Chapter V

MAJOR FINDINGS, EDUCATIONAL IMPLICATIONS, RECOMMENDATIONS, SUGGESTIONS FOR FUTURE RESEARCH STUDIES AND CONCLUSION
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5.0. MAJOR FINDINGS OF THE STUDY

- According to full time academic supervisor's responses, all services provided to students by Al – Quds Open University were neutral, on all domains of a questionnaire.

- Degree of estimating services provided by Al – Quds Open University in Jenin, based on full time academic supervisors perspectives were in descending order according to Mean and S.D. were as follows:
  (1) Admission Services.
  (2) Library and Knowledge Resources Services.
  (3) Financial Aids Services.
  (4) Academic Guidance Services.
  (5) Academic Supervision Services.

- According to students' responses, all services provided to students by Al Quds Open University were Medium on all domains of a questionnaire.

- Degree of estimating services provided by Al – Quds Open University in Jenin, based on students’ perspectives were in descending order, according to the Mean and S.D. were as follows:

  1. Services of Receiving New Students.
  2. Services relating to students’ academic supervisors.
  3. Learning Resources services.
4. Training Services.

5. Services to Resolve Various Student Problems.

6. Services of Community Development for Students.

7. Registration Services.

8. Services of educational Evaluation.


10. Services of University Systems.

11. Services of Public Relations and Media.

12. Services of University Building.

5.1. RESULTS RELATED TO EXAMINING HYPOTHESIS IN THE STUDY

1 -There was no significant difference at (alpha=0.05) for student support services provided by Al-Quds Open University, in different subjects based on perspectives of students due to Gender variable.

2 - There was a significant difference at (alpha=0.05) for student support services, provided by Al-Quds Open University, in different subjects, based on perspectives of students, due to age variable (In favor of more than 40 years category).

3 - There was no significant difference at (alpha=0.05) for Student Support Services, provided by Al-Quds Open University in different subjects, based on perspectives of students, due to Specialization variable.

4 - There was a significant difference at(alpha=0.05) for the student support services provided by Al-Quds Open University in different
subjects based on perspectives of students, due to Place of Residence variable. (In favor of city category).

5 - There was no significant difference at (alpha=0.05) for the student support services provided by Al-Quds Open University in different subjects based on perspectives of students, due to Study Level variable.

5.2. EDUCATIONAL IMPLICATIONS OF MAJOR FINDINGS OF PRESENT STUDY

In light of a present study, researcher presented for officials in QOU in Palestine in general and to Jenin Educational Area in particular, several recommendations which might contribute in approaching and removing some obstacles and difficulties that which university students face as well to increase an effectiveness of the university open learning which are as follows:

A. Educational Implications for University Administration:
- Reinforcing and following up a mechanism followed by registration and an academic counseling in the university which tackle manner of holding introductory meetings and sessions for newly registered students at beginning of each semester during which university regulations are explained in addition to responsibility of each section and the services provided by the university.
- University administration evaluates introductory programs as well as academic counseling programs and participating in its development.
- University administration has to implement an open door policy in receiving students' complaints and solve them and to respond to their different inquiries.
University administration follows up, holding continuous training courses for administration staff, particularly in dealing with inquiries from students, parents and teaching staff.

Officials in administration should visit university facilities either weekly, monthly or each semester on various occasions to make sure of work continuity and examining students' needs, following them up and guiding them.

Appointing employees in public relationships section in the university, tasks to coordinate meetings inside the university between students and administration and outside the university between students as well as success cases in community in different specializations.

**B- Educational Implications for an Academic section:**
- Following up evaluation of study courses, develop and update them.
- Encouraging to increase number of direct meetings for some specialization courses.
- Holding continuous meetings, between full time academic supervisors and part time academic supervisors in the university to discuss students’ needs.
- Continue to follow up academic supervisors’ training on technologies of open learning and manner of applying them in study curricula.

**C- Educational Implications for Students**
- Holding training courses for newly enrolled students at beginning of each semester, concerning manner of using Model and manner of dealing with the university website and various information resources.
- Making field visit programs for students to connect specialization courses with practice and assign them to write their views, discussing them and consider this within study assignments.
-Providing incentives for distinctive students in their study on a form of scholarships, monetary and moral rewards.
-Involving students in decision making process related to their study.
-Developing students’ activities, whether through students unions or electronic activities which enable students to raise their ideas as well as their suggestions- theoretically and practically.

D- Educational Implications for Study Environment
-Trying to search for another main place for the university –Jenin area-to take into consideration conditions, measurements, standards, requirements of OL and provide it, with all facilities including entertainment and sports facilities.
-Increasing number of staff working in technical support, to be able to cover technical problems of staff, related to equipment and internet.
-Updating and developing model and increasing speed of internet particularly when students upload their study assignments.
5.3. SUGGESTIONS FOR FUTURE RESEARCH STUDIES

1- A study to determine special needs for distance learning of students services in different universities.

2- A study on an ability of holding contracts, with private sector institutions to provide better facilities of students' services’ for distance learning students.

3- A study on abilities of Students in directing and executing Services which requires interaction between them, organizing cooperative learning groups and different students' activities through different methods such as involving them in rewarding activities.

5.4. RECOMMENDATIONS

In light of objectives and results of a study, researcher recommends following things:

1- Administrative leadership in high levels, should work to increase its support to university in all fields to proceed to achieve it’s objectives, circulate it’s mission and offer it’s services for governorate inhabitants as it is the only educational institution.

2- The university as well as staff should be careful to improve quality and control it continuously.

3- The University seeks to for mechanisms and means that encourage students to obtain a higher academic qualification.

4- The university should urge an academic supervisor to raise degree of cooperation and communication with students to fulfill their needs and satisfactions and stimulate their motivation provided that this does not contradict the applicable systems and regulations.
5- The University should work to increase students’ trust in their qualification and their professional capacities as well as their information and skills which they obtain from the university.

6- The University should raise it’s level of accepting constructive criticism from students.

7- The university should present further specializations which fulfill students and local community needs.

8-High levels of leadership should take into consideration academic, administrative, behavioural, practical experiences and communication skills into consideration when appointing leaders, staff and academic supervisors from specialized and experienced people.

9-Using informal communications channels by administrative employees and academic supervisors with local community to exchange information and important ideas related to the nature of university, services and roles.

10-Discussing issues, needs and visions which are mostly urgent with students, periodically through programmed meetings held by an administrative employees with students on university campus to discuss students’ problems and provide them with feedback about their inquiries and listen to their views and issues which they raise and benefit from them.

11-Supporting moral support to all administrative, academic and staff employees to motivate them to offer various services to students through their job duties which will be reflected positively on university reputation and reinforce its role and mission.

12-Encouraging researches in all areas which may offer feedback for the administrative leadership to inform them in strong and weak points in behavioural and administrative practices to tackle weakness points and reinforce strong points.
5.5. CONCLUSION

Student support services make up an element of distance education, most nearly akin to traditional education: it is interface between the institution and its students. Problem of management relates, therefore, to a subsystem which is apparently carrying out a traditional role and consequently might appear to observe traditional management practices of education. The reality is far from this. Student support services have to take cognisance of the course materials which form major part of the traditional role as well as of other subsystems. One approach to this problem, currently taken by many of large scale distance teaching institutions, is to draw up role definitions of those engaged in interface with the students, relating these to one another, to the students and to the subsystem as well as to the institution as a whole. This is a useful way of highlighting role of the intermediaries in distance education and can avoid confusion with the traditional roles. But here again, care must be taken on the interrelationship of these roles. What is being designed is not a machine in which every part performs a separate function, operating in a strict sequence but rather an organism in which the cells are constantly relating to one another in patterns which are duplicated throughout the organism. The loss of a cell does not mean failure of the system and cells can be added without putting a stop to the overall objective of the organism but rather changing its direction marginally, without the need for the design of a completely new machine.

It is possible to transfer between countries elements which make up course production.
The same cannot be said for student support services. These:
Must be constructed in context of almost infinite needs of the clients;
Are dependent on the educational ethos of a region and an institution;
Are dependent on the dispersal of student body, elements of resource and curriculum or product of the course production subsystem; are dependent on the generic differences in student body which it has been set up to serve.