



Faculty of Education

**The Role of Students' Activities in Developing some Life Skills among the
Students at Fayoum University**

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Summary of the Study

Introduction

The world has recently witnessed many changes, including cultural changes, global health crises and the knowledge explosion. This is in addition to the fourth industrial revolution embodied in the complete digitization of political, economic and social events, which carries with it changes in the way individuals relate to each other as well as the world as a whole. These changes, among others, have deeply affected human societies and imposed new roles on education systems in general and higher education in particular. It has become necessary for universities to take care of preparing students to face these urgent challenges and to integrate into contemporary life by providing them with life skills that help them adapt to these changing conditions.

Life skills are necessary to prepare the individual for the life of today and tomorrow. They help the individual to manage his life, to adapt to himself, to coexist with the changes that occur with the requirements of life, and to make him able to assume social responsibility, to solve the problems facing him, to meet the challenges posed by the era in which he lives, and to achieve his self-confidence and helps him to act effectively in various situations and social interaction. This is in addition to the use of methods of effective communication with others, and positive interaction with life in general.

There are many life skills, and they are not related to a specific stage, they are related to individuals in all stages of their development and in all aspects of their lives. For example, the skills of self-recognition and how the individual manages his life, communication skills that help the individual to interact with others and control his emotions with them, and skills of preserving health, skills of dealing with the physical and social environment surrounding the individual, friendship skills and other skills whose meaning life cannot be achieved without the community members arming them.

Hence, life skills are considered one of the most important factors for the success of students in their practical and scientific lives, as the lack of these skills is considered one of the most important problems that they may face upon their graduation, due to the failure of many students in their personal and functional lives due to the absence of some of these skills. Thus, the lack of interest in life skills has an impact on obstructing the process of advancing societies.

This prompted the interest in student activities, being closer to the practical nature similar to daily life, in order to provide university students with life skills that help them adapt to life and its experiences and experiences, instill in them the spirit of the group and train them in collective leadership, consultation, the spirit of group cooperation and mutual understanding. This is in addition to supporting their personalities and developing their culture for the challenges they face, the responsibilities they bear, as well as helping them to appreciate the value of that effort and teamwork. Moreover, the activities help to develop many aspects that the time allotted for education in lecture halls does not have enough time to develop, especially those aspects related to the development of life skills.

Problem of the Study:

It is culminated in the reluctance of many university students to participate in student activities and their confinement to a few numbers. It is due to the limited activities and their lack of sufficient diversity to attract and satisfy the tendencies and desires of all students, in addition to the presence of a clear lack of life skills that may help them adapt to the changes facing society. The scientific and technological progress witnessed requires the availability of an acceptable level of life skills that enable the individual to coexist and adapt to those requirements to meet his life needs.

The problem of the study is summarized in the following main question:

What is the role of student activities in developing some life skills among Fayoum University students?

Several sub-questions branch out from this question:

1- What is the conceptual framework for life skills?

- 2- What are the features, philosophy, goals, and fields of student activities?
- 3- What is the reality of Fayoum University students practicing student activities that support life skills?
- 4- What are the mechanisms for activating (a proposed perception) the role of student activities in developing life skills among Fayoum University students?

Objectives of the Study:

- 1- Defining the concept of life skills, their classification, characteristics and the factors affecting their development.
- 2- Determining the concept of student activities, their objectives, importance and nature.
- 3- Defining the reality of Fayoum University students practicing student activities and monitoring the obstacles that hinder students from practicing these activities.
- 4- Presenting a proposed vision that increases the effectiveness of student activities in developing life skills among Fayoum University students.

Importance of the Study:

Theoretical Importance: The importance of the current study lies in the importance of the subject that it deals with and the importance of its variables, which are:

- The target group, who are university students, as this category is an important and influential human energy in the entity of society. Besides, it needs care and preservation to secure their future and the future of society.
- Responding to modern global trends and changing challenges that called for the need to pay attention to the life skills of students to keep pace with the urgent changes that occurred in societies, as well as identifying the life skills required by university students in order to be able to meet the requirements of their society.

Empirical Importance:

- The results of the study about the role of student activities in developing life skills among Fayoum University students who are in charge of Egyptian universities in general and Fayoum University in particular may be useful in identifying the reality of this role and then directing policies and developing plans to pay attention to student

activities and expand their practice and participation in them. It is the right of all university students and is not limited to a specific number of them.

Study Methodology and Tools:

The researcher used the descriptive approach, as it is the appropriate approach for the nature of the study

1- Study Tools: The study used two tools to collect data related to the study, namely (interview and questionnaire)

2- The regular individual interview, and the questions were semi-open, consisting of (11) questions directed to (44) male and female students who participated in student activities, and (20) male and female students who did not participate in student activities.

3- The Questionnaire: it consists of (126) items distributed over four axes, the first axis consists of (33) items in addition to an open question at the end of the first axis about other life skills that you deem necessary, the second axis (61) items, and the third axis (18) items and the fourth axis (14) items, and then the questionnaire consisted of the data represented in the name, college, gender and study group. .

Limitations of the Study:

The limits of the study are as follows:

1- Topic Limits: The current study is limited to identifying the role of university activities in developing life skills among Fayoum University students, Represented in (learning skills, social skills, moral skills, personal skills, economic skills, technological skills, family skills, health skills, and job skills), as they represent the most influential and affected segments of society in the governorate.

2- Spatial Limits: This study is limited to Fayoum University faculties' students in order to know the needs of students and to know the role of practicing student activities in meeting these needs and in developing their life skills.

3- Time Limits: The study was implemented in its field aspect during the period from 7/7/2022 to 8/30/2022, That period did not meet the completion of the application of

the interview and questionnaire tools, so this called for conducting the application until 10/15/2022 to complete all application procedures, given the availability and presence of students in universities.

4- Human Limits: The application of the current study is limited to Fayoum University students, Represented in some theoretical colleges (College of Social Work - College of Arts), practical colleges (College of Science - College of Dentistry), and theoretical-practical colleges (College of Education - College of Tourism and Hotels).

Steps to Proceed with the Study:

The study proceeds according to the following steps:

Chapter One: the general framework of the study and includes the introduction to the study, the previous studies, the problem and questions of the study, its objectives and importance, its methodology, its tools, its limits, and its terminology.

Chapter Two: It deals with the conceptual framework of life skills, their classification, importance, characteristics, and factors affecting their development.

Chapter Three: It deals with the conceptual framework of student activities, their objectives, importance, nature, the philosophy on which they are based, and their role in developing life skills.

Chapter Four: It deals with the field study: (procedures and results).

Chapter Five: It includes developing a proposed vision to activate the role of student activities in developing life skills among Fayoum University students.

Study Findings:

The most important findings of the study are the following:

- There are no statistically significant differences according to the gender variable in relation to the total phrases of the axes, which are represented in the first axis, the most important life skills that student activities should work on developing. The second axis is life skills that student activities contributed to in developing among students. The third axis is the obstacles that prevent students from participating student activities in

the development of life skills. The fourth axis is how to activate the role of student activities in the development of life skills.

- There are no statistically significant differences according to the study group variable, as it is not a function at the level of significance (0.05) in relation to the total of the four axes phrases included in the questionnaire, This is due to the fact that the same age group is close, which resulted in a great convergence of views between the students of the study group of the same college, and this indicates that there is strong interaction, interdependence and joint cooperation between the students of the study group, which helps to transfer and exchange ideas among them and the influence of each of them on the other. Thus, the tendency of all students to practice student activities with the same amount and interest, and is also due to the convergence of thinking patterns, choices, inclinations, and desires, and their convergence as well in ages.

There are statistically significant differences according to the college variable, as it is a function at the level of significance (0.01) for the total phrases of the axes and for each axe separately, This is due to the different nature of each college from the other in terms of study, the nature of the courses they teach, and the field work of each college separately. Sciences - College of Dentistry), which is concerned with application and practice represented in laboratories and experiments, and there are other colleges that are dominated by theoretical and practical nature together to a close degree, such as (College of Education - College of Tourism and Hotels), all this difference in the nature of courses, teaching methods and field work for each college created A difference in the nature of the skills and abilities needed by theoretical and practical college students.

The study block agreed that (learning skills, social skills, moral skills, personal skills, economic skills, technological skills, family skills, health skills, job skills) are among the basic skills that student activities should develop learning languages, citizenship, housework, planning, leadership, tourism skills, the skill of dealing and understanding

other cultures among university students in order to build a conscious personality capable of development and creativity.

- The study sample agreed that student activities contributed to the development of social skills among Fayoum University students in a highly weighted direction and ranked first, followed by moral skills, then personal skills, then learning skills in a highly weighted direction. This shows the prominent role of student activities in developing those previous life skills. Health ranked fifth with a moderate trend, followed also by functional and economic skills, then technological and then family. This shows that the role of activities affects a moderate degree in the development of some skills. This is due to the lack of implementation of student activities or the reliance of activities on traditional patterns that do not keep up with the changes and developments of the times.

The presence of many obstacles that limit the role of student activities in developing life skills among Fayoum University students, represented in the lack of resources to finance the activities, the lack of financial incentive for students participating in the activities, the lack of cooperation between faculty members and youth care, and the ambiguity of the goals of some student activities, weak diversity and renewal of activities according to the tendencies and needs of students and society, and centralization in decision-making, with students focusing on the academic side in accordance with parents' opinions and their desire to obtain academic excellence without taking into consideration building skills and experiences that support and develop the student's personality.

The researcher also presented a suggested vision (activation mechanisms) of the role of student activities in developing life skills among Fayoum University students.