

## **The Practice of Student Activities and Its Relationship to Emotional Tranquility Among Expatriate Students at Suez University**

**Ass. Prof. Dr. Mohamed Ahmed El-Imam<sup>1</sup>**

### **Abstract:**

**Mohamed El-Imam (2023)** conducted a study to explore the relationship between student activity participation and emotional tranquility among non-resident (expatriate) students at Suez University. Using the descriptive method, he randomly selected a sample of ( 724) undergraduate students from both practical and theoretical faculties for the 2023/2024 academic year. The findings indicated a positive correlation between involvement in student activities and emotional stability. Based on these results, the researcher recommended focusing on psychological support for non-resident students through targeted student activities, and training administrative staff and activity supervisors to improve their effectiveness in dealing with these students.

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<sup>1</sup> *Assistant Professor in the Department of Sports Management and Recreation, Faculty of Physical Education at Suez University.*

## The Practice of Student Activities and Its Relationship to Emotional Tranquility Among Expatriate Students at Suez University

### Introduction and Research Problem:

Developed countries value recreational activities as a key use of leisure time, recognizing their role in individual and societal development. Technological progress has increased free time, raising the need for structured recreation. This shift has led to greater demand for student activities, partly to combat modern health issues like obesity and stress. University students are seen as vital national resources, and their well-rounded preparation—psychologically, socially, mentally, and physically—is essential for successful societal integration.

**Saleh Alsoghair (2010)** explains that educational institutions, particularly universities and colleges, are among the most prominent social institutions expected to give importance to student activities and promote them culturally, due to both their objectives and the significant role of students in societal progress (25: 219).

**Mohamed El-Samnoudi** and others (2016) view student activities as essential in the modern era for developing a well-rounded personality—physically, mentally, socially, and psychologically—by fulfilling individuals' needs and raising their quality of life (14: 5).

**Ismail Khalil (2010)** indicates that student activity participation contributes to psychological stability and emotional balance, helping individuals perform effectively in society, regulate their emotions, and respond well in challenging situations (46: 2).

**Salah El-Din Al-Gamaai (2010)** notes that students studying abroad face emotional challenges like isolation and self-doubt. Expatriate students cope by engaging in purposeful activities to achieve social balance and psychological adjustment (27: 9).

**Mohamed El-Hamahami and Aida Abdelaziz (2009)** highlight the importance of student activities in universities, emphasizing their role in fulfilling educational missions. These activities engage students in productive ways based on their interests, needs, and available time (12: 198).

**Mohamed Ghanem (2007)** highlights that young people need to satisfy various needs, including physical, psychological, and social ones. Engaging in recreational activities, both inside and outside the university, helps them discover their abilities, reduce stress, and enhance emotional tranquility (17: 209).

**Salah El-Din Al-Gamaai (2010)** explains that emotional tranquility is essential for psychological stability, self-acceptance, and a sense of competence. It leads to happiness and readiness for a better future. This need varies among individuals, communities, and nations, ensuring personal freedom, societal stability, and national preservation (9: 49).

**Hossam Gouda and Mustafa Ashqar (2022)** state that emotional tranquility is achieved by gaining social and emotional support and ensuring equality within society. It is linked to one's ability to adapt and find happiness, providing inner peace during crises (6: 4).

Thus, universities aim to create a secure environment for students, which is essential for their educational development. Without emotional tranquility, students may feel insecure, lose motivation, and struggle academically, leading to poor adjustment and academic failure (26: 263).

The researcher notes that expatriate students at the university have limited participation in student activities, leading to poor integration, feelings of distrust, and weak communication, which hinders their ability to take responsibility and pursue academic success.

As the coordinator of student activities, the researcher conducted a study with 20 expatriate students, finding issues

such as weak emotional tranquility, psychological alienation, lack of motivation, social isolation, and psychological disturbances.

**Mohamed Awad's study (2018) (16)** found that some expatriate students face psychological issues and lack emotional tranquility, which decreases their motivation and can hinder their studies.

The researcher also notes that, while many studies explore recreation and psychological variables, there is a lack of research on the link between student activities and emotional tranquility among expatriate students at universities.

#### **Research Aim:**

The research aims to identify "**the practice of student activities and its relationship with emotional tranquility among expatriate students at Suez University.**"

#### **Research Questions:**

1. What is the level of participation in student activities among expatriate students at Suez University?
2. What is the level of emotional tranquility among expatriate students at Suez University?
3. What is the relationship between participation in student activities and emotional tranquility among

expatriate students at Suez University?

## Research Terms:

### 1- Student Activities:

A diverse set of constructive activities practiced during free time, chosen according to the student's will with the aim of achieving enjoyment and pleasure. These activities contribute to the acquisition of various personal, social, and emotional values. (22: 26)

### 2. Emotional Tranquility:

An individual's perception of safety and comfort through a sense of competence, self-confidence, self-satisfaction, and self-acceptance, along with the belief that their various psychological needs are adequately fulfilled, and that they have achieved a sufficient degree of harmony with themselves and their surrounding environment. (9: 74)

## Reference Studies:

### Summary (Reduced by ~40%):

Hossam Gouda and Mostafa Al-Ashqar (2022) conducted a study to examine the relationship between *student activity participation* and *psychological security* and *social integration* among international students at Mansoura University. Using a descriptive method (survey and correlational), the sample included **640**

students (**441** in theoretical colleges and **199** in practical colleges), all active in student activities and members of the International Students' Club, excluding first-year students.

The study found a **positive, statistically significant correlation** between participation in student activities and both psychological security and social integration. It also revealed **significant gender differences** in participation in tourism, social, and sports activities, favoring **male students**.

The researchers recommended greater coordination between the International Students' Club and the Student Welfare Administration, as well as partnerships with local sports clubs to better support international students.

### Summary (Reduced by ~50%):

Haitham Abdel-Halim (2021) conducted an analytical study to identify *obstacles to practicing recreational activities* in the Islamic Missions City. Using the descriptive survey method, the study targeted (**4,000**) international students from (**86**) countries studying at Al-Azhar University and residing in the city. A *stratified random sample* was selected from these students.

The study found that there was a *lack of culturally and nationally appropriate recreational programs*, and that *heavy academic workloads* were key obstacles to

participation. Abdel-Halim recommended *regularly applying the recreational activities questionnaire* and organizing activities that respect *cultural, national, and age-related differences*.

**Mohamed Awad (2018)** conducted a study to examine *the relationship between recreational sports activities and psychological alienation* among international students at Mansoura University. Using the descriptive correlational method, the study included **57** male and female students for the pilot study and **438** for the main study, divided into **(329 males and 109 females, aged between 18 and 25 years)**.

The study found that international students were *more aware* of the importance of recreational sports activities, with *male students more involved than females*. These activities positively impacted reducing *psychological alienation*. The research recommended creating *sports activities that align with the interests and cultures* of international students to help reduce alienation and improve integration with local students.

**Shevlan (2012)** conducted a study to design an *index for evaluating the performance of social and sports student services* in public universities. Using the descriptive method, the study sample included **650** workers and beneficiaries, with

data collected through *surveys* and *personal interviews*.

The study identified **(6) major indicators** and **(23) minor indicators** related to the services provided. A *hierarchical system* was used to assess the importance of these services. The research recommended improving the quality of student services to *enhance beneficiary satisfaction*.

**Williamson (2013)** conducted a study to *analyze students' views on the importance of student services in higher education* and compare students who use these services in camps with those who don't. Using a descriptive method, the study sampled **327** university students and gathered data through *surveys* and *personal interviews*.

The study found that student services in higher education *increase student satisfaction*. Williamson recommended that *university managers* revise and enhance student services in future and current programs, and suggested that higher education institutions *gain financial benefits* from the services offered to students.

### **Research Plan and Procedures:**

#### **Research Method:**

The researcher used the *descriptive method*, which not only involves collecting and organizing data but also aims at analyzing and interpreting the results.

### Research Population:

The research population consists of *international students* at Suez University in the bachelor's stage (both practical and theoretical colleges) for the academic year (2023/2024). These students are enrolled at Suez University but are not residents of the Suez Governorate, and they reside in the governorate for the purpose of studying.

### Main Research Sample:

The researcher selected the main research sample randomly from international

students at Suez University in the bachelor's stage (both practical and theoretical colleges) enrolled for the academic year (2023/2024), totaling (724) male and female students.

### Exploratory Research Sample:

The exploratory sample was determined to validate the *student activity questionnaire* and the *emotional tranquility scale* (validity and reliability) used in the research. This sample consisted of (112) students, selected from the same research population but outside the main sample.

**Table (1): Description of the Research Sample**

N	Sample	Number	Percentage
1	Main sample	724	%86.60
2	Exploratory sample	112	%13.40
3	Total	836	%100

### Data Collection Tools:

In light of the theoretical readings and reference studies, and in accordance with the research requirements, the researcher used the following tools for data collection:

#### 1- Student Activities Questionnaire for International Students at Suez University (Prepared by the Researcher)

##### Purpose of the Questionnaire:

The purpose of the questionnaire is to assess the level of participation in student

activities among international students at Suez University, identify the most common student activities (sports, cultural, social, artistic, and public service), and explore the reasons why students are attracted to participate in student activities.

#### Steps for Building the Student Activities Questionnaire for International Students at Suez University:

##### Identifying the Key Axes of the Questionnaire:

To determine the key axes for the questionnaire, the researcher reviewed studies by *Badr al-Din Ali (1410H) (4)*, *Mahmoud Talbah (2010) (18)*, *Naif Al-Zyoud (2012) (20)*, *Mohamed Al-Semnoudi et al. (2016) (14)*, and *Mohamed Ismail, and Amr Helali (2020) (15)*. Based on this, the researcher identified **four main axes**: (1) The definition of student activities, (2) The goals achieved by participating in student

activities, (3) The types of student activities, and (4) The factors that attract students to participate in activities.

These axes were then presented to (9) **experts** in the field of recreation to evaluate their relevance and adequacy. The researcher kept the areas that received **(75%) or more agreement**, as shown in **Table (2)**.

**Table (2): Percentage of Experts' Opinions on the Initial Version of the Questionnaire Axes (N=9)**

N	Questionnaire Axes	Agree	Disagree	percentage	Lawshe's CVR
1	The Concept of Student Activities	8	1	88.89	0.78
2	Objectives Achieved Through Participation in Student Activities	9	0	100	1.00
3	Student Activities	9	0	100	1.00
4	Attracting Participation in Student Activities	8	1	88.89	0.78

It is clear from Table (2) that the experts agreed on the axes of the student activities questionnaire for expatriate students at Suez University.

### **Formulating the Statements of the Student Activities Questionnaire for Expatriate Students at Suez University**

The researcher developed statements for the student activities questionnaire targeting expatriate students at Suez University, based on four key axes. He referenced prior studies (e.g., Awad,

(2018)(16); Gouda & Al-Ashqar, (2022)(6) and ensured the statements were scientifically accurate, clear, concise, familiar to the sample, unbiased, and free of repetition.

The researcher created (68) statements across four axes and sought expert feedback to assess their relevance and importance. Only those statements with (75%) or higher approval were retained, as shown in Table (3).

**Table (3): Percentage of experts' opinions on the initial version of the student activities questionnaire statements for expatriate students at Suez University (N = 9)**

	Statements	Appreciated	Not appreciated	Percentage	Lawshe's CVR
<b>First Axis: The Concept of Student Activities.</b>					
-1	Characterized by diversity and innovation.	8	1	88.89	0.78
-2	A constructive and purposeful activity.	8	1	88.89	0.78
-3	Practiced by all individuals.	9	0	100	1.00
-4	Practiced with full freedom and choice.	9	0	100	1.00
-5	Achieves psychological balance.	9	0	100	1.00
-6	Practiced during leisure time.	8	1	88.89	0.78
-7	A way to restore an individual's energy for efficient work.	8	1	88.89	0.78
-8	To invest leisure time positively.	8	1	88.89	0.78
-9	Results in satisfaction and happiness.	9	0	100	1.00
-10	Characterized by flexibility.	9	0	100	1.00
-11	Self-directed, practiced individually or with others.	9	0	100	1.00
-12	Reveals the hidden abilities of individuals.	8	1	88.89	0.78
-13	Helps in the integration of the human personality.	8	1	88.89	0.78
<b>Second Axis: The Objectives Achieved Through Participating in Student Activities.</b>					
-14	Developing physical fitness.	9	0	100	1.00
-15	Satisfying the drive for movement.	9	0	100	1.00
-16	Renewing the body's energy and vitality.	8	1	88.89	0.78
-17	Achieving muscular and nervous relaxation.	8	1	88.89	0.78
-18	Attaining psychological satisfaction.	9	0	100	1.00
-19	Satisfying the inclination for adventure and risk-taking.	8	1	88.89	0.78
-20	Fulfilling the desire for competition with oneself and others.	8	1	88.89	0.78
-21	Relieving psychological and nervous tension caused by academic pressure.	9	0	100	1.00
-22	Establishing effective and continuous communication among students.	8	1	88.89	0.78
-23	Building new relationships with peers.	9	0	100	1.00
-24	Practicing democratic life.	8	1	88.89	0.78
-25	Feeling socially connected with fellow students.	8	1	88.89	0.78



	Statements		Appreciated	Not appreciated	Percentage	Lawshe's CVR
-26	Developing a sense of belonging to the university.		9	0	100	1.00
-27	Strengthening self-concept.		8	1	88.89	0.78
-28	Providing opportunities to learn new recreational activities.		9	0	100	1.00
-29	Gaining a better understanding of the surrounding environment.		8	1	88.89	0.78
-30	Becoming familiar with safety and security factors related to student activities.		9	0	100	1.00
-31	Acquiring new life experiences.		8	1	88.89	0.78
Third Axis: Types of Student Activities						
-32	Sports students activities	Walking	9	0	100	1.00
-33		Running	8	1	88.89	0.78
-34		Football	9	0	100	1.00
-35		Physical fitness	8	1	88.89	0.78
-36		Swimming	9	0	100	1.00
-37		Squash	9	0	100	1.00
-38	Cultural Student Activities	Reading	8	1	88.89	0.78
-39		Seminars	9	0	100	1.00
-40		Browsing internet websites	9	0	100	1.00
-41		Conferences	8	1	88.89	0.78
-42		Listening to radio programs	9	0	100	1.00
-43	Social Student Activities	Parties	9	0	100	1.00
-44		Trips	8	1	88.89	0.78
-45		Charity exhibitions	9	0	100	1.00
-46		Social research	9	0	100	1.00
-47		Conversations	8	1	88.89	0.78
-48		Board games	9	0	100	1.00
-49	Artistic Student Activities	Singing	8	1	88.89	0.78
-50		Enjoying music	9	0	100	1.00
-51		Drawing	9	0	100	1.00
-52		Listening to recordings	8	1	88.89	0.78
-53		Folk dancing	9	0	100	1.00
-54	Scouting and Public	Wilderness trips	8	1	88.89	0.78
-55		Student scouting activities	9	0	100	1.00
-56		Public service camps	9	0	100	1.00
-57		Cleanliness projects	8	1	88.89	0.78

	Statements		Appreciated	Not appreciated	Percentage	Lawshe's CVR
-58	Service Activities	Blood donation campaigns	9	0	100	1.00
<b>Fourth Axis: Attracting Participation in Student Activities</b>						
-59	Organizing meetings with prominent public figures and athletes to motivate students to participate.		8	1	88.89	0.78
-60	Active involvement of faculty staff and leaders in supervising student activities.		9	0	100	1.00
-61	Involving students in the planning and implementation of student activity programs and events.		8	1	88.89	0.78
-62	* Increasing financial and moral support for participants in student activity programs.		8	1	88.89	0.78
-63	* Organizing specialized training courses for leaders and supervisors in the field of student activities.		9	0	100	1.00
-64	* Activating the university's website to raise awareness and guide students to participate in student activities.		9	0	100	1.00
-65	* Increasing the number of supervisors and specialists in proportion to the number of student activities.		8	1	88.89	0.78
-66	* Establishing appropriate criteria to evaluate performance within student activities and enhancing them.		9	0	100	1.00
-67	* Using and innovating new programs and activities that appeal to students' interests.		9	0	100	1.00
-68	* Clear announcement of the schedule for student activities at the beginning of the academic year.		8	1	88.89	0.78

*"Lawshe's CVR coefficient at degrees of freedom (n-1) = 0.78"*

As shown in Table (3), after the researcher formulated the proposed statements for the questionnaire, totaling (68) items distributed across (4) sections, it was decided to retain the statements that had a percentage of (75%) and a Loosh coefficient of 0.78 or higher.

Additionally, Table (3) shows that after presenting the statements to the experts, all (68) items were agreed upon by the experts. The final number of statements for each section can be seen in Table (4).

**Table (4): The Final Number of Statements for Each Axis**

Axis	Number of Statements
- The Concept of Student Activities	(13) statements
- Objectives Achieved Through Participation in Student Activities	(18) statements
- Types of Student Activities	( 27) statements
- Attracting Participation in Student Activities	( 10) statements
<b>(68) statements</b>	

### **Questionnaire on student activities among expatriate students at Suez University**

The researcher, after consulting with experts, finalized the questionnaire with (68) statements distributed across various axes, as shown in Table (4). A cover page was then created, including the research title, response conditions, and confidentiality assurances. The questionnaire, in its final form, was ready for application to the exploratory study sample to assess its validity and reliability (Appendix 4).

### **Statistical measures for the student activities questionnaire among expatriate students at Suez University**

#### **First: Calculating the Validity Coefficient**

The researcher used the following methods to calculate the validity coefficient of the questionnaire:

#### **Expert Validity:**

The researcher presented the proposed axes of the questionnaire, as well as the statements for each axis, to (9) experts for their opinion on the suitability and adequacy of the axes and statements, and their relevance to the study sample. The expert validity was calculated using the Lawshe's CVA coefficient, which indicated that the questionnaire statements were acceptable.

#### **Internal Consistency Validity:**

To assess the suitability of the statements in the Student Activities Questionnaire, the researcher applied it to an exploratory sample of (112) expatriate students at Suez University from October 2 to October 5, 2023. Internal consistency validity was used to measure the correlation between the statements and their respective axes, as shown in Table (5).

**Table (5): Internal Consistency Validity of the Student Activities Questionnaire  
Among Expatriate Students at Suez University (n = 112)**

statement	Correlation		Statement	Correlation		Statement	Correlation		Statement	Correlation	
	Axis	Form		Axis	Form		Axis	Form		Axis	Form
The Concept of Student Activities			Continued / Objectives Achieved Through Participation in Student Activities			Continued / Student Activities			Attracting Participation in Student Activities		
1	0.688	0.778	7	0.813	0.789	7	0.662	0.668	1	0.582	0.445
2	0.771	0.744	8	0.538	0.522	8	0.766	0.805	2	0.576	0.426
3	0.837	0.783	9	0.713	0.679	9	0.600	0.767	3	0.559	0.513
4	0.657	0.610	10	0.656	0.673	10	0.846	0.406	4	0.603	0.492
5	0.778	0.740	11	0.729	0.761	11	0.885	0.630	5	0.463	0.438
6	0.805	0.745	12	0.831	0.806	12	0.839	0.572	6	0.607	0.388
7	0.648	0.692	13	0.800	0.744	13	0.845	0.606	7	0.573	0.410
8	0.782	0.767	14	0.803	0.778	14	0.611	0.579	8	0.439	0.354
9	0.671	0.688	15	0.654	0.501	15	0.691	0.619	9	0.485	0.337
10	0.784	0.756	16	0.747	0.618	16	0.583	0.626	10	0.509	0.427
11	0.721	0.647	17	0.510	0.573	17	0.753	0.698			
12	0.826	0.698	18	0.576	0.647	18	0.427	0.505			
13	0.831	0.630		0.747	0.758	19	0.557	0.425			
Objectives Achieved Through Participation in Student Activities			Types of student activities			20	0.625	0.510			
1	0.831	0.630	1	0.710	0.757	21	0.427	0.422			
2	0.625	0.432	2	0.575	0.539	22	0.714	0.439			
3	0.532	0.580	3	0.492	0.411	23	0.418	0.481			
4	0.798	0.552	4	0.421	0.409						
5	0.831	0.630	5	0.359	0.341						
6	0.715	0.630	6	0.447	0.431						

The tabulated (R) value at a significance level of  $(0.05) = 0.165$

Table (5) shows a statistically significant correlation between each questionnaire statement and both its corresponding axis total and the overall

questionnaire total. Since the calculated (R) values exceed the critical value at the (0.05) significance level, this confirms the validity of the statements.

**Table (6): Correlation Coefficients Between the Axes of the Student Activities Questionnaire Among Expatriate Students at Suez University (n = 112)**

N	Axes	Concept	Aims	Activities	Attracting	Total degree
-1	The Concept of Student Activities		0.800	0.978	0.881	0.702
-2	Objectives Achieved Through Participation in Student Activities			0.825	0.883	0.501
-3	Types of Student Activities				0.854	0.723
-4	Attracting Participation in Student Activities					0.539

The tabulated (R) value at the (0.05) significance level = 0.165

It is evident from Table (6) that there is a statistically significant correlation between the questionnaire axes and with the overall questionnaire score, as the calculated (R) values are greater than the critical value at the (0.05) significance level.

#### **Calculating the Reliability Coefficient:**

The researcher will use two methods to calculate reliability:

1. Cronbach's Alpha Method
2. Split-Half Method

#### **First: Cronbach's Alpha Method:**

The researcher used Cronbach's Alpha coefficient and internal consistency to calculate the reliability coefficient of the questionnaire axes. The questionnaire was applied to an exploratory sample of (112) expatriate students at Suez University, drawn from the same research population but outside the main sample. The reliability coefficient for the questionnaire axes was calculated, as shown in Table (7).

**Table (7): Cronbach's Alpha Correlation Coefficient Test for Student Activities Among Expatriate Students at Suez University (N = 112)**

N	Axes	Stability
-1	The Concept of Student Activities	*0.786
-2	Objectives Achieved Through Participation in Student Activities	*0.925
-3	Types of Student Activities	*0.842
-4	Attracting Participation in Student Activities	*0.901
	<b>The Questionnaire as a Whole</b>	<b>*0.962</b>

- **Significant**

As shown in Table (7), the stability of the questionnaire axes is confirmed, with Cronbach's Alpha values as follows: (0.786) for the first axis, (0.925) for the second axis, (0.842) for the third axis, (0.901) for the fourth axis, and (0.962) for the entire questionnaire. These results indicate a high level of stability for the axes of the questionnaire being studied.

### **Second: The Split-Half Method for Calculating the Reliability of the Questionnaire**

**Table (8): Split-Half Correlation Coefficient Test for the Student Activities Questionnaire Among Expatriate Students at Suez University (N = 112)**

N	Axes	Spearman-Brown	Guttman
1	The Concept of Student Activities	0.845	0.821
2	Objectives Achieved Through Participation in Student Activities	0.869	0.844
3	Types of Student Activities	0.921	0.910
4	Attracting Participation in Student Activities	0.892	0.855
<b>The total degree of the questionnaire</b>		<b>0.964</b>	<b>0.943</b>

It is clear from Table (8) that the split-half correlation coefficient for the Student Activities Questionnaire among expatriate students at Suez University is (0.964) using the Spearman-Brown formula, and (0.943) using the Guttman formula.

1- **Emotional Reassurance Scale**, prepared by Zeinab Shokair (2005)(7).

#### **Purpose of the Scale:**

The researcher applied the split-half correlation coefficient and the Spearman-Brown and Guttman formulas to calculate the stability of the questionnaire axes. This was done by administering the questionnaire to the exploratory sample of (112) expatriate students at Suez University, selected from the same research population but outside the main sample. The stability coefficient for the questionnaire axes was calculated, as shown in Table (8).

The scale aims to identify the level of **emotional reassurance** among students.

#### **Description of the Scale:**

The Emotional Reassurance Scale consists of **(54) statements** distributed across **(4) main dimensions**. The scientific validity of the scale was verified using **face validity**, **criterion-related validity**, **item validity**, and **discriminant validity**. Stability was assessed using **test-retest reliability**,

**internal consistency via the Spearman-Brown method, split-half reliability, and Cronbach's Alpha.** These methods confirm that the scale possesses a high degree of **validity and reliability.**

#### **Scale Axes:**

The scale consists of **four main axes:**

- **First Axis:** Emotional reassurance related to personal development and the individual's outlook on the future.
- **Second Axis:** Emotional reassurance related to the individual's general and professional life.
- **Third Axis:** Emotional reassurance related to the individual's mood and emotional state.
- **Fourth Axis:** Emotional reassurance related to social relationships and interpersonal interactions.

**Table (9): Statement Numbers According to Each Axis of the Emotional Reassurance Scale**

Axis		Statement Numbers
<b>First</b>	Emotional reassurance related to personal development and the individual's outlook on the future.	(1-2-3-4-5-20-21-22-23-24-25-26-27-28)
<b>Second</b>	Emotional reassurance related to the individual's general and professional life.	(6-7-8-9-10-33-34-35-36-32-31-30-29-11-13-12-11-37)
<b>Third</b>	Emotional reassurance related to the individual's mood and emotional state.	(38-39-40-41-42-43-44-45-46-47)
<b>Fourth</b>	Emotional reassurance related to social relationships and interpersonal interactions.	-52 -51 -50 -49 -48 -19 -18 -17 – 16 -15 ) (54 -53

#### **Calculating the Validity Coefficient of the Emotional Reassurance Scale:**

The researcher used the following method to calculate the validity of the scale:

#### **Internal Consistency Validity:**

To assess the appropriateness of the items in the Emotional Reassurance Scale, the researcher administered the scale to an exploratory sample of (112) expatriate

students at Suez University. The sample was drawn from the sam

e research population but excluded from the main study sample. The scale was applied between Sunday, (October 9, 2023), and Wednesday, (October 12, 2023). Internal consistency validity was calculated by determining the correlation between each item and its corresponding axis, as shown in Table (10).

**Table (10): Internal Consistency Validity of the Emotional Reassurance Scale (N = 112)**

Statement	Correlation		Statement	Correlation		Statement	Correlation		Statement	Correlation	
	Axis	Scale		Axis	Scale		Axis	Scale		Axis	Scale
First axis			Second axis			Third axis			Fourth axis		
1	0.660	0.589	6	0.625	0.639	38	0.677	0.624	15	0.592	0.636
2	0.569	0.647	7	0.683	0.548	39	0.643	0.663	16	0.925	0.602
3	0.902	0.559	8	0.595	0.881	40	0.682	0.748	17	0.762	0.641
4	0.739	0.697	9	0.733	0.718	41	0.509	0.410	18	0.674	0.468
5	0.651	0.725	10	0.761	0.630	42	0.639	0.449	19	0.594	0.598
20	0.571	0.741	11	0.777	0.550	43	0.644	0.812	48	0.532	0.603
21	0.509	0.706	12	0.742	0.488	44	0.591	0.549	49	0.550	0.550
22	0.527	0.546	13	0.582	0.506	45	0.666	0.589	50	0.684	0.625
23	0.661	0.629	14	0.665	0.640	46	0.587	0.416	51	0.573	0.546
24	0.550	0.695	29	0.731	0.529	47	0.655	0.546	52	0.686	0.614
25	0.663	0.515	30	0.551	0.642				53	0.623	0.505
26	0.600	0.636	31	0.672	0.579				54	0.728	0.556
27	0.705	0.663	32	0.699	0.684						
28	0.710	0.525	33	0.561	0.689						
			34	0.545	0.551						
			35	0.563	0.498						
			36	0.697	0.573						
			37	0.586	0.494						

The tabulated (R) value at the (0.05) significance level = 0.165

It is clear from Table (10) that there is a statistically significant correlation between the statements of the scale questionnaire and the total score of their respective axis. The calculated (R) value is greater than the tabulated value at the (0.05) significance level, indicating the validity of the statements.

#### **Calculating the Stability Coefficient:**

The researcher used two methods to calculate stability:

##### **1. Cronbach's Alpha Method**

##### **2. Split-Half Method**

#### **First: Cronbach's Alpha Method:**

The researcher used Cronbach's Alpha coefficient and internal consistency to calculate the stability coefficient of the scale. The scale was applied to an exploratory sample of (112) expatriate students at Suez University, selected from the same research population but outside the main sample. The stability coefficient for the scale axes was calculated, as shown in Table (11).



**Table (11): Cronbach's Alpha Correlation Coefficient Test for the Emotional Reassurance Scale (N = 112)**

N	Scale Axes	Stability
-1	Emotional reassurance related to personal development and the individual's outlook on the future.	*0.826
-2	Emotional reassurance related to the individual's general and professional life.	*0.899
-3	Emotional reassurance related to the individual's mood and emotional state.	*0.905
-4	Emotional reassurance related to social relationships and interpersonal interactions.	*0.892
<b>Total score of the scale</b>		<b>*0.926</b>

\*significant

As shown in Table (11), the Emotional Reassurance Scale demonstrates high stability, with a coefficient of (0.926), indicating a strong consistency for the axes of the questionnaire being examined.

#### **Second: Split-Half Method for Reliability Calculation:**

The researcher applied the split-half method and internal consistency to calculate the scale's stability. The scale was tested on an exploratory sample of (112) expatriate students at Suez University, from the same research population but not included in the main sample. The stability coefficient for the questionnaire's axes was determined, as shown in Table (12).

**Table (12): Split-Half Correlation Coefficient Test for the Emotional Reassurance Scale (N = 112)**

N	Scale	Spearman-Brown	Guttman
-1	Emotional reassurance related to personal development and the individual's outlook on the future.	0.868	0.852
-2	Emotional reassurance related to the individual's general and professional life.	0.901	0.884
-3	Emotional reassurance related to the individual's mood and emotional state.	0.912	0.904
-4	Emotional reassurance related to social relationships and interpersonal interactions.	0.899	0.878
<b>Total score of the scale</b>		<b>0.925</b>	<b>0.916</b>

It is evident from Table (12) that the split-half correlation coefficient for the Emotional Reassurance Scale is (0.925) using the Spearman-Brown formula, and (0.916) using the Guttman formula.

### **Exploratory Studies:**

The purpose of the exploratory study was to identify potential challenges during the main study, validate the questionnaire (in terms of validity and reliability), and provide the researcher with practical experience. The study involved (112) expatriate students at Suez University and was conducted from **October 16 to October 19, 2023.**

#### **The purpose of this study was to identify:**

- The suitability of the questionnaire for the nature of the research sample.
- Potential issues the researcher may encounter during the main study.
- The understanding and comprehension of the exploratory sample regarding the purpose of the questionnaire items.
- How well the assistants understand the process of administering and implementing the used measures.
- The time required to apply the measures being studied.
- Validating the questionnaire through validity and reliability coefficients.
- Potential errors that may arise during the questionnaire application, in order to avoid them in the main study.

### **Main Study:**

After confirming the validity and stability of the instruments, the researcher conducted the main study by applying the Student Activities Questionnaire and Emotional Reassurance Scale to the sample of expatriate students at Suez University, enrolled in the 2023/2024 academic year. The study took place from (October 23 to November 16, 2023). The raw scores were then recorded and prepared for statistical analysis.

### **Statistical Analyses:**

The data of the research were processed using the SPSS statistical software. The researcher used the following statistical methods:

1. Frequencies.
2. Arithmetic Mean.
3. Standard Deviation.
4. Chi-square ( $\chi^2$ ).
5. Cronbach's Alpha Coefficient.
6. Split-Half Method.

### **Presentation, Interpretation, and Discussion of Results:**

#### **Presentation, Interpretation, and Discussion of the First Research Question:**

- **What is the level of participation in student activities among expatriate students at Suez University?**

**Table (13): Statistical Significance of the Responses from the Research Sample on the Concept of Student Activities (N = 724)**

N	Statements	Agreed		Neutral		Disagreed		Mean	Relative Weight	Chi-square ( $\chi^2$ )
		T	%	T	%	T	%			
1	Characterized by diversity and renewal.	401	55.39	205	28.31	118	16.30	2.46	79.70	174.14
.2	A constructive and purposeful activity.	418	57.73	191	26.38	115	15.88	2.49	80.62	205.96
.3	Practiced by all individuals.	457	63.12	161	22.24	106	14.64	2.55	82.83	295.36
.4	Practiced with complete freedom and choice.	457	63.12	161	22.24	106	14.64	2.55	82.83	295.36
.5	Achieves psychological balance.	456	62.98	162	22.38	106	14.64	2.55	82.78	292.92
.6	Practiced during free time.	486	67.13	150	20.72	88	12.15	2.62	84.99	380.03
.7	A way to restore an individual's energy to work efficiently.	423	58.43	212	29.28	89	12.29	2.53	82.04	236.47
.8	To utilize free time in a positive manner.	417	57.60	192	26.52	115	15.88	2.49	80.57	204.09
.9	Results in satisfaction and happiness.	479	66.16	156	21.55	89	12.29	2.61	84.62	360.38
.10	Characterized by flexibility.	416	57.46	192	26.52	116	16.02	2.48	80.48	201.59
.11	Voluntary, practiced individually or with others.	454	62.71	164	22.65	106	14.64	2.55	82.69	288.08
.12	Reveals the latent abilities of individuals.	418	57.73	191	26.38	115	15.88	2.49	80.62	205.96
.13	Helps in the integration of the human personality.	418	57.73	190	26.24	116	16.02	2.49	80.57	205.34

The tabular value of (Chi-square,  $\chi^2$ ) at a significance level of (0.05) = 5.990.

Table (13) shows that the relative weight of the study sample's responses on the concept of student activities ranged from (79.70%) for the statement "Characterized by

diversity and renewal" to (84.99%) for "Practiced during free time." The calculated Chi-square ( $\chi^2$ ) values for all statements were greater than the critical value (5.990), with

values ranging from (174.14 to 380.03), indicating statistically significant differences in all the statements.

The results of the first axis reveal significant statistical differences at the (0.05) level in favor of the "Agree" option for all statements. The study sample perceives student activities as practiced during free time, by all individuals, with full freedom of choice, achieving psychological balance, and restoring vitality for efficient work. These activities are seen as resulting in satisfaction, practiced individually or with others, and contribute to the development of personality by discovering latent abilities.

This understanding reflects expatriate students' awareness of student activities, their ability to select those that match their interests, and their capacity to plan and

engage in these activities during free time, contributing positively to their well-being. There is consensus among the sample that student activities help integrate personality, promote flexibility, and enhance life satisfaction.

**Hala Yahya (2020)** defines student activities as events individuals or groups engage in during their free time, weekends, and holidays. These activities are self-chosen, flexible, and practiced individually or collectively to avoid negative social and economic effects on both individuals and society.

This aligns with the findings of **Hossam Gouda and Mustafa Ashqar's (2022)** study, which explored university students' understanding of student activities.

Table (14): Statistical Indicators of Research Sample Responses on the Goals Achieved Through Engaging in Student Activities (N = 724)

N	Statements	Agreed		Neutral		Disagreed		Mean	Relative weight	Chi-square ( $\chi^2$ )
		T	%	T	%	T	%			
.1	Developing physical fitness.	392	54.14	242	33.43	90	12.43	2.42	80.57	188.96
.2	Satisfying the drive for movement.	409	56.49	224	30.94	91	12.57	2.44	81.31	211.38
.3	Renewing body activity and vitality.	413	57.04	225	31.08	86	11.88	2.45	81.72	223.20
.4	Muscle and nerve relaxation.	411	56.77	223	30.80	90	12.43	2.44	81.45	215.57
.5	Achieving psychological satisfaction.	389	53.73	247	34.12	88	12.15	2.42	80.52	187.91

N	Statements	Agreed		Neutral		Disagreed		Mean	Relative weight	Chi-square ( $\chi^2$ )
		T	%	T	%	T	%			
.6	Satisfying the tendency for adventure and risk-taking.	406	56.08	230	31.77	88	12.15	2.44	81.31	210.31
.7	Fulfilling the desire for self-competition and competition with others.	388	53.59	246	33.98	90	12.43	2.41	80.39	184.12
.8	Relieving psychological and nervous tension caused by study pressures.	409	56.49	225	31.08	90	12.43	2.44	81.35	212.49
.9	Effective and continuous communication between students.	413	57.04	221	30.52	90	12.43	2.45	81.54	218.72
.10	Forming new relationships with peers.	397	54.83	219	30.25	108	14.92	2.40	79.97	176.14
.11	Practicing healthy democratic life.	369	50.97	213	29.42	142	19.61	2.31	77.12	111.75
.12	Feeling social compatibility with peers.	416	57.46	220	30.39	88	12.15	2.45	81.77	225.72
.13	Developing a sense of belonging to the university.	417	57.60	221	30.52	86	11.88	2.46	81.91	229.56
.14	Strengthening self-concept.	389	53.73	249	34.39	86	11.88	2.42	80.62	190.58
.15	Providing opportunities to learn new recreational activities.	413	57.04	223	30.80	88	12.15	2.45	81.63	220.93
.16	Better understanding of the surrounding environment.	419	57.87	219	30.25	86	11.88	2.46	82.00	232.84
.17	Learning about safety and security factors related to student activities.	382	52.76	241	33.29	101	13.95	2.39	79.60	163.59
.18	Gaining new life experiences.	392	54.14	219	30.25	113	15.61	2.39	79.51	164.37

The tabular value for chi-square ( $\chi^2$ ) at a significance level of (0.05) is 5.990.

Table (14) shows that the relative weight of responses for the objectives of student activities ranged from (77.12% to 82.00%). The calculated chi-square values for all statements exceeded the critical value (5.990), indicating statistically significant differences in all the objectives.

The results from the second axis show significant statistical differences at the 0.05 level, favoring the "Agree" response for all statements. The research sample believes that student activities help achieve goals such as better understanding of the environment, learning new activities, developing a sense of belonging to the university, social adjustment, effective communication, relieving tension, and promoting physical and mental well-being.

The researcher attributes these outcomes to the fact that student activities

help students utilize their free time, prepare them for social and psychological life, foster loyalty and belonging, and allow them to engage in activities that contribute to their development as responsible citizens who serve their community.

**Hembrelynna Diane (2010)**

suggests that engaging in student activities helps acquire new physical skills and abilities while also increasing the number of friendships formed.

The researcher believes that expatriate students' awareness of the role student activities play in achieving their social, educational, and psychological goals through positive use of free time with others leads to better psychological balance and community integration

**Table (15): Statistical Significance of the Responses of the Research Sample Regarding the Types of Student Activities Practiced (N= 724)**

N	Statements		Agreed		Neutral		Disagreed		Mean	Relative weight	Chi-square ( $\chi^2$ )
			T	%	T	%	T	%			
.1	Student Sports Activities	Walking	392	54.14	231	31.91	101	13.95	2.40	80.06	176.11
.2		Running	392	54.14	231	31.91	101	13.95	2.40	80.06	176.11
.3		Football	395	54.56	230	31.77	99	13.67	2.41	80.29	182.32
.4		Physical fitness	253	34.94	299	41.30	172	23.76	2.11	70.40	34.26
.5		Swimming	102	14.09	394	54.42	228	31.49	1.83	60.87	177.76
.6		Squash	53	7.32	423	58.43	248	34.25	1.73	57.69	283.91

N	Statements		Agreed		Neutral		Disagreed		Mean	Relative weight	Chi-square (( $\chi^2$
			T	%	T	%	T	%			
.7	Student Cultural Activities	Reading	215	29.70	321	44.34	188	25.97	2.04	67.91	40.96
.8		Seminars	386	53.31	239	33.01	99	13.67	2.40	79.88	170.69
.9		Browsing websites on the information network	539	74.45	159	21.96	26	3.59	2.71	90.29	587.37
.10		Conferences	100	13.81	381	52.62	243	33.56	1.80	60.08	163.61
.11		Listening to radio programs	21	2.90	441	60.91	262	36.19	1.67	55.57	368.12
.12	Student Social Activities	Parties	463	63.95	169	23.34	92	12.71	2.51	83.75	317.69
.13		Trips	545	75.28	154	21.27	25	3.45	2.72	90.61	607.63
.14		Charity exhibitions	231	31.91	329	45.44	164	22.65	2.09	69.75	57.07
.15		Social research	89	12.29	403	55.66	232	32.04	1.80	60.08	204.81
.16		Conversations	447	61.74	203	28.04	74	10.22	2.52	83.84	297.38
.17		Board games	472	65.19	194	26.80	58	8.01	2.57	85.73	369.03
.18	Student Art Activities	Singing	211	29.14	326	45.03	187	25.83	2.03	67.77	45.75
.19		Enjoying music	426	58.84	237	32.73	61	8.43	2.50	83.47	276.14
.20		Drawing	201	27.76	329	45.44	194	26.80	2.01	66.99	47.87
.21		Listening to recordings	105	14.50	374	51.66	245	33.84	1.81	60.22	150.00
.22		Folk dancing	82	11.33	109	15.06	533	73.62	1.60	45.90	530.26
.23	Scouting and Public Service Activities.	Camping trips	69	9.53	399	55.11	256	35.36	1.74	58.06	226.96
.24		Student scouting activities	44	6.08	409	56.49	271	37.43	1.69	56.22	281.49
.25		Public service camps	174	24.03	345	47.65	205	28.31	1.96	65.24	68.79
.26		Cleaning projects	360	49.72	267	36.88	97	13.40	2.36	78.78	147.40
.27		Blood donation campaigns	244	33.70	325	44.89	155	21.41	2.12	70.76	59.92

The critical value (Chi-square) at significance level (0.05) = 5.990

Here's a concise summary:

Table (15) shows that student participation in activities ranged from (45.90%) ("folk dance") to (90.61%) ("trips"). The Chi-square values for all

related goals exceeded the critical value (5.990), indicating statistically significant differences in the responses.

From the results of the third section, it is evident that there are statistically

significant differences at the (0.05) level for all statements. The study sample indicated that the most practiced student sports activities are walking, running, and football.

The researcher attributes this to the fact that sports activities are the most favored type of activities among the majority of students. Students who participate in sports activities for recreational purposes do not necessarily need to be skilled, yet they find enjoyment and happiness in doing even a little.

Sure! Here's a summary keeping the names and numbers:

Students naturally tend to participate in sports activities like walking, running, and football out of their own motivation. **Mohamed Al-Samnoudi et al. (2016), Mohamed Al-Hamami, and Aida Abdel Aziz (2009)** agree that sports are the most popular activities among students. Sports are essential in recreational programs because they provide enjoyment and support comprehensive physical, mental, and social development. Whether for leisure or training, physical activity promotes overall health and full growth.(14:96)(12:84)

Cultural activities such as browsing information network websites, attending seminars, and reading are also important. The researcher notes that cultural activities form the foundation for all other student activities, as they equip students with knowledge and

skills to effectively use their free time and achieve positive results.

Sure! Here's a summary keeping the names and numbers:

**Mohamed Al-Hamami and Aida Abdel Aziz (2009)** emphasized that cultural activities are a central part of student activities and crucial for responsible education in social and educational institutions like universities (12:119).

The highest social activity goals among students were "board games," "trips," and "conversations," which help build relationships, social loyalty, and cooperation. Modern technology has increased communication among students.

**Mohamed Al-Hamami and Aida Abdel Aziz (2009)** also noted that students are naturally social and enjoy dialogue, which is essential during this life stage for exchanging ideas and understanding others (12:112).

Sure! Here's a summary keeping the names and numbers:

The most important student artistic activities are enjoying music, singing, and drawing. These activities allow individuals to express emotions, foster creativity, and suit all age groups due to their diverse programs. **Mohamed Al-Dhahabi (2005)** (13) notes that students engage in artistic activities through fields like music, which provide



suitable tools for hobbies such as solo or group singing and playing instruments.

The researcher attributes the high percentage of “listening to music” as an artistic activity goal to its role in promoting aesthetic enjoyment and matching students’ interests and abilities.

Sure! Here’s a summary keeping the names and numbers:

**Tahani Abdelsalam (2005) (5:250)** states that listening to music allows

emotional expression, has therapeutic benefits, and enhances musical appreciation. Some student music enthusiasts form university bands.

The highest goals for Rover Scout and public service activities among students were cleanliness projects and blood donation campaigns. These activities provide relaxation, personal happiness, and relief from modern life and academic stresses.

**Table (16): Statistical Significance of the Study Sample’s Responses in Attracting Participation in Student Activities (N= 724)**

N	Statements	Agreed		Neutral		Disagreed		Mean	Relative weight	Chi-square ( $\chi^2$ )
		T	%	T	%	T	%			
.1	Organizing meetings with some popular and sports figures to motivate students to participate.	360	49.72	231	31.91	133	18.37	2.37	77.12	107.42
.2	Active participation of faculty members and leadership in supervising student activities.	358	49.45	233	32.18	133	18.37	2.37	77.03	105.32
.3	Involving students in planning and implementing student activity programs.	357	49.31	234	32.32	133	18.37	2.37	76.98	104.29
.4	Increasing financial and moral support for participants in student activity programs.	359	49.59	231	31.91	134	18.51	2.37	77.03	105.55
.5	Organizing specialized training courses for leaders and supervisors in the field of student activities.	361	49.86	230	31.77	133	18.37	2.37	77.16	108.50
.6	Activating the university’s website to raise student awareness and guide them to participate in student activities.	355	49.03	236	32.60	133	18.37	2.37	76.89	102.28
.7	Increasing the number of supervisors and specialists in proportion to the number of student activities.	435	60.08	233	32.18	56	7.73	2.56	84.12	298.03
.8	Establishing appropriate standards to evaluate performance within student activities and improve them.	437	60.36	231	31.91	56	7.73	2.56	84.21	301.41
.9	Using and creating new programs and activities that appeal to students' interests.	434	59.94	234	32.32	56	7.73	2.56	84.07	296.36
.10	Clearly announcing the schedule of student activities at the beginning of the academic year.	439	60.64	229	31.63	56	7.73	2.57	84.30	304.86

The critical value of ( $\chi^2$ ) at a significance level of (0.05) = 5.990

Sure! Here's a summary keeping the names and numbers:

Table (16) shows that the relative weight of responses about attracting participation in student activities ranged from (76.89%) for activating the university's website (statement 6) to (84.30%) for clearly announcing activity schedules (statement 10).

The calculated Chi-square values ranged from (102.28 to 304.86) , all exceeding the critical value of (5.990), indicating statistically significant differences in all statements.

The fourth axis shows statistically significant differences at the (0.05) level. Students believe key factors for attracting participation in activities include: clear announcements at the start of the academic year, creating appealing new programs, setting performance evaluation standards, and increasing the number of supervisors to match activity volume.

The researcher concludes that non-resident students are aware of how to attract

participation in student activities due to their understanding of the activities' importance. These activities foster friendship and belonging, help reduce anxiety and depression, support heart health, and offer a means of self-expression.

The study's results align with Abd El-Baset Mubarak et al. (2008) (10), emphasizing that having adequate resources like halls, playgrounds, and sports equipment is crucial for attracting students to activities and ensuring educational success.

It also agrees with Kamal Darwish and Mohamed Al-Hamami (2007) (11:17), who highlight the role of universities and colleges in promoting student activities culturally, given their importance in fostering development and progress through their student populations.

### **Presentation, discussion, and interpretation of the results of the second question:**

What is the level of emotional reassurance among expatriate students at Suez University?

**Table (17): Statistical indicators of the research sample's responses regarding emotional reassurance related to the individual's formation and their vision of the future**

(N = 724)

N	Statements	Strongly Agree		Agree		Neutral		Strongly disagree		Weighted score	Relative weight	Chi-square ( $\chi^2$ )	Evaluative level
		T	%	T	%	T	%	T	%				
1	I feel confident in my ability to confront and	366	50.55	176	24.31	118	16.30	64	8.84	1568	%72.19	*286.78	Moderate

N	Statements	Strongly Agree		Agree		Neutral		Strongly disagree		Weighted score	Relative weight	Chi-square ( $\chi^2$ )	Evaluative level
		T	%	T	%	T	%	T	%				
	resolve my problems.												
2	People like me and hold me in high regard.	370	51.10	182	25.14	120	16.57	52	7.18	1594	%73.39	*309.86	Moderate
3	Valuing and respecting myself gives me a sense of peace and security.	387	53.45	167	23.07	118	16.30	52	7.18	1613	%74.26	*349.40	Moderate
4	I am capable of confronting reality, even when it is tough.	367	50.69	179	24.72	118	16.30	60	8.29	1577	%72.61	*293.98	Moderate
5	I believe I have great worth and meaning in life.	377	52.07	173	23.90	124	17.13	50	6.91	1601	%73.71	*325.36	Moderate
6	I feel a shortage of love and warmth.	58	8.01	133	18.37	98	13.54	435	60.08	1634	%75.23	*447.83	Moderate
7	My confidence in myself is low.	59	8.15	139	19.20	98	13.54	428	59.12	1619	%74.54	*467.10	Moderate
8	Occasionally, I criticize and dislike myself.	63	8.70	140	19.34	98	13.54	423	58.43	1605	%73.90	*490.82	Moderate
9	I have a lack of fulfillment of some needs.	64	8.84	141	19.48	97	13.40	422	58.29	1601	%73.71	*444.34	Moderate
10	I lack a sense of health and strength, which puts my life at risk.	61	8.43	136	18.78	106	14.64	421	58.15	1611	%74.17	*440.06	Moderate
11	I am a very doubtful person, and this worries me.	69	9.53	126	17.40	142	19.61	387	53.45	1571	%72.33	*328.87	Moderate
12	My weak personality threatens me with a lack of value in this life.	59	8.15	142	19.61	137	18.92	386	53.31	1574	%72.47	*333.51	Moderate
13	Feeling reassurance in life and living together is difficult in this life.	64	8.84	132	18.23	105	14.50	423	58.43	1611	%74.17	*444.36	Moderate
14	Life is a heavy burden that requires struggle and strength, which threatens the individual's life.	66	9.12	126	17.40	99	13.67	433	59.81	1623	%74.72	477.78	Moderate

The critical value ( $\chi^2$ ) at the significance level (0.05) = 7.810

Table (17) shows that the relative weight of responses in the first axis, emotional reassurance related to the individual's formation and vision of the future, ranges from (72.19%) (statement 1) to (75.23%) (statement 6).

The calculated ( $\chi^2$ ) values for all statements in this axis are higher than the critical value (5.990), ranging between (286.78 and 490.82), indicating statistically significant differences across all statements.

The results of the first axis show statistically significant differences favoring the "Strongly Agree" response for all statements. The sample believes that feeling capable of facing problems, being respected by others, and valuing oneself greatly

enhances emotional reassurance related to personal development and future outlook.

The researcher believes these results stem from Suez University's commitment to meeting expatriate students' needs and treating them with respect and care, which helps them feel emotionally reassured.

**Mawdi Al-Zahrani (2004)** pointed out that emotional reassurance is considered one of the pillars of psychological support for individuals. This is evident in work and production groups where individuals clearly rely on each other and feel a greater degree of reassurance and stability. The presence of students from similar environments may also contribute to psychological stability. All these factors may help reduce threats to emotional reassurance. ( 89-19)

**Table (18): Statistical indicators of the study sample's responses regarding emotional reassurance related to the individual's general and practical life(N=724)**

N	Statements	Strongly Agree		Agree		Neutral		Strongly disagree		Weighted score	Relative weight	Chi-square ( $\chi^2$ )	Evaluative level
		T	%	T	%	T	%	T	%				
15	Holding on to religious values and engaging in worship brings me a sense of peace and comfort.	385	53.18	171	23.62	118	16.30	50	6.91	1615	%74.36	347.22	Moderate
16	I tend to see the good in people because I believe there is still goodness in the world.	360	49.72	183	25.28	120	16.57	61	8.43	1566	%72.10	277.16	Moderate
17	I have confidence in my ability to keep myself safe.	384	53.04	169	23.34	118	16.30	53	7.32	1608	%74.03	340.92	Moderate

N	Statements	Strongly Agree		Agree		Neutral		Strongly disagree		Weighted score	Relative weight	Chi-square ( $\chi^2$ )	Evaluative level
		T	%	T	%	T	%	T	%				
18	Achieving success in my work brings a sense of stability and emotional security	386	53.31	169	23.34	118	16.30	51	7.04	1614	%74.31	348.28	Moderate
19	The nation and its citizens have a duty to ensure individuals feel safe and secure.	388	53.59	170	23.48	116	16.02	50	6.91	1620	%74.59	355.56	Moderate
20	I experience peace of mind and stability in my social life.	365	50.41	178	24.59	120	16.57	61	8.43	1571	%72.33	287.22	Moderate
21	Living by the moral values, customs, and traditions of society helps individuals feel safe and at peace	373	51.52	176	24.31	118	16.30	57	7.87	1589	%73.16	310.69	Moderate
22	Having the support and protection of family and relatives is essential for me to feel secure.	66	9.12	119	16.44	177	24.45	362	50.00	1559	%71.78	275.39	Moderate
23	A sense of national unity and mutual affection fosters safety and emotional comfort.	378	52.21	174	24.03	119	16.44	53	7.32	1601	%73.71	326.44	Moderate
24	I feel that life is steadily getting worse.	67	9.25	126	17.40	145	20.03	386	53.31	1574	%72.47	327.86	Moderate
25	Worrying about the future (due to illness or unemployment) threatens one's life and prevents stability and peace of mind.	343	47.38	205	28.31	88	12.15	88	12.15	1527	%70.30	482.02	Moderate
26	I often lose my sense of peace because I don't	58	8.01	140	19.34	101	13.95	425	58.70	1617	%74.45	457.16	Moderate

N	Statements	Strongly Agree		Agree		Neutral		Strongly disagree		Weighted score	Relative weight	Chi-square ( $\chi^2$ )	Evaluative level
		T	%	T	%	T	%	T	%				
	feel protected, even by those closest to me												
27	The frequent occurrence of wars threatens peace and emotional security.	409	56.49	143	19.75	118	16.30	54	7.46	541	%24.91	406.22	Low
28	I feel that my life is in danger.	64	8.84	138	19.06	97	13.40	425	58.70	1607	%73.99	453.76	Moderate
30	Feelings of pessimism and despair disrupt stability and peace of mind.	60	8.29	124	17.13	108	14.92	432	59.67	1636	%75.32	476.35	Moderate
31	Poverty, illness, or unemployment put a person's life at risk and create a sense of insecurity	64	8.84	120	16.57	101	13.95	439	60.64	1639	%75.46	499.30	Moderate
32	When people distance themselves from someone during hard times, it makes that person feel insecure.	61	8.43	121	16.71	104	14.36	438	60.50	1643	%75.64	497.12	Moderate
33	People's dissatisfaction with life leads them to feel unstable and unsettled in it	60	8.29	124	17.13	98	13.54	442	61.05	1646	%75.78	513.26	Moderate

**The critical value of Chi-square ( $\chi^2$ ) at the 0.05 significance level = 7.810**

Table (18) shows that the relative weight of study sample responses in the second axis, emotional reassurance related to public and professional life, ranged from (24.91%) for statement (27) "The frequent occurrence of wars threatens peace and reassurance," to ( 75.32%) for statement (30)

"Feelings of pessimism and despair threaten stability and reassurance in life."

Also, the calculated Chi-square ( $\chi^2$ ) values, ranging between (275.39 and 513.26), exceeded the critical value (5.990) for all statements in this axis, indicating statistically significant differences throughout.

The researcher believes that **emotional reassurance in public and professional life** supports individuals in adhering to religious values, practicing worship, expecting good from others, trusting their abilities, and achieving success at work.

**Najaah Al-Samiri (2010)** emphasizes that emotional reassurance is a **fundamental need** for all people across different societal groups. A person's other needs gain importance and become clearer

only after achieving this essential need — emotional reassurance. (21: 2155)

Iyad Aqra (2005) noted that danger or threat generally triggers fear and anxiety, increasing the individual's need for reassurance from themselves and those responsible for mitigating the threat. The greater the danger, the stronger the group's cohesion to confront it — a finding reflected in the results of the second axis. (3:29)

**Table (19): Statistical Significance of the Study Sample's Responses on Emotional Reassurance Related to the Individual's Mood (N =724)**

N	Statements	Strongly Agree		Agree		Neutral		Strongly disagree		Weighted score	Relative weight	Chi-square ( $\chi^2$ )	Evaluative level
		T	%	T	%	T	%	T	%				
34	I often feel unhappy and dissatisfied with life.	65	8.98	133	18.37	132	18.23	394	54.42	1579	%72.70	350.99	Moderate
35	I am tense, moody, and easily agitated.	67	9.25	131	18.09	164	22.65	362	50.00	1545	%71.13	268.21	Moderate
36	I feel fear (or anxiety) from time to time.	63	8.70	125	17.27	279	38.54	257	35.50	1454	%66.94	179.23	Moderate
37	I get nervous and shy when speaking with others.	60	8.29	134	18.51	273	37.71	257	35.50	1451	%66.80	171.77	Moderate
38	I lack feelings of happiness and joy; I am sad (and may cry most of the time).	60	8.29	142	19.61	272	37.57	250	34.53	1436	%66.11	161.35	Moderate
39	I am sad most of the time (and I cry)	61	8.43	143	19.75	268	37.02	252	34.81	1435	%66.07	157.20	Moderate
40	Anger and violence are the main causes of most of my	60	8.29	138	19.06	239	33.01	287	39.64	1477	%68.00	171.77	Moderate

N	Statements	Strongly Agree		Agree		Neutral		Strongly disagree		Weighted score	Relative weight	Chi-square ( $\chi^2$ )	Evaluative level
		T	%	T	%	T	%	T	%				
	problems and my lack of peace of mind.												
41	I often feel uneasy and mentally unsettled.	61	8.43	133	18.37	237	32.73	293	40.47	1486	%68.42	178.92	Moderate
42	I suffer from frequent insomnia, which reduces my sense of comfort and calm.	70	9.67	132	18.23	231	31.91	291	40.19	1467	%67.54	162.00	Moderate
43	Sometimes my anger goes beyond control, making me lose control of my actions even over simple matters.	59	8.15	137	18.92	234	32.32	294	40.61	1487	%68.46	178.99	Moderate

**The critical value of Chi-square ( $\chi^2$ ) at the 0.05 significance level = 7.810**

Table (19) shows that the relative weight of responses on the third axis, “emotional reassurance related to the individual's mood,” ranged from 66.07% for statement (39) “I am sad most of the time (and I cry),” to 72.70% for statement (34) “I often feel unhappy and dissatisfied with life.”

The calculated Chi-square ( $\chi^2$ ) values, between (157.20) and (350.99), exceeded the critical value (5.990) for all statements, indicating statistically significant differences throughout.

The researcher emphasizes that expatriate students need emotional reassurance, which comes from living in a supportive environment similar to their home

and having confidence in themselves. Their continuous interaction with this environment and personal abilities help them feel secure, especially through diverse experiences at the university.

Najaah Al-Samiri (2010) (21) defines emotional reassurance as harmony between the student and their physical and social environment, shown by meeting needs and effectively handling daily challenges. Iyad Aqra (2005) describes it as peace of mind and feelings of love, acceptance, belonging, and status within a group, which help the student accept themselves, gain independence, build positive relationships, and set clear life goals. (3:144)



Table (20): Statistical Significance of the Study Sample's Responses on Emotional Reassurance Related to the Individual's Social Relationships and Social Interaction(N=724)

N	Statements	Strongly Agree		Agree		Neutral		Strongly disagree		Weighted score	Relative weight	Chi-square ( $\chi^2$ )	Evaluative level
		T	%	T	%	T	%	T	%				
44	I like to live among people and interact with them with love and affection.	380	52.49	174	24.03	118	16.30	52	7.18	1606	%73.94	332.93	Moderate
45	I make sure to exchange visits with my colleagues and friends.	372	51.38	178	24.59	118	16.30	56	7.73	1590	%73.20	309.86	Moderate
46	I can live and work in harmony with others (I enjoy teamwork).	374	51.66	174	24.03	116	16.02	60	8.29	1586	%73.02	310.30	Moderate
47	I tend to belong, socialize, and be friendly with people.	376	51.93	173	23.90	120	16.57	55	7.60	1594	%73.39	318.71	Moderate
48	I adapt easily and feel happy in any social situation.	446	61.60	118	16.30	104	14.36	56	7.73	1678	%77.26	528.99	High
49	I feel a lack of attention from others, and sometimes they treat me coldly and harshly.	61	8.43	137	18.92	231	31.91	295	40.75	1484	%68.32	175.87	Low
50	I often feel lonely in this world.	65	8.98	134	18.51	234	32.32	291	40.19	1475	%67.91	168.92	Low
51	I believe that interacting with people causes problems.	66	9.12	130	17.96	240	33.15	288	39.78	1474	%67.86	169.92	Low
52	I feel mentally comfortable when I stay away from people (or when I am alone).	64	8.84	131	18.09	232	32.04	297	41.02	1486	%68.42	178.15	Low
53	Sincere and loving interactions between	63	8.70	124	17.13	245	33.84	292	40.33	1490	%68.60	185.58	Low

N	Statements	Strongly Agree		Agree		Neutral		Strongly disagree		Weighted score	Relative weight	Chi-square ( $\chi^2$ )	Evaluative level
		T	%	T	%	T	%	T	%				
	people have become rare.												
54	I have few friends because of my personal issues.	67	9.25	139	19.20	264	36.46	254	35.08	1429	%65.79	149.05	Low
55	I dislike participating in group trips or parties.	62	8.56	144	19.89	227	31.35	291	40.19	1471	%67.73	164.34	Low

**The tabulated value of (Chi-square ( $\chi^2$ ) at a significance level of (0.05) = 7.810**

Table (20) shows that the relative weight of responses on the fourth axis scale—emotional reassurance related to social relationships and social interaction—ranged from (65.79%) for statement (54), "I have few friends due to my special issues," to (77.26%) for statement (48), "I easily adapt and feel happy in any social situation."

Also, the calculated Chi-square values for all statements on this axis exceeded the tabulated value (5.990), ranging from (149.05 to 528.99), indicating statistically significant differences across all statements.

The researcher believes that expatriate students' emotional reassurance in a supportive university environment helps them cope with psychological pressures, improves their behavior and adjustment, and enables them to achieve self-fulfillment and fully utilize their abilities.

**Mohamed Ghanem (2007)** explains that emotional reassurance results from a person's interaction with their environment and is influenced by various factors. It varies between individuals and changes across different life stages, with the impact of lacking reassurance also differing by person and age.(17:98)

Presentation, Discussion, and Interpretation of the Results for the Third Question:

What is the relationship between students' participation in extracurricular activities and emotional reassurance among expatriate students at Suez University?

To statistically verify the validity of the third question, the researcher calculated the Pearson correlation matrix between the study variables represented by the responses of the study sample (student activity participation and emotional reassurance) among expatriate students at Suez University, as shown in Table (21).

Table (21): Correlation coefficients between the main study sample responses on (student activity participation and emotional reassurance) among expatriate students at Suez University  
(N = 724)

N	Participation in student activities	Emotional reassurance related to the individual's formation and outlook on the future	Emotional reassurance related to the individual's public and professional life	Emotional reassurance related to the individual's mood state	Emotional reassurance related to the individual's social relationships and social interaction	Emotional reassurance
-1	The concept of student activities	*0.512	*0.344	*0.369	*0.352	*0.418
-2	The goals achieved through participation in student activities	*0.440	*0.462	*0.387	*0.327	*0.407
-3	Student activities	*0.395	*0.523	*0.450	*0.335	*0.504
-4	Attracting participation in student activities	*0.348	*0.425	*0.509	*0.418	*0.460
	Total score	*0.406	*0.355	*0.570	*0.449	*0.570

**The critical (R) value at a significance level of =(0.05)**

Table (21) demonstrates a statistically significant positive correlation ( $r = 0.570$ ) between participation in student activities and emotional reassurance among expatriate students at Suez University.

The researcher believes that expatriate students recognize the value of student activities in developing positive behaviors, gaining diverse experiences, and enhancing social interaction. These factors support their emotional reassurance, personal growth, and academic success, as well as their need for psychological and physical stability.

**Ibrahim Khalifa and Idris Al-Hassan** (1410) stress that mental health requires personal and social adjustment, along with the ability to achieve self-fulfillment and fully utilize one's potential.(1:19)

Participation in preferred student activities promotes social interaction, friendship building, and relief from academic and life stress through enjoyable and socially engaging environments. This supports social acceptance and integration into university life.

These findings align with **Mohamed Awad (2018)**(16), who found that sports

activities enhance social adjustment, offer opportunities for new friendships, and encourage positive use of free time.

The researcher attributes this to the environment at Suez University, which helps expatriate students develop personal skills and adapt socially, leading to a sense of psychological and social appreciation.

University students are influenced by past educational experiences, expectations, and the social and cultural environment of the university. Their adjustment depends on external factors like academic climate and internal ones such as motivation, participation, and emotional effort. The more these factors are present, the higher their self-satisfaction and emotional reassurance (27: 43).

University-provided student activities play a key role in helping students understand their abilities and support their academic, social, and emotional adjustment—especially for expatriate students gaining essential life skills.

## **Research Conclusions and Recommendations:**

### **First: Research Conclusions:**

In light of the research findings, and in alignment with the study's objectives and questions—within the limits of the sample and data collection tools—the researcher presents the following conclusions:

1. Expatriate students participate in student activities at a relatively moderate level within the university.

2. Expatriate students experience a moderate level of emotional reassurance at the university.

3-There is a positive correlation between participation in student activities and emotional reassurance among expatriate students at the university.

## **Second: Recommendations**

### **Recommendations for University Administration:**

- Utilize data collection tools (Student Activity Participation Questionnaire – Emotional Reassurance Scale) specifically for expatriate students at the university.
- Train administrative staff and supervisors of various student activities to enhance their effectiveness in engaging with expatriate students through:
  - Offering training courses to improve the leadership and administrative skills of student activity supervisors.
  - Coordinating efforts between expatriate students and the university's General Administration for Student Welfare.
  - Regularly updating and improving activity facilities to align with material developments and available resources.

- Increase support for expatriate students by providing the university with opportunities to deliver diverse services, including:
  - Establishing a psychological counseling unit dedicated to expatriate students to offer proper support and guidance in addressing psychological challenges.
  - Conducting further studies on emotional reassurance and related variables due to its significant impact on individuals, institutions, and society.
  - Promoting scientific research related to student activities and their connection with social and psychological variables among expatriate students.

### Recommendations for Student Affairs Department:

- Monitor and strengthen the strengths in activities offered to expatriate students, and address any shortcomings by:
  - Encouraging and motivating expatriate students to participate more actively in student activities.
  - Following up with expatriate students during their participation in activities and resolving any problems they encounter.
  - Choosing suitable times for activities that align with the academic schedules of expatriate students.
- Focus on the psychological aspect to improve emotional reassurance among expatriate students by emphasizing student activities that target this area.

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