

the relationship between Faculties flexibility, students development and the mediating role of students active learning

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Abstract

This study examined the relationship between faculties' flexibility, students' development and the mediating role of the students' active learning. The population included all Iranian college students in the International Branch of Shiraz University. By random cluster sampling method 152 college students were selected. The instruments included Student Perception Questionnaire (Kim, 2009), Intellectual Development Subscale of College Student Experiences Questionnaire (Pace & Kuh, 2002), and Personal Style Inventory, PSI (Taggart and Taggart – Hausladen, 1993). The questionnaires were distributed among the sample and data was entered in SPSS 16 and analyzed. The results showed that: 1- There was a significant positive relationship between faculties, intuitional flexibility and students' intellectual development. 2- There was a significant positive relationship between faculties' rational flexibility and students' academic averages. 3- Faculties' rational flexibility via students' active learning has a significant positive relationship with students' academic averages and their intellectual development. 4- Faculties' intuitional flexibility via students' active learning has a significant positive relationship with students' academic averages and their intellectual development.

Keywords: *Faculties; Flexibility; Students; Active learning; Development; Mediating role*