically significant differences at the significance level ($\alpha = 0.05$) in the estimates of the responses of postgraduate students to the educational challenges they face at Yarmouk University due to the variable gender, where the value of (P) reached (117.13),

which is the value of Statistically significant at the significance level ($\alpha \leq 0.05$), and after reviewing the results shown in [Table 12](#), it is clear that the differences are in favor of females; The arithmetic mean of females is higher than that of males, which indicates that females face more educational challenges than males.

2. There are statistically significant differences at the significance level ($\alpha = 0.05$) in the estimates of the responses of postgraduate students to the educational challenges they face at Yarmouk University due to the program level variable, where the value of (P) reached (10.97), which is A statistically significant value at the significance level ($\alpha \leq 0.05$), and after reviewing the results shown in [Table 12](#), it turns out that the differences are in favor of doctoral students; As the arithmetic average of doctoral students is higher than that of masters students, which indicates that doctoral students face more educational challenges than masters students.
3. There are statistically significant differences at the significance level ($\alpha = 0.05$) in the estimates of the responses of graduate students to the educational challenges they face at Yarmouk University due to the variable status of the student, where the value of (P) reached (25.72), which is A statistically significant value at the significance level ($\alpha \leq 0.05$), and after reviewing the results shown in [Table 12](#), it turns out that the differences are in favor of the students who do not work; The arithmetic mean of students who do not work is higher than that of students who work, which indicates that students who do not work face educational challenges more than students who work.

DISCUSSION

This section includes a discussion of the results of the current study, which aimed to identify the educational challenges facing graduate students at Yarmouk University from their point of view and the proposed solutions to them, as follows:

First: Discussing the results related to the first main question, and its sub-questions

- **Discussing the results related to the first sub-question, which states: "What are the administrative and technical challenges facing graduate students at Yarmouk University from their point of view?"**

The results related to this question showed that graduate students at Yarmouk University face administrative and technical challenges to a moderate degree. As postgraduate students see that the university administration is late in giving the students what they need to facilitate the task of research, and they see that the university does not care about sufficient capacity in public facilities and available services such as (cafeteria, prayer hall, health facilities....), as well as the small number of Professors to supervise master's theses and doctoral theses, and the lack of management in giving graduate students the freedom to choose the supervisor, as the statements about these challenges got the highest arithmetic averages compared to others within the same field, and the reason for this result is that despite the developments and reforms that have passed The educational process within the university, however, it still suffers from many weaknesses, which may be represented in turning the campus into an office for issuing certificates, which is no longer a guarantee for the student who graduates his future, and this result may also be attributed to the fact that Arab universities in general have become hybrid images. For some universities in the developed world causing a clear decline in scientific excellence.

The reason for this, from the researcher's point of view, is also that higher education institutions, including universities, depend on what the state provides, and no matter how large the size of the allocations, it has a specific ceiling, and it has become difficult to meet all the requirements that graduate students need, so with the qualitative growth In the quantitative preparation of graduate students, it is necessary to search for alternative resources to increase funding sources for higher education institutions, as this problem is one of the most difficult challenges facing higher education institutions in the coming years.

This result can also be explained by the rigidity of the curricula and academic programs, as these programs do not keep pace with the development reached by international universities, the focus of higher education institutions on cognitive theoretical programs, and the neglect of the applied aspect.

This result agreed with Aljabri (2023) which indicated that the lack of library services provided to graduate students is one of the most prominent challenges facing students. Al Khatib (2021) whose results showed that the most important challenges facing the researcher in Saudi universities are on the side Al- Nasser (2022) which showed some administrative challenges , most notably: the college does not have a scientific research center that can be consulted, the lack of seminars and scientific meetings inside the college, the lack of involvement of the student in determining the days of lectures.

Second: Discussing the results related to the second sub-question, which states: "What are the academic challenges facing graduate students at Yarmouk University from their point of view?"

The results related to this question showed that graduate students at Yarmouk University face academic challenges to a small degree. As postgraduate students see that the most prominent academic challenges they face are the failure to employ the results of their research in development and improvement, the difficulty of publishing research as a mandatory requirement to discuss the thesis for doctoral students, and the weak evaluation of faculty members for graduate students (intermediary, nepotism, clannism), As well as the statistically low level of students in how to analyze statistical research, and the reason for the limited academic challenges may be due to the fact that they depend primarily on the relationship between academic supervisors and graduate students, which is characterized by clarity and friendliness; Academic supervisors are keen to explain aspects of ambiguity regarding student regulations, and this result can be explained by the fact that academic supervisors and faculty members are trying to overcome the academic challenges facing students; As they consider the level of academic performance of university students as one of the important indicators of the effectiveness of the quality of their performance, which makes them focus on removing the obstacles facing postgraduate students. different (simple and medium), and Al-Suwaidi study (2023), which showed that students suffer from a small number of academic supervisors, lack of time, and low level of courses despite their abundance. The participants in this study have recorded that they suffer from the problem of finding a research problem that can be studied in a master's thesis,

Discussing the results related to the second question, which states: "Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the estimates of postgraduate students' responses to educational challenges (administrative, technical, academic, and financial) in Yarmouk University is attributed to the variables (gender, program level, student status)?

The results of this question showed that female graduate students face administrative and technical challenges to a higher degree than male students, and the reason for this is that male students are able to overcome educational challenges more than females; As they are able to develop their intellectual skills and abilities by participating in conferences and cultural seminars, and they are also able to establish relationships inside and outside this university, including management, faculty members, students and their families, which contributes to increasing their ability to overcome educational problems, and the results showed that males face Financial challenges are more than females. It is possible to explain this result that the financial responsibilities that fall on the female students' obstacle are less than the financial responsibilities that fall on the male's impediment, and this result is in agreement with the study of Hamid (2021) whose results showed that there are statistically significant differences at the level of significance. ($\alpha = 0.05$) is attributed to the gender variable. The challenges facing postgraduate students are due to the variable of gender, and the study of [Al-Harbi \(2019\)](#) showed the importance of fostering a culture of transparency and accountability within university administrations to ensure that administrative decisions are made with the best interests of students in mind.

The results also showed that doctoral students face educational challenges more than master's students, and this result can be explained by the fact that doctoral students face study pressures related to their academic courses more than others, and they face a group of psychological pressures related to their academic perception; In addition to their desire to obtain academic jobs, which is reflected in the level of pressures and challenges they face.

The results also showed that the students who do not know face educational challenges more than the students who teach. This result can be explained by the fact that the lack of work constitutes an additional burden on the postgraduate student, especially in light of the increasing pressures and financial problems, and that the majority of postgraduate students are over the age of (25). year, which means that not working puts psychological pressure on this category.

RECOMMENDATIONS

Based on the foregoing, the studies recommend the following:

1. The necessity of focusing and paying attention to facilitating the research tasks of graduate students at Yarmouk University.
2. Increased attention to public facilities and available services such as (cafeteria, prayer hall, health facilities...).
3. Employing the results of scientific research carried out by graduate students in development and improvement.
4. Finding mechanisms that make it easier for postgraduate students at the doctoral stage to publish research.
5. Attempting to find mechanisms to contribute to providing financial support from the university to graduate students.
6. Attempting to provide the financial means for students to cover the expenses of theses and theses.
7. The necessity of developing a comprehensive strategy to solve and prevent the occurrence of academic challenges facing postgraduate students at the university.
8. Re-designing, implementing, evaluating and developing university curricula and programs.

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