

Planning indicators for modernizing student's activities At the colleges of Al Kuwait University

Prepared by

Siham Ali Ahmed Al Qabandi

College of social sciences

Department of sociology and social work

First: Introduction:

Student activities are considered one of the components which provide integrated development for the university students. It concentrates on its simplest meanings, functioning their energy and achieving their goals, so that they become aware of their social presence. This needs the development of their personalities and help them acquire the experiences which help them achieve their development and attain the desired change. To achieve its goals, student activities should consider what is needed for the development of youth and suit the nature of the age and modern educational orientations which achieve the educational goals for students and help them attain the desired development and become good citizen.

The university stage is one of the most important life stages of youth to gain the knowledge needed for the age of science and technology. It is a stage where youth are prepared for qualifying to shoulder their responsibilities and participate in solving the social problems. The role of the university in the age of information revolution is not limited to acquiring information. It is directed towards youth as they are considered active members of society.

Opinions and theoretical attitudes agree on the importance of the relationship between the educational process and student activities. Student activities are no longer viewed as separated from the educational process. It is viewed as the basis of student sound behavioral development, and the moral value which arise from well planned

activities. That's why we should say that activities are an integrated part of the educational, and a desired social means. It is confirmed that student activities may be good means for avoiding bad behavior, and facilitating student's engagement in social activities which satisfy their physical, social, and psychological needs. This will benefit them and make them respect the rules of the university. (11)

That is why student activities find esteem and interest of specialists and executives of higher education, and are considered as means to improve the scholastic environment, and encourage students to engage in social life and participate in solving their problems and shouldering their responsibilities. Student activities invest students' free time in activities which benefit them and their society. By doing so they help in achieving educational goals, develop relationships and help students acquire skills. Student activities are considered an ideal environment for developing student's talents and capacities in scientific, artistic, literary fields, and help them acquire information and skills. They contribute to improve their daily life as they are diversified and planned according to good educational basis. (21)

The essence of student activities is to find out the potentials and capacities of students, in order to guide them to satisfy their needs and help them acquire skills, good values and develop their physical and intellectual capacities. This will help them gain knowledge and experience. Student activities contribute to developing talents, educational skills, the ability to negotiate, accept opinions and acquire thinking flexibility. (33)

Second: Importance of the study:

- 1-The importance of the study is illustrated in highlighting the importance of planning indicators and what they represent in social service, which is a field of youth care and its role lies between social safety, rejecting violence and terrorism.
- 2-Students participation in student activities is considered as an important and interesting issue especially for the students affair department. Results of this study may contribute to students satisfaction and increase their allegiance to their society.
- 3-Results of this study will help decision makers in finding out the reasons behind scarcity of students in activities and will also help in facing it. This will increase students' participation in students' activities

As this subject is a point of interest for scholars and academics there is a lot of studies that addressed it. We will mention some of them in the following section.

-Literature Review:

*The study of Abdallah Ibn Mubarak (1998) states that the goal of sport activities needs reticulation to suit the changes and nature of the age , since these goals are not compatible with the sources intended to achieve them, and tools and equipment available are old and don't suit the sport programs , and programs need diversification. Results also contend that management of sport activities isn't efficient. The study calls for medical service for the members of sport teams. (15)

*The study of Fahd Abdelaziz reached a pet of results such as : Students contend that student activities do not achieve their objectives, especially the cultural activities. These activities lack good policy and direction. There is poor contact between management and students, in addition to poor resources to practice the activities, and poor coordination between different programs.(22)

*The study of Saad Al Aly (1998) pointed out that there is a positive relationship between satisfaction of student's need and the high participation of students in such activities, and between the availability of resources and the high participation of students there is also a need to let students participate in planning the activities. Students also need encouragement and publicity to stimulate them.(10)

*The study of Hassan Shehata and Amena Banger (2001) stated that student activities are exercised through the general regulations of the headquarters of girls college at Saudi Arabia, members of the committee of activities of each scientific sector, and the general committee of the college those who are responsible for activities understand the goals of these activities the researchers submitted their preposition for developing student activities calling for organizing and controlling student activities, their objectives, and bases for activating them, in order to achieve the goals of the academic sector where the students belong. Each female student should submit a plan for activity for the sector where she belongs.(3)

*Mohamed Al Sobouhy submitted a paper about student activities in the universities of Saudi Arabia (2002). This paper pointed out that the plan of activities isn't linked to educational syllabus and there is no coordinates between times of different activities, and no coordinates between the educational sectors when planning the activities. The researcher advise the following recommendations of the educational organizations of Arab gulf states regarding student activities as a part of the educational process, and added that it is a necessity to establish a higher committee for activities in each university (26).

*The study of Yousef Al Balloushy (2003) pointed out that there are a number of administrative problems in student activities as the ambiguity of the long range objectives and the repeating of some programs and the lack of student involvement in planning these activities (36).

*Khaled Anzy and Nayel Akhrass contended in their study that the weak participation of students in activities is due to the inconsistency between the educational duties and activities. The researchers recommend that management should stimulate students and encourage to participate in social, sportive and cultural activities (9).

* The study of Mostafa Gebaly (2004) pointed out students attitude regarding sport activities in Sultan Kapus university sample of study revealed high positive attitudes regarding health, fitness, social dimensions and competitions (30).

*The study of Safaa Mohamed Ali pointed out the importance of student activities in developing the integrity of students personalities, and that student activities have several entangled roles, such as developing remedial, and protective roles and that the participation of students of literary sectors in activities is higher than that of scientific sectors, and females participation in activities is higher than that of males(12).

* The study of Mohamed A. Ahmed (2005) aimed at knowing the role that student activities might play to help students acquire the value of participation in Al Azhar University, and the level of student's participation in activities. The study revealed that the sex factor as a variable affects the level of participation (28).

*The study of Khaled Ben Saleh (2005) revealed that a large number of students do not participate in student activities ,and the level of participation is generally weak at King Saud university. The reason for this weakness is the long schooling and the heavy studying duties. The study recommended providing the necessary exercising and mutual visits with other universities (7)

*The study of Mansour Al Hamdan (2010) alluded to the protective and developing role of the activities provided by sportive organizations and their effect on youth and pointed out the imported role of exercising sportive, social activities and their effect on youth(32).

-Foreign Studies:

* The study of Liu William (1996) mentioned students conception about participating in student activities and the programs provided by universities in the eastern states of USA results of this study states the necessity for providing these activities for all students without discrimination and providing the opportunities for students to fill leading positions in student groups(38)

*The study of Pascarella and others (1996) investigated the effect of student places on the success of the students of the first year. This study was applied on 2392 new students in 23 colleges in 16 states. Results of the study pointed out that a number of variables affect the student's capacity to achieve success at the end of the first year at the college. These variables include the number of schooling year, the level of the educational service, organizing the syllabus, the way of teaching, and participation in student activities across colleges.(39)

* The study of Silliker, Alan and; Quirk, Jeffrey (1997) investigated the effect of participation in random activities on the academic performance of secondary schools pupils. The researchers analyzed the responses of 123 football players across schools. Results showed that the participation in random activities led to the improvement of academic performance, and that who participates in sports showed improvement is academic performance.(41)

* The study of Shaunette, Elizabeth & Aries Richard (1999) revealed that participation in sport activities don't hinder academic

success. The study pointed out that there is a relationship between the development level of students and their participation in sport activities (42)

* The study of German, Rachel (2005) aimed at knowing the most important educational attributes of distinguished students. Results showed that the distinguished students participated actively in students activities at the university (37).

Commentary:

Mahmoud Abdu and Safa Mohamed (2005) provided a good display of the actual state of student activities at the university and students participation in them, and the formal organizations in the university such as unions, student families, their roles and goals; and if they achieved their goals. Those studies were related to the variables hindering the exercise of student's activities such as lack of potentialities needed, and the time needed for their exercise, the place for the exercise, and special supervisors (Yousef El Balloushy (2003) , Khaled Anzy and Nayel Akhrass (2004)). Some solutions were provided to solve these variables such as training courses for supervisors including social and educational issues, in addition to scientific planning to activate programs and activities in order to achieve their goals (Saad Al Ali (1998), Khaled Ben Saleh (2005)). Some of the previous studies called for addressing the obstacles and difficulties hindering student's participation in the activities (Labib Abd Al Aziz (1998)). The study of Hassan Shehata and Amena Banger (2001) addressed the process of developing student activities by monitoring it.

Studies, in general pointed out the nature of student activities, their objectives, assured their importance and their diversification (German 2005), and indicated that student participation in them supports self-confidence. Results of these studies should be applied. The researcher revealed that there is no clear objectives for such activities and the lack planning.

This study is similar to those studies as it is interested in student activities, their importance and the necessity to activate them for the benefit of students, but it is different from them since those studies didn't submit a plan or strategy for development. This study aims to revealing the actual state of student activities and it submits planning indicators for developing student activities at Al Kuwait University .

In the context of the above mentioned, student activities managed by the student affairs at Al Kuwait University are considered an ideal environment for developing student's talents and capacities in artistic, literary and thoughtful aspects. It also help them in acquiring experiences and information which facilitate their daily life. These activities are active, diversified and well planned. The university is convinced that student activities are necessary for the educational process. The university support talented students of all colleges in cultural, social, literary, artistic, and sportive fields.

This study was aimed to make planning indicators for developing student activities at Al Kuwait University. In spite of all efforts made by the university to help students acquire skills and experiences to qualify them for work markets, these efforts will not achieve its goals. The researcher, being a faculty member at Al Kuwait University and supervisor of one of the student activities observed the weak participation of students in those activities, and this fact was the reason behind this study and the following questions:

- 1-What is the actual state of students activities at the colleges of Al Kuwait University?
- 2-What are the obstacles which face improving and developing student activities at the colleges of Kuwait universities?
- 3-What are the planning indicators for developing student's activities at the colleges of Al Kuwait University?

Third: objectives of the study:

This study aimed to:

- 1-Reveal the actual state of student activities at the colleges of Kuwait University.
- 2-Reveal the obstacles which hinder achieving the goals of student activities.
- 3-Recommend some planned indicators for developing student activities.

Fourth: Concepts of the study:

- 1- planning indicators :

An indicator is a quantitative scale to express the condition of social environment, Indicators are used to build a planned and balanced system for every setting (40). They are defined as quantitative scales for defining important social circumstances (2) some of these indicators recognizes an

event and others register people's opinions. Their expectations with something other. Other indicators observe, follow and evaluate the growth of a certain sector such as health and education. National, provincial and local indicators gather data for making decisions and policies for social objectives. Purpose indicators measure goals, results and means(13).

Planning indicators are used in this study as quantitative scales to express social, cultural, economic and learning dimensions which support students activities and help students achieve their goals by providing information systems, resources for guiding and helping decision makers;
From these indicators:

- *Social Indicators:* It shows the amount of efforts made in students activities to engage students in social services for the benefit of the local and university community.
- *Cultural Indicator:* It measures the amount of efforts made to help students conceive and understand the peculiarity of Kuwaitian culture, globalization, and other cultures
- *Learning Indicator:* It measures the amount of efforts made by student activities to provide information and open mindless towards the other
- *Economic Indicator:* It measures the resources provided by the university to support student activities

2- Modernization:

It is a gradual change from one phase to another. (1) it also means making intended changes in order to reach the desired goal, saving time and money. (5) The meaning of modernization as intended by the researcher is to do some changes and procedures in youth care sections of Kuwait University to modernize students activities to achieve desired goals.

3- Student Activities:

They are programs carried out, supervised and directed by the educational organizations covering all what is related to education and different activities relating to the educational process, student activities, social and practical dimensions (17). Student activities are diverse. Some programs take interest in social, scientific, environmental issues and sport competitions (6), some are interested in educational concerns and their relation with different activities. (23)

In Kuwait University the headquarters of student affairs takes interest in student activities such as cultural, scientific, social, artistic, and sportive activities. These activities are concerned with building and preparing the university youth and help them attain integrated and balanced personalities (19) through the care and guidance of trainers and social workers. The researcher defines student activities at Kuwait University as all the different activities provided by the university to help students achieve their goals, develop their capacities and potentials. These activities are well planned and supervised by specialists in order to achieve the requirements of development.

Fifth: Theoretical framework:

1-Objectives of student activities at the university:

Student activities realize several goals such as(8) :

- They provide information and ideas about public services, local organizations, and contribute to the youth of skills and group working for leaders and team member and the respect of those who participate in students activities.
- They seek to build students physically through exercises, scouting and other sports
- Educators and social workers aim at engaging students in fruitful activities which satisfy their hobbies and develop their skills
- Student activities help students to attain self-esteem, self-confidence and self-control (18) .

2- The importance of planning student activities:

Planning is very important in achieving the desired goals. Without planning work is meaningless and decisions will lose their results. Therefore planning must:

- avoid extemporization and making random decisions
- help deep thinking and enrich the ability to innovate
- help activities management to find solutions for problems, remove hindrances and setting priorities (16) .

3-Requirements for developing student activities at universities:

- One of the several recommendations of fifth meeting of Arab Gulf States, is considering random activities part of the educational process

and a requirement which needs to be researched and used for its advantage(4)

- Co-ordination is needed between universities regarding student activities and their planning and development.
- Activating the role of private sector in supporting student activities for the integration of efforts in the field of social service and youth development.
- Diversifying student activities to include interesting programs to satisfy the needs of students .
- Academic and educators should support and esteem students participation in activities .

Sixth: Methods and instruments of the study:

This study is qualitative and analytical study since it uses questionnaire, and it uses two instruments to reveal the actual condition of students activities at Kuwait university:

- 1- A questionnaire for student opinions regarding activities. This questionnaire is submitted to a set of arbitrators of the faculty of Kuwait, Helwan, and Cairo University to verify its validity and suitability for its purpose. It was supported by about 75%. Some of the items were amended according to the opinions of arbitrators. Its stability was measured by alpha contract coefficient at 0.81. The questionnaire included some questions related to the indicators according to Likert scale. Each item was given a weight according to the answers follows yes=3 to some extent=2, no=1. The statistic program SPSS was used in all statistical coefficient in the study (43).
- 2- Semi administrated meetings were held with supervisors of student activities at the headquarters of student affairs at the college and Kuwait University.

Seventh: Fields of the study:

Spatial Limits:

Some practical and theoretical colleges of Kuwait university.

Human limits:

- 1- Supervisors of student activities. They are twenty.
- 2- A sample of students who participates in student activities.

Terms of choosing colleges of the study:

- Regular participation in student activities.
- Colleges who attained the first three positions in student activities in the last 3 years. They are educational colleges, medicine, engineering, and social sciences faculties.

Terms of choosing the sample of students:

The sample number (males and females) was 1448 according to formal data for the year 2013-2014

. During the field study the researcher was faced was difficulties such as:

- Some students refused to register in the research.
- The irregular presence of students at the presidency of activity.
- Several forms were not completed and were excluded so the number of sample became (405) of both genders distributed as follows :

Table(1) shows the distribution of study sample according to faculties N=405

Faculty	Sample	Percentage
Education	184	45
Social Sciences	63	16
Engineering	127	31
Medicine	31	8
Total	405	100

Education Faculty (45%), Engineering Faculty (31%), Social Science Faculty (16%), Medicine Faculty (8%)

Characteristics of the sample:

Table (2) shows the distribution of study sample

according to gender N=405

Gender	Repetition	Percentage
Male	162	40
Female	243	60
Total	405	100

Results of the study show table (2) that the ratio of females was 60% compared with males ratio 40% Females were more interested than boys in activities especially in cultural and artistic activities .

Table (3) shows the distribution of study sample

according to age N=405

Age	Repetition	Percentage
From 19 to 21	194	48
From 22 to 24	158	39
25 and more	53	13
Total	405	100
Average	21.25	

Table (3) shows that 48% of the sample number was between 19 – 21 years old, and 39% of the sample were between 22-24 years old, 13% of the sample were 25 years old and above. The median was 21.35 years

Table (4) shows the distribution of study sample according to Student activity N=405

Activity	Repetition	Percentage
Social	142	35
Sportive	129	32
Artistic	84	21
Cultural	50	12
Total	405	100

Table (4) shows that the social activity is the most accepted by students 35% for its suitability for both genders, and includes general interesting programs, and it doesn't need a lot of leisure. 32% of the students participated in sports activities because they prefer it over artistic activities which came 2nd with 21% and cultural finally activities 12%.

Eighth: Results of the study:***Results of questionnaire with the students:*****Answers of the first question:**

1. *What is the actual state of student activities at the colleges of Kuwait University?*

Table (5) Shows the actual state of student activities in the light of social indicator N=405

Statements	Responses						%	Ave-	R
	Yes		Maybe		No				
	K	%	K	%	K	%			
Student activities contribute to serve Kuwaiti environment	173	42.7	165	40.7	67	16.5	0.75	2.26	6
The effectiveness of student activities extends out of the borders of the college	151	37.3	163	40.3	91	22.5	0.72	2.15	8
Student activities communicate with local organizations	161	39.7	169	41.7	75	18.5	0.74	2.21	7
Activities help in planting the meaning of sharing in college students	241	59.5	123	30.4	41	10.1	0.83	2.49	5
Activities strengthen the social relationships between college students	287	70.7	92	22.7	26	6.4	0.88	2.64	1
Activities develop the spirit of group work for activity members	271	66.9	109	26.9	25	6.2	0.87	2.61	2
Student's parents encourage student activities	145	35.8	210	51.8	50	12.3	0.74	2.23	7
Student activities contribute to integrate students in the society	235	58.0	143	35.3	27	7.6	0.84	2.51	4
Activities plant the meaning of voluntary work in society	242	59.7	140	34.6	23	5.7	0.85	2.54	3
Activities satisfy the social needs of students	232	57.3	143	35.3	30	7.41	0.83	2.50	5
Total	2138	-	1457	-	455	-	0.81	24.1	

Results of the study revealed, as mentioned in table (5) that students agree on the importance of activities and that they contribute to strengthen social relationships, sharing and encouraging group voluntary work, and it leads to acquiring leadership, shouldering responsibility, facing the challenges of the information resolution, prevent these deserved social values are obtained through student activities Individualization and isolation (sample average opinion lies between 2.49 to 2.64). This study agrees with the study of Mohamed Abdu (2005) (28).

that their educational duties and the disagreement of parents to let their Activities failed to extend to the external environment (sample average opinion lies between 2.15 to 2.21) , and to the local society and its organizations due to several difficulties such as student engagement in Sons /Daughters participate in activities because they think activities will impede their success (average=2.23). Results indicate that achieving the social indicator was lower than the usual level .Over all the mean is (24.16)

The answers indicate the importance of activities which support the social indicator, since it is satisfying the student needs for esteem, and belonging to a team and developing its values and its human right (29).

Table 6 describes the actual state of student activities in the light of
learning indicator N = 405

Statements	Responses						%	Ave-	Rank
	yes		Maybe		No				
	K	%	K	%	K	%			
Student activities reveal students talents	234	57.78	142	35.06	29	7.16	0.84	2.51	3
Activities provide opportunities for students to communicate with their teachers and benefit from them	232	57.28	138	34.07	35	8.6	0.83	2.49	4
Student activities help student attain communication skills	267	65.93	107	26.42	31	7.6	0.86	2.58	2
Activities facilitate the use of modern electronic equipment	190	46.91	180	44.44	35	8.6	0.79	2.38	7
Provides a knowledge integration between syllabus and activities	137	33.83	203	50.12	65	16.1	0.73	2.18	8
It qualifies students to respond to local and global matters	188	46.42	180	44.44	37	9.1	0.79	2.37	7
Contribute to develop knowledge base for the student	204	50.37	168	41.48	33	8.2	0.81	2.42	5
Provides opportunities for students to communicate with their colleagues	274	67.65	113	27.90	18	4.4	0.88	2.63	1
Helps the student to acquire skill and experience	221	54.57	165	40.74	19	4.7	0.83	2.50	4
Provides students with information about modern technology	202	49.88	160	39.51	43	10.6	0.80	2.39	6
Total	2149	-	1556	-	345	-	0.82	24.45	

Table (6) shows in regard to student activities according to the learning indicator that the agreement of students was with weighted mean (2.18 – 2.63) answers also add that activities develop the learning basis of students and help the, respond to the local and the international matters. (2.42) answers also indicate that the learning integration between curriculum and activities is low. Its median is (2.18) this may be due to the lack of integrated planning between curriculum and activities.

Table (7) describes the actual state of student activities in light of cultural indicators N=405

Statements	Responses						%	Ave-	R
	Yes		Maybe		No				
	k	%	k	%	K	%			
Create positive attitudes in student behavior	269	66.4	121	29.9	15	3.70	0.88	2.63	1
Activities are planned according to cultural views	132	32.6	223	55.1	50	12.35	0.73	2.20	9
Balance between Kuwaiti culture and globalization	176	43.5	185	45.7	44	10.86	0.78	2.33	6
Activities plans are connected to all faculties	163	40.3	184	45.4	58	14.32	0.75	2.26	8
Activities include, social, cultural, and sportive aspects	224	55.3	144	35.5	37	9.14	0.82	2.46	4
Develop student capacities through practice	236	58.3	147	36.3	22	5.43	0.84	2.53	3
Some traditions and customs prevent participation	181	44.7	171	42.2	53	13.09	0.77	2.32	7
Parents do not encourage their children to participate	141	34.8	199	49.1	65	16.05	0.73	2.19	9
Activities support group work and discard individualism	218	53.8	147	36.3	40	9.88	0.81	2.44	5
Activities represent social values	251	61.9	122	30.1	32	7.90	0.85	2.54	2
Total	1991	-	1643	-	416	-	0.80	23.89	

Table (7) shows that students agree with the cultural indicator and their agreement has a weighted mean of about (2.19 – 2.63) the second was the morals and the social responsibilities (2.54). Diversification of activities was last in last in the order after cultural, social, and sportive activities with as weighted mean (2.46) , The fifth in this order group work and rejecting individualism with a weighted mean (2.44). Students answers pointed out the reason why activities failed to achieve their goals. The reason is the social traditions which prevent females from participating in activities. This is in accordance with the study of Mohamed Bahaa El Deen (2007) that the Arabs are interested primarily in the academic success of their children (24) .

Table (8) describes the actual state of student activities in light of
economic indicator N=405

Statements	Responses						%	Ave-	R
	Yes		Maybe		No				
	K	%	K	%	K	%			
Society supports student activities morally and materially	161	39.75	175	43.21	69	17.04	902	0.74	2.23
The university allocates budgets for the plans	134	33.09	194	47.9	77	19.01	867	0.71	2.14
The university provides modern technologies	145	35.8	183	45.19	77	19.01	878	0.72	2.17
Resources available for activities are good and efficient	128	31.6	208	51.36	69	17.04	869	0.72	2.15
The university establishes places and halls for exercising	128	31.6	170	41.98	107	26.42	831	0.68	2.05
Student who participate in activities are rewarded morally and materially	118	29.14	185	45.68	102	25.19	826	0.68	2.04
Activities suit the needs of work market	121	29.88	225	55.56	59	14.57	872	0.72	2.15
Activities help the student in choosing his future work	187	46.17	170	41.98	48	11.85	949	0.78	2.34
Activities support the values of respecting work	226	55.8	151	37.28	28	6.91	1008	0.83	2.49
The economic side is considered when planning programs	180	44.44	163	40.25	62	15.31	928	0.76	2.29
Total	1528	-	1824	-	698	-	8930	0.73	22.05

Table (8) shows the agreement of students regarding the respect of work with a weighted mean (2.49). Those activities help students in choosing their future career came 2nd in order with weighted mean (2.17). Results assure the weakness of student activities in light of the economic indicator since the total average mean is (22.05).

Second: Answers of the second question:

2-What are the obstacles which face improving and developing activities at the colleges of Kuwait University?

A- Obstacles related to the management of activities>

Table (9) Shows the obstacles that hinder developing and improving student activities at Kuwait University N= 405

M	Obstacles	K	%
	<i>A-Obstacles related to the management of activities</i>		
1	Small financial support and resources allocated for activities	83	20
2	Timings of activities don't suit the learning timings	77	19
3	Lack of publicity and advertisement which attract students	48	12
4	The available equipment for practice are old, very poor and needs development	74	18
5	Playgrounds are far from colleges and they are difficult to reach	25	6
6	Artistic support is low and there is no clear plan for it	65	16
7	No obstacles	15	4
	<i>Obstacles related to student activities supervisors</i>		
1	Routine activities/certain activities are forced	66	16
2	Some supervisors side with certain students	47	12
3	Some supervisors has low professional level in addition to lack of experience and skills	85	21
4	There are no trainers for exercise qualification	35	9
5	A lot of managerial duties and some supervise more than one activity added to small numbers	75	19
6	Some supervisors aren't convinced	33	8
7	Throwing all the responsibility on a small number of students without instructions	49	12
8	Some activities are given higher priorities than others	20	5
9	No obstacles	7	2

<i>Obstacles related to students participating in activities</i>			
1	Lack of cooperation between the different division of colleges to set a plan for student activities	26	6
2	Habits and traditions prevent students from participation	96	24
3	Lack of both financial and objective support for unique students	67	17
4	Sense of shame prevents some students from participation	58	14
5	Students do not have the time for activities due to the learning load they have	134	33
6	Some students aren't convinced with participation because there is no attraction or stimulation	89	22
7	Weakness of communication channels between supervisors which leads to a lack in following up	78	19
8	No obstacles	37	9

Table (9) shows that the reason for the managerial obstacles is the lack of monetary support for activities, this has a negative effect on activities and their programs (20%).

- Practice time of activities isn't suitable for learning times by (19%) and the poor equipment for practice (18%)
- Poor support for artistic activities and the lack of a plan activities (16%)
- Lack of publicity which stimulates students and encourage them to participate(12%).

B- Obstacles relating to the supervisors of activity.

Results show that some supervisors lack the professional level required for their jobs, and they lack skill (21%) this result agrees with the study of Yossri Sa'eed (2002) which indicates that some supervisors are not qualified for their jobs (35).

- Plenty of managerial duties and supervisors more than one activity and the small number of supervisors and favoritism of the part of some supervisors.(16%) The results of the study of Abd El Aziz Deeig 2002

assures that the laziness of supervisors in interacting with the students affects the students ability to participate in the activities(14) .

- Lack of specialized trainers and experience (9%)

C- Obstacles relating to the students participating in activities:

Results show that(33%) of the students have no time for activities, and the find it difficult to equalize between their learning duties and activities. This is in agreement with the study of Mohamed Bahaa El Deen (2007) that the week participation of students in activities is due to their engagement in learning duties. (25)

Custom and Tradition prevent students from participating especially females (24%) also students aren't interested in activities because they lack stimulation and they cause boredom (14%) and the smallness of incentives (17%) and females sense of shyness (14%) prevents them from participating.

Managerial Suggestions:

Table (10) Shows the suggestions of the students in developing Student activities N=405

M	Suggestion	K	%
	A- <u>Technical and managerial suggestions:</u>		
1	Renewal of buildings and developing halls and equipment	220	54
2	Increasing financial allocations for planning and exercising activities	88	22
3	Encouragement of students to participate by all means	70	17
4	Providing managerial and technical trainer for leading the activity	59	11
5	Playgrounds should be inside colleges not far away	53	10
	B- <u>Suggestions related to students :</u>		
1	Organizing learning time tables in a way that allows practice	160	40
2	.Increasing of incentives and rewards for distinguished students	110	27
3	Developing students awareness of the importance of the activities	62	15
4	Giving students the opportunity to express their needs	48	11
5	Discipline of activity member in attending meetings	25	6

Table (10) shows that students take interest in the modernization of equipment and tools(54%). Some students want to increase the allocations for activities (22%) , also from the important suggestion was adding to the variety of long and short lasting plans which puts the frame to satisfying the students needs and wants (11%). Students also pointed to the importance of development and modernization of activities because the activities became no longer interesting (10%)

Students Suggestions:

A sample of students (40%) requests the equalization between training duties and activities. This needs planning , starting times for learning and times for activities also students need the increase of incentives for distinguished student and encouragement(27%) . Some students (11%) said that they wish to express their need for encouragement and expressing their opinions regarding the different activities, through their unions and societies (20).

*Results of semi administrated meetings with the supervisors of activities:

Table(11) Shows the characteristics of the sample of executive and supervisors of student activities N=20

M	Gender	K	%
1	Male	9	45
2	Female	11	55
M	Job	K	%
1	Cultural and artistic supervisor	8	40
2	Social/managerial supervisor	7	35
3	Sport supervisor	5	25
M	Qualifications	K	%
1	(University graduate (social service – social science	10	50
2	University graduate(physical education – business (administration	10	50
M	Experience	K	%
1	Less than 5 years	6	30
2	Less than 10 years	2	10
3	Less than 15 years	3	15
4	15 years and more	9	45
M	No. of courses	K	%
1	Less than 5 courses	3	15
2	From 5-10 courses	7	35
3	10 courses or more	10	50
Total		20	100

Regarding the formal data:

Table (11) shows that (55%) of the sample of the supervisors are females and (45%) are males, this ratio indicates the need for more supervisors for activities. This table also shows that (40%) of the sample supervise the artistic, cultural activities, and (35%) manage social, financial and managerial works of the activities. Table (11) also shows that (50%) of supervisors are university graduates and they are well qualified for their jobs and that most of them have more than (5) training courses. This is evidence that the university pays a lot of attention to student activities.

Regarding carrying out the student activities: Supervisors point of view.

Table (12)

The opinions of activities supervisors about the actual state of student activities N=20

M	Statements	K	%	R
1	Plans of activities are executed according to the policy of the university	14	70	1
2	The budget covers all activities in a balanced way	4	25	7
3	Equipment and establishments provided for activities are suitable	6	30	6
4	The number of supervisors is proportional to the number of students	8	40	4
5	Activity supervisors co-operate with students in executing activities	13	65	2
6	The university always supports the activity budget	7	35	5
7	The faculty members participate in supporting student activities	4	20	8
8	Supervisors are distributed according to their specialization to different activities	9	45	3

Table (12) shows that the activity plan is carried out subject to the policy of the university (70%). Supervisors co-operate with students in the carry out of the plan even when the allotments aren't enough to carry out their duties and they are under great pressure (65%). The lack of executive power and the smallness of activity budget negatively affect the efficiency of activities and weaken its use(40%). This result agrees with the study of Hoda Abd Al Latif (1992) which calls for the increase of financial support for activities (34). Most of the sample subjects assure that equipment and tools are old and aren't suitable for practice, also establishments provided for activities are not suitable for activities (30%)

Table (13)

Shows the obstacle facing the development of student activities
N=20

M	Obstacles	K	%
	<i>Managerial Obstacles</i>		
1	Small budgets allocated for student activities	18	90
2	Those who set the activity plans lack skill and experience	7	35
3	There is no integrated plan for all the activities all the year round	5	25
4	Managerial bureaucracy and a lot of procedures	10	50
	<i>Obstacles relating to students</i>		
1	Students do not find the time for activity , they are loaded with learning duties	17	85
2	Some students are not convinced with participating due to the lack of attraction and stimulation beside the sense of shame	7	65
3	The role of activity management lacks the activity needed for supporting students	5	25
4	Some professors treat the participating students badly	11	55
	<i>Obstacles relating to supervisors</i>		
1	A lot of managerial duties, some supervise more than one activity	14	80
2	The name of supervisors is not proportional to the number of students	12	60
3	Small incentives and rewards allocated to supervisors	8	40
4	Supervisors are not suitably authorized	5	25
5	Poor professional level of some supervisors	3	15

Table (13) shows that Obstacles which face supervisors of students:

A- Obstacles relating to management:

Most of the supervisors(90%) indicated that the most difficult obstacles which face them is the insufficiency of budgets and managerial bureaucracy and a lot of procedures (50%) planning and setting programs reveal a lack of skills and experience (35%). These results are in accordance with the results of Mostafa Al Fiky (2008), that managerial and artistic obstacles hinder the improvement of activities.(31)

B- Obstacles relating to students:

Results show that (85%) most supervisors agree on the imbalance between learning duties and times of practicing activities. Some

supervisors said that play grounds are far from each other, and this fact represents another obstacle.

C- Obstacles relating to supervisors of activities:

Results pointed out that supervisors (80%) suffer from being overloaded with heavy duties, in addition to small incentives and lack of esteem. This result agree with the study of Yousry Sa'eed (2002) that some of the reasons of inefficiency of activities is the smallness of incentives.(35)

Table(14)

Shows the most important suggestions about developing student activities
N=20

M	Suggestions	K	%
	<i>Suggestions relating to management</i>		
1	Increasing the financial support for activities	18	90
2	Providing places and equipment for practice	15	75
3	Providing managerial and technical people for setting the plans for activities and developing	12	60
4	Making programs and activities which suit the needs of the age	9	45
5	The rule must state giving distinguished student some prestige	7	35
	<i>Suggestions relating to students</i>		
1	Encouraging participating students by giving them rewards	20	100
2	Developing students awareness of the importance of activity	13	65
3	Learning time tables should be organized to allow for practice	11	55
4	Attention should be paid to the talents of students and giving them the opportunity to invent	8	40
	<i>Suggestions relating to supervisors</i>		
1	Supervisors should qualified to use modern equipment during training courses	15	75
2	Increasing the number of qualified and experienced supervisors	9	45
3	Attention must be paid to the needs of students during practice	6	30
4	Developing the style of treatment with students	8	40

Table (14) mentions some suggestions that may improve student activities

- Suggestions related to management: Most of supervisors (90%) support request for increasing the allotment and incentives, also the need for

equipped halls, playgrounds (75%) programs which stimulate students and encourage them to participate(45%)

- Suggestions related to students: Results point out the need of distinguished students for esteem and publicity
- Suggestions related to activity supervisors: The need of training supervisors and helping them in acquiring information technology(75%) and also increasing the number of supervisors (45%).

Ninth: Planning indicators to modernize student activities of Kuwait University

Regarding the answers of the third question :

3- What are the planning indicators for modernizing student activities at the colleges of Kuwait University?

- The researcher through her study assumed the need for setting planning indicators as a contribution to rearticulate the structure of student activities so that they are fully understood and well-practiced.
- Bases of the proposed planning indicators:
- Theoretical framework and its relation with planning and student activities, and the results of previous studies and of this study and the opinion of students about the actual state of student activities and their relation to social, learning, cultural and economic indicators revealed short comings in satisfying student needs.

These proposed aim at facing and lessening the obstacles that hinder practicing student activities at Kuwait University. From the perspective of the researcher developing student activities begins with setting a general policy where from a set of programs emerge by the following:

- 1- Defining the general policy of developing student activities:
The definition of the general policy is very important for defining the suitable direction for a successful planning and procedures and budgets since it represents the guide to the policy, plans and rules. This needs a control unit for planning and collecting data and information needed for setting plans and executing the
- 2- Preparing the plan and executing it: After defining the general policy for development and setting its objectives, then programs and projects are defined, and according to theses the plan is set. Students and supervisors cooperate to execute the plan.

The importance of the plan originates from directing the attention and efforts towards the objectives and their execution. The development of student activities must depend on sound and clean rules in order that efforts development may succeed. The researcher suggested that there are a set of bases for planning development:-

- The plan must depend on educational principals
- Stages of programs must be definite
- Each part of activity must depend on a plan emerging from the general plan
- Programs must suit students level and satisfy their wishes.
- Financial and human resources must be defined and also executors roles.
- The plan should be executed according to timed programs suitable for work and oriented to the objectives.
- Observance of students participation in setting plans and their training
- Choosing activities must depend on sound educationally and psychologically bases and activities drivers
- The plan must include factors of stimulation such as publicity, trips and parties. There are different stages that planning of activities go through:

Preparation stage:

This stage include the evolution of the previous plans, their failure or success, the diagnosis of the actual situation and the factors affecting it, and studying the actual situation of activities and the requirements needed for their development. The stage also requires data collection about the number of students, knowing their wishes and attitudes, and knowing the potentials of materials and human resources available at the presidency of student's affairs. Funding is the basis for any student activity. Budget of student activities must be studied carefully to cover all the expanses needed.

The stage of setting ad affirming the plan:

In this stage programs of activities are define. This stage requires determining the basis of each activity and setting a time and detailed program for development and determining the structural changes of the plan and the probabilities execution and facing them. At the end of this stage the plan is submitted to the presidency of student affairs for affirmation

The execution stage:

It means transferring the plan into executable programs.

This stage require:-

- Continuous following executing plans and evaluating what is done according to the time limit.
- Taking fast procedures to solve problems and removing obstacles and amending what needs amendment ,

The follow up and recertification stage.

In this stage the planning process is completed including the continuous follow up and evaluation to ensure the sound execution of the plan.

The requirements for achieving the objectives of the plan

- 1- Efforts of the presidency of student affairs should be directed towards improving the participation level of students in all activities by increasing the awareness of students about the importance of activities
- 2- Emphasizing student activities in all colleges of the university so that new students might know the activities and training times.
- 3- Attention should be paid to the factors stimulating students, introducing them to participate, and encourage them through publicity, incentives and rewards
- 4- To take advantage of distinguished students as leaders in activity programs and to induce new students to give support to students and supervisors.

**Technicalities of developing student activities:*

1- Social Indicator:

- Make a communication not between all supervisors of student activities and students who participate in it so they can integrate wherefrom planning execute and follow up
- The implication of students so that they express their opinion and they feel esteemed.
- Forming a committee in each college to follow student activities to know how students benefit from activities and if there is any obstacle hindering their courses
- Forming a subsidiary committee of students who participated of students who participated in activities and supervisors to undertake the responsibility of publicity and advertisements.

2- *Knowledge Indicator:*

- Encouraging students to suggest other activities suitable to the age and linking all the activities to each other.
- Making exams for passing each activity and choosing the talents of students and developing them
- Forming database for each activity and the distinguished students in that activity, and linking each other database to others on the control internet at the university.

3- *Cultural Indicator:*

- The student is free to choose the activity suitable activity to him through the information published about activities
- Encouraging girls to participate in activities especially cultural activities
- Sending acquaintance cards to the parents of students to attend commercials and workshops
- Organizing sport competitions between faculties and rewarding winners

4- *Economic Indicator:*

- Increasing activity funds and rewarding distinguished students
- Authorizing supervisors to spend money needed for executing activities to achieve their goals
- Providing the well trained people for the management of activities
- The allocation of suitable funds for the provision of suitable buildings for practice.

5- *Managerial and artistic indicator:*

- To seek the assistance of specialists and experts of student affairs to put a general policy for the practice of activities around the learning year
- Supervisors of student activities work on linking the fields of student activities with the environment surrounding the university and how manifest the concepts of positive citizenship throughout those activities especially social activities.
- Assignment of specialist in the field of student activities, especially in social, psychological, and artistic fields so that the outcome would be favorable. Moreover it is a must to assign a technical supervisor to take care of technical activities, and mitigate the loads shouldered by the present supervisor.

- Developing the performance of supervisors at the faculties of Kuwait via conducting workshops to activate the student activities and increasing the training courses for supervisors.
- Assisting the supervisors of student activities in being informed of all that is new in social service and in the field of student care in scientific studies and researches to enlighten them on the importance of their role and to enrich their activities to increase their skills.
- Assigning time for practice and providing the opportunity for student to participate in activities during the learning day.

References :-

- 1- إبراهيم مصطفى وآخرون: المعجم الوسيط ، اسطنبول ، المكتبة الإسلامية للطباعة والنشر والتوزيع ، ط (2) ، 1985، 569 .
2. أحمد شفيق السكري: المدخل في تخطيط الخدمات وتنمية المجتمعات الحضرية والريفية ، الإسكندرية ، دار المعرفة الجامعية ، 2000م، ص 55 .
3. حسن شحاتة وأمنة بنجر : تطوير النشاط الطلابي في كليات التربية للبنات لإثراء البيئة التربوية التعليمية ، بحث مقدم (في) اللقاء الثانوي التاسع للجمعية السعودية للعلوم التربوية والنفسية بجامعة الملك سعود ، الرياض ، 2001
4. حسن شحاتة وأمنة بنجر : مرجع سابق ذكره ، ص 353 .
5. حلمي أحمد الوكيل : تطوير المناهج ، القاهرة ، مكتبة الأنجلو المصرية ، 1982 ، ص 13
6. حمد بن حمود بن سلمان الغامزي: دور الأنشطة الطلابية في تنمية شخصية الطالب في مؤسسات التعليم العالي ، ورقة عمل مقدمة في المؤتمر الأول (الأنشطة الطلابية محور الارتكاز في المجتمع الأكاديمي) ، جامعة نزوى في الفترة من 19 - 20/4/2009 .
7. خالد بن صالح مرزم : العوامل المؤدية إلى ضعف مشاركة الطلاب في الأنشطة الطلابية ووسائل التغلب عليها من وجهة نظر الطلاب بجامعة الملك سعود ، بحث منشور (في) مجلة رسالة الخليج العربي ، العدد (94) ، 2005 ، ص ص 97 - 113 .
8. خالد بن صالح مرزم : مرجع سابق ذكره .ص ص 11-12.
9. خالد عون العنزي ، نايل أخرس : مشاركة طلاب كليات المعلمين في الأنشطة بين الإقبال والعزوف ، ورقة عمل مقدمة (في) الحلقة النقاشية عن النشاط الطلابي المقامة على هامش لقاء عمداء شئون الطلاب بالجامعات ومؤسسات التعليم العالي بدول مجلس التعاون لدول الخليج العربية جامعة الملك سعود ، الرياض ، 2003.
10. سعد إبراهيم العلي : بعض العوامل المؤثرة على مدى مشاركة طلاب الجامعة في الأنشطة الطلابية - دراسة وصفية تحليلية ، رسالة ماجستير (غير منشورة) ، كلية التربية، جامعة الملك سعود ، 1998.
- 11.سهام على القبندي :-الدور الوقائي للمؤسسات الرياضية في حماية اللاعبين من خطر تعاطى المنشطات و المخدرات ، بحث منشور ، المؤتمر الدولي الرابع " الرياضة في مواجهة الجريمة " نوفمبر 2013 م، دبي ، ص 6
- 12.صفاء محمد على أحمد : الأنشطة الطلابية ودورها في تنمية الوعي السياسي لدى طلاب الجامعة دراسة ميدانية ، رسالة ماجستير (غير منشورة) ، كلية البنات، جامعة عين شمس ، 2005
- 13.طلعت مصطفى السروجي ورياض أمين حمزاوي: اساسيات الرعاية الاجتماعية والحاجات الإنسانية ، الإمارات العربية المتحدة ، دار القلم العربي ، 1998م ، ص ص 128 ، 120 .
14. عبد العزيز دعيح الدعيح: أسباب عزوف طلبة جامعة الكويت عن الاشتراك في الأنشطة الطلابية ، بحث منشور (في) المجلة التربوية ، جامعة الكويت ، ع (64) ، 2002 .
15. عبد الله بن مبارك العصاب : تقويم النشاط الرياضي بكلية التربية الأساسية بدولة الكويت ، رسالة ماجستير (غير منشورة) ، كلية التربية الرياضية ، جامعة حلوان ، 1998
16. عصام توفيق قمر ، رجاء محمود عثمان : النشاط الطلابي " أسس نظرية - تجارب عالمية - تطبيقات عملية " ، الأردن ، دار الفكر ، 2009، ص ص 208-209.

17. علي راشد،: الجامعة والتدريس الجامعي، دار الشروق ، جدة ، 1408 هـ. ، ص 284-285
18. على راشد : مرجع سابق ، ص 274-276.
19. عمادة شؤون الطلبة - جامعة الكويت: فعاليات وانجازات إدارة الأنشطة الثقافية والفنية للعام الدراسي 2013/2014 .
20. فايز مراد مينا: الأنشطة الجامعية في مجتمع المعرفة ، ورقة عمل (في) المؤتمر القومي الحادي عشر " التعليم الجامعي العربي: آفاق الإصلاح والتطوير ، مركز تطوير التعليم الجامعي ، جامعة عين شمس ، 2004 ، ص 353.
21. كاشف زايد و آخرون: اتجاهات الطلبة بجامعة السلطان قابوس نحو النشاط الرياضي وعلاقتها ببعض المتغيرات ، سلسلة الدراسات النفسية التربوية ، سلسلة عملية متخصصة محكمة، تصدر عن كلية التربية جامعة السلطان قابوس ، 2004 ، ص 51 .
22. لبيب عبد العزيز لبيب متولي: دراسة تحليلية للمشكلات التي تواجه ممارسة الأنشطة الطلابية بجامعة حلوان ، رسالة ماجستير (غير منشورة) ، كلية التربية ، جامعة حلوان ، 1998.
23. محمد الجاويش : الأساس في الأنشطة التربوية ، الإسكندرية ، المؤسسة الدولية للنشر ، 2008 ، ص 28 .
24. محمد بهاء الدين متولي: آليات تفعيل مشاركة الشباب الجامعي في الأنشطة الطلابية ، بحث منشور (في) المؤتمر العلمي العشرون ، كلية الخدمة الاجتماعية ، جامعة حلوان ، 2007 ، ص ص 37 : 59 .
25. محمد بهاء الدين متولي: مرجع سابق ذكره
26. محمد سليمان الصبيحي: النشاط الطلابي في الجامعات السعودية الواقع والمأمول ، ورقة عمل مقدمة (في) اللقاء السنوي التاسع للجمعية السعودية للعلوم التربوية والنفسية بجامعة الملك سعود "النشاط الطلابي ودوره في العملية التربوية والتعليمية " الرياض ، 2002 .
27. محمد سليمان الصبيحي: مرجع سابق ذكره ، ص ص 77-78 .
28. محمود عبده أحمد : دور الأنشطة الطلابية في إكساب قيم المشاركة لدى طلاب جامعة الأزهر ، رسالة ماجستير (غير منشورة) ، كلية التربية ، جامعة الأزهر ، 2005 .
29. محمود عودة: الطلاب والمشاركة الشعبية في التنمية المحلية ، الأعمال التمهيدية ، المعهد القومي للتخطيط القاهرة ، مايو ، 2002م
30. مصطفى الجبالي وآخرون: اتجاهات طلبة جامعة السلطان قابوس نحو النشاط الرياضي وعلاقتها ببعض المتغيرات، بحث منشور (في) سلسلة الدراسات النفسية والتربوية ، كلية التربية ، جامعة السلطان قابوس، المجلد (8) ، 2004 ، ص ص 112 – 154 .
31. مصطفى محمد الفقى: تقييم الأداء المهني للأخصائي الاجتماعي في رعاية الشباب الجامعي في ضوء المتغيرات المجتمعية والمهنية المعاصرة ، بحث منشور (في) مجلة القاهرة للخدمة الاجتماعية ، ع (19) ، ج (2) يصدرها المعهد العالي للخدمة الاجتماعية بالقاهرة ، 2004
32. منصور عبد العزيز الحمدون (2010) : الدور الوقائي والتنموي للمؤسسات الرياضية والتربوية لأفراد المجتمع في ظل العولمة، بحث منشور (في) مجلة جامعة دمشق، الاردن ، مج (26) ، ع (3) ، ص ص 631-654
33. نشرة دورية لجامعة الكويت عن عمادة شؤون الطلبة، ادارة الأنشطة الثقافية والفنية 2014/12/4

34. هدى محمود عبد اللطيف: دور جهاز رعاية الشباب بالجامعة فى تحقيق أهداف النشاط الاجتماعى، رسالة ماجستير (غير منشورة) ، كلية الخدمة الاجتماعية، جامعة القاهرة ، 1992.
35. يسرى سعيد : تصور مقترح من منظور طريقة العمل مع الجماعات لمواجهة معوقات مشاركة الشباب الجامعى فى الأنشطة الطلابية ، بحث منشور (فى) مجلة دراسات فى الخدمة الاجتماعية والعلوم الإنسانية، ع (13) ، كلية الخدمة الاجتماعية ، جامعة حلوان ، 2002 ، ص ص 97 -123.
36. يوسف عبد الله البلوشى: المشكلات الإدارية للأنشطة الطلابية بجامعة السلطان قابوس ، رسالة ماجستير (غير منشورة) ، جامعة السلطان قابوس ، كلية التربية ، مسقط ، 2003.
37. German, Rachel. E : Curricular Involvement Characteristics of Bowling Green Staff University Honors Students. U. S. A. 2005.
38. Liu, William : Perception of Co - Curricular Involvement and Counseling Use Among Incoming Asian and Pacific and Latino American College Student's, 1996, PP. 333 – 374.
39. Pascarella and Other: Influences on Students internal locus of attribution for academic success in the first year of college. Journal of Research in Higher Education, V. 37, N. 6, Mar 1996.
40. Robert Barker: Social work dictionary, the 2 edition, (NASW) , Washington, D.C. NASW press , 1997, p. 219 .
41. Silliker, Alan; Quirk, Jeffrey. The Effect of Extracurricular Activity Participation on the Academic Performance of Male and Female High School Student, Journal of School – Counselor; v44,n4,Mar 1997.
42. Shaunette, Richard & Aries , Elizabeth : The Division 111 Student Academic Performance, Campus Involvement and Grows, Journal of College Student Development, Vol (40), No (3), May , 1999, PP. 47 – 55 .
43. <http://www.ejtemay.com/showthread>