

## PRIVATE SECTOR CONTRIBUTION TO UNIVERSITY STUDENT SUMMER TRAINING A CASE STUDY AT AL-BAHA UNIVERSITY

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### ABSTRACT

Summer training allows students to develop their abilities and skills in field experience, deepen their understanding of specialization, and discover their practical talents. It also helps identify the learning outcomes of the College of Engineering by discussing and evaluating the trainees after completing the summer training period. This evaluation helps determine the extent of benefit derived from the training and enables the creation of development plans. This research aims to study the private sector's contribution to university students' summer training. The faculty of engineering at Al-Baha University is taken as a case study. Based on the data collected and analysis carried out, it was found that only 26% is the contribution of the private sector in the university summer training. This percentage is modest as a contribution to academic society. Moreover, it was found that most of

the students do the summer training in their locality and the number of students who take training is growing.

**KEYWORDS:** Al-Baha University, Learning objectives, Private sector, Summer training.

### I. INTRODUCTION

Summer training is classified as one of the most important pillars of building learning outcomes capable of linking scientific knowledge with field experience that contributes to the

development of society and the achievement of the Kingdom's vision. Summer training prepares the student for the post-graduation stage by providing training opportunities in distinguished government sectors and leading companies in the field of engineering. Additionally, it helps in acquiring educational attainment and skills through academic courses, study laboratories, extracurricular activities, training courses, and volunteer service.

Al-Baha University is a university in Al-Baha city, the capital of Al-Baha province, Kingdom of Saudi Arabia. It is a governmental university that was established in 2006 with three faculties: Engineering, Science, and Applied Medical Sciences. At present, the main campus of the university is located in Al-Aqiq town, about 25 km away from Al-Baha city, in Al-Mikhwah, Al-Mandaq, and Baljurashi provinces. The main campus in Al-Aqiq occupies about 6.7 km<sup>2</sup> and includes seven colleges of the university.<sup>[5]</sup> The university emphasizes public services in all its disciplines and consists of 11 faculties:

1. Faculty of Medicine.
2. Faculty of Engineering.
3. Faculty of Applied Medical Sciences.
4. Faculty of Administrative and Financial Sciences.
5. Faculty of Science.
6. Faculty of Education.
7. Faculty of Arts and Humanities.
8. College of Science and Arts in Al-Mikhwah.
9. College of Science and Arts in Al-Mandaq.
10. College of Science and Arts in Baljurashi.
11. Community College.

In the past, the faculty of engineering belonged to Umm Al-Qura University. Then, it became independent in 2006 with the establishment of Al-Baha University and its first founded faculties.<sup>[3]</sup> The faculty now includes about 1500 students coming from different regions of the country. The faculty of engineering is now running five programs: Civil Engineering,

Electrical Engineering, Mechanical Engineering, Computer Engineering, and Architecture Engineering. Recently, the Industrial Engineering program was approved to be added, raising the programs to six engineering programs.<sup>[10]</sup>

## II. Civil Engineering Program

The Civil Engineering Department was established after the foundation of the Faculty of Engineering in 1426/1427 AH to contribute to meeting the Kingdom's need for civil engineers.<sup>[11]</sup> The civil engineering program qualifies students according to a study plan that extends for five academic years, during which the department works to build a scientific base that includes many engineering skills and knowledge in the fields of civil engineering, such as land and aerial surveying and all of its field applications, theories of structural analysis, in addition to traffic and transportation engineering applications and road network design, as well as branches of irrigation, hydraulics, water resources, hydrology, water supply networks, sewage, sanitary, and environmental engineering.<sup>[2]</sup>

The mission of the Civil Engineering department is to provide sophisticated academic education to graduate qualified civil engineers to meet the needs of the labor market, contribute to community service, and keep up with the professional development process through self-learning and scientific research. The objectives and outcomes to support the department's mission are:

- Prepare graduates to become qualified engineers in the field of civil engineering.
- Prepare graduates to work and communicate professionally and ethically with stakeholders in the labor market.
- Prepare qualified graduates to be admitted to postgraduate programs.

The Department of Civil Engineering at Al-Baha University provides many classrooms in Al-Aaqiq Building number 4 on the 2nd floor with different capacities. There are 31 classrooms with a total capacity of 1054 students. Some halls can accommodate 40-45 students and are considered large halls, and there are medium halls with a capacity of around 30-35 students. Finally, there are small halls with capacities ranging from 20 to 25 students.<sup>[2]</sup>

In addition, the Civil Engineering Department has 6 educational laboratories that allow the student to have practical applications, and thus the student is sufficiently qualified for any practical application of the materials that he studied theoretically. So, besides the theoretical portion, the students are qualified to perform selected lab experiments in different labs of the Department. These laboratories include a Computer Lab, Surveying Lab, Hydraulic Lab, Soil Mechanics Lab, Strength of Materials and Concrete Lab, and Traffic and Transportation Lab.

### III. THE SUMMER TRAINING

Summer training is a major part of the graduation requirements, so the student must pass the field training during the summer period successfully. The summer internship is equivalent to two credit hours of the study plan for each department in the faculty of Engineering.<sup>[8]</sup>

The summer training, as a component of the civil engineering program, aims to achieve the following objectives:

- a. Provide the student with the opportunity to learn about the fieldwork environment and gain practical experience through training before graduation.
- b. Linking theoretical sciences with the requirements of the labor market during the training period contributes to enhancing career opportunities for future graduates.
- c. Develop the student's skills in applied work, facing difficulties in the workplace, and trying to find appropriate engineering solutions through acquired scientific knowledge, graduation projects, or research.
- d. Keep pace with the needs of the labor market and its various requirements, which reflects positively on the level of the College of Engineering by developing academic plans, curricula, and training courses.
- e. Train the student on taking responsibility, teamwork, punctuality, respecting regulations, and sincerity in fieldwork, in addition to developing the students' skills in intellectual analysis facing obstacles in job sites and learning to write technical and engineering reports.

In the eighth semester of the fourth academic year, the student can apply to register for summer training when he meets the following conditions:

- i. The student must have completed 100 credit hours or successfully passed the eighth level, provided that the student has not postponed or apologized for a level of study before.
- ii. The student's status should not be folded.
- iii. The student must be fully dedicated to training and the student is not entitled to register for any courses or graduation projects during the summer internship period.

Field training is during the summer for two months (8 weeks) from Sunday to Thursday and the duration of daily training is 6 hours.

The Faculty of Engineering is very interested in summer training, which is the best environment for the students to gain field experience and enhance their ability to link

theoretical sciences with applied experience. This is reflected in the students' scientific achievements during their university career. Due to the importance of summer training in enhancing the students' understanding of the specialization, the College of Engineering has prepared this guide to include many instructions, models, and mechanisms for all stages of training that are important for the student to be aware of when applying for summer training.

The summer internship application usually starts at the beginning of the fourth week of the second semester and lasts for three weeks.

The student requests summer training in accordance with the following steps:

1. In the fourth week of the second semester, the training coordinator in each department of the faculty of Engineering sends an email to all students wishing to register for the summer training.
2. A summer internship application form is obtained from the department's training coordinator or through the department's website, electronically.
3. The student fills out the form and sends it to the training coordinator with the last copy of the academic record attached before the end of the sixth week of the second semester. No applications are accepted after the sixth week except with a convincing excuse accepted by the section.
4. The training coordinator in the department reviews the applications and ensures that the conditions of summer training for each student are met, as explained in the academic requirements. Then, they send the list of accepted students to the Scholarship and Summer Training Unit at the college.
5. The names of the students admitted to the summer training is announced by the training coordinator in the department, along with a date for a workshop about summer training.
6. The Scholarship and Summer Training unit at the college shall complete the rest of the summer training procedures, such as finding training opportunities, determining the training body for the student, and following up with the trainees during the summer training period, evaluating the training bodies, etc.

#### **IV. DATA COLLECTION AND ANALYSIS**

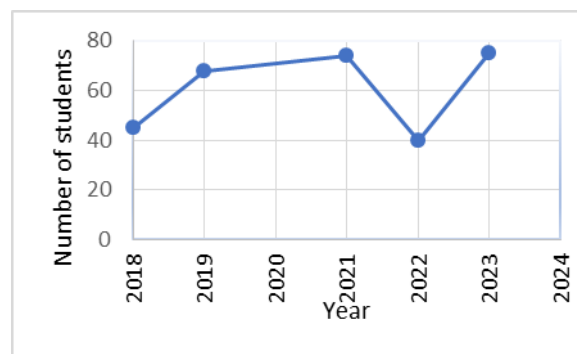
Summer training data for five years were collected (2018, 2019, 2021, 2022, and 2023). In 2020, the COVID-19 pandemic prevented summer training from being done and alternative actions were taken.

For each year, the number of students who satisfied the criteria of the summer training and were allowed to register was listed as arranged in Table (1) below.

**Table 1: Students completed the summer training.**

Year	Number of students
2018	45
2019	68
2021	74
2022	40
2023	75

A graphical representation showing the number of students throughout the study period is illustrated in Figure (1) hereunder.



**Fig. 1: Years against the number of students.**

From the figure above, it can be noted that the general trend of student numbers is increasing.

Additionally, the summer training sites were considered. The training sites were classified according to their types of governmental sector and private sector.

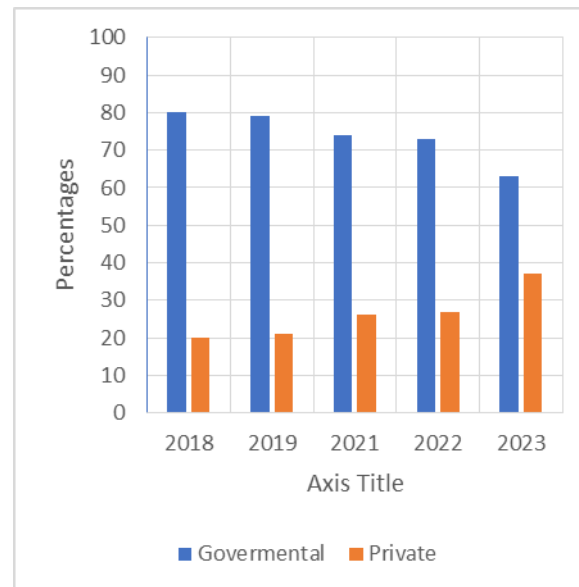
Table (2) below shows the classification of the summer training based on the type.

**Table 2: Type of summer training sites.**

Year	Type of summer training sites			
	Governmental	Percentage	Private sector	Percentage
2018	36	80	9	20
2019	54	79	14	21
2021	55	74	19	26

2022	29	73	11	27
2023	47	63	28	37
<b>Average percentage</b>	<b>74</b>		<b>26</b>	

Figure (2) below shows the percentages of governmental sectors and private sectors' contributions to summer training throughout the study period.



**Fig. 2: Yearly type of training sites.**

By analyzing this data, it is clear that the private sector represents an average of 26% throughout the five years. This percentage indicates that the contribution of the private sector is modest.

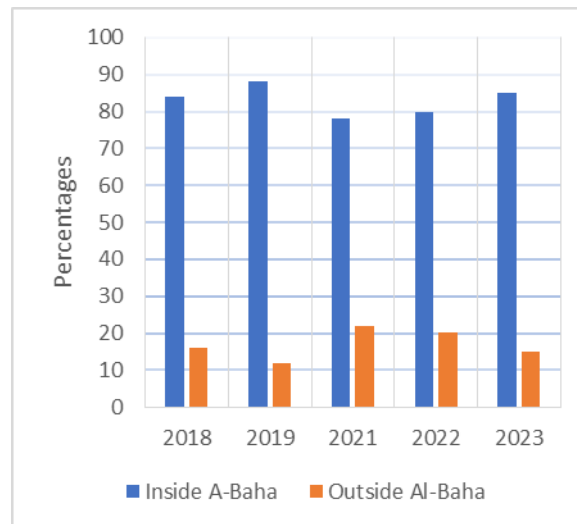
Again, the training sites were classified according to their locations whether they were inside the Al-Baha region or not. Table (3) below shows the classification of the summer training according to location.

**Table 3: Training site locations.**

Year	Training site's locations			
	Inside A-Baha	Percentage	Outside Al-Baha	Percentage
2018	38	84	7	16
2019	60	88	8	12
2021	58	78	16	22

2022	32	80	8	20
2023	64	85	11	15
Average percentage	83		17	

The training site's location can be graphically represented as illustrated in Figure (3) hereunder.



**Fig. 3: Yearly summer training locations.**

From the data above, it is clear that most of the training sites were inside the Al-Baha region. They represent an average of 83%. This can be linked to the student's home locality.

## V. CONCLUSION

Summer training provides a golden opportunity for students to develop their technical abilities and skills in field experience. It takes students to real projects, different applications, and wide experience in their specialization. It builds learning outcomes capable of linking scientific knowledge with field experience.

This research work tried to study the contribution of the private sector in the university students' summer training taking the faculty of engineering at Al-Baha University as a case study in the region.

Based on the collected data and analysis carried out, it can be concluded that throughout the previous years, the private sector provided a chance for 26% of Al-Baha students to train. This figure is modest as a contribution to the academic society. Therefore, a positive step in bilateral work between both the University and this sector should be taken to motivate this work.

The general trend of student numbers who take training is growing. This may be related to an increase in the university admission and registration policy.

Most of the students prefer to do the summer training in their locality. This is extracted from the location of the training sites which were concentrated in the Al-Baha region.

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