

Evaluating Students' Activities in some Faculties of Physical Education in the light of Political Variables.

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Abstract

The current research aims at evaluating students' activities in some faculties of physical education in the light of current political changes through identifying students' perspectives about some activities (students' unions – cultural committees – students' group committees – social work and trips committees). The researcher used the descriptive approach. Research community included students of faculties of physical education in Tanta, Alexandria and Asiout Universities. Sample included (150) students representing 2nd, 3rd and 4th year students in addition to members of students' unions to express their opinions about the following activities: students' unions – cultural committees – students' group committees – social work and trips committees. Another (30) students were used as a pilot sample for validating the questionnaire (pilot sample). The researcher designed a questionnaire for evaluating some students' activities in some faculties of physical education in the light of current political changes – beneficiaries' perspective. The final version included (4) axes and (37) items. The researcher concluded that students feel free in practicing their activities. Cultural activities are very important due to its vital role in enriching students in all aspects that deepen the sense of belonging. Students' groups suffer from various restrictions concerning establishment, programs and activities. This makes students refrain from establishing students' groups due to administrative and bureaucratic restrictions in addition to banning the issuance of magazines with a political nature. This also makes faculty members refrain from supervising such activities. Programs of social work and trips' committee do not fulfill students' desires.

Key words: students' activities – students' unions – political change..

Introduction:

Management is a distinct activity that is directly related to most aspects of human life. Management is an effective tool for achieving objectives. It is the backbone for any successful sports effort. Therefore, modern management is concerned with all methods and approaches for fulfilling organizational objectives in general and especially objectives of sports organizations.

Youth represent a wide sector of the society as they are nearly two thirds of the society. Therefore, it is very important that those who work with youth should be specialized and well-qualified about the nature of youth and their developmental characteristics. This is to achieve maturation and emotional stability for youth in addition to providing them with positive attitudes, national ethics and responsibility through continuous care and guidance from leaderships and good models who motivate balanced growth of youth (20: 26).

Countries race towards a better future for their societies. Therefore, they concentrate on youth as those young people are the treasure for a better future. Youth care aims at preparing young people and fulfilling all their needs and requirements in a balanced framework for correct nurture. This age stage is one of the most important stages in

human life where the individual acquires human skills including social and physical skills that help him/her to fulfill his/her needs with full consideration to his/her aptitudes in addition to experiences acquired through relationships with peers and its effects on the individual's character, ethics, attitudes and behaviors (18: 15-20).

Furthermore, youth care aims at treating social problems resulting from economic deterioration of the society and youth needs in addition to mobilizing youth capabilities and organizing their voluntary efforts for the benefits of the society (1: 46).

Youth care is not interested in competitions among youth. Instead, it is interested in training youth for practicing good citizenship through all types of activities providing them with the characteristics of good citizens (8: 5).

Youth care in universities is a type of youth care services nationwide. These are well-organized professional services that are preventive, developmental and interventional in nature. It is provided for youth to help them as individuals and as groups to reach social, physical, mental and psychological levels consistent with the objectives of the society and contribute in improving, developing and protecting this society (25: 195).

Development plans in all fields depend on capabilities and tools for preparing and caring for youth in addition to

enabling them to fulfill their duties towards their society. It is youth who are capable of using available capabilities and bearing the responsibility to build their society and to make it a fostering ground for security, prosperity and welfare (16: 13).

It is the duty of the state and the society to provide youth with more care as youth represent the essential resource for human capital. If they do not get wise care and good guidance they will turn into a destructive tool that threatens the stability of the whole nation. Therefore, we can say that youth is a double-blade weapon and its positive or negative aspects depend of the type of care and education it gets from the society (22: 3).

Youth have undeniable vitality and enthusiasm needed for improvement and development. They are the social beam and gigantic energy that drives the society forward to achieve hopes if guided correctly and faithfully (38: 1).

University youth have natural aptitudes to involve in activities to express themselves, their opinions, attitudes, feelings and emotions. These activities should be fulfilling for their needs and desires (5:10).

As a scientific lighthouse, a university is among the most important educational institutions with all its scientific capabilities and highly qualified human resources, potentials, equipment and labs directed to serve and nurture students. Through students' activities, the student feels membership of a group with duties and rights in addition to feeling of responsibility towards the activity he/she is involved in. students' aptitudes and abilities are revealed through activities (2: 38).

The university bears a serious responsibility towards its students as the university is responsible for guiding youth along the road knowledge and scientific research in all fields in addition to providing them with opportunities to practice various activities including sports, social work, trips, arts, culture, boy scouts, public service and students' groups. This makes a profitable investment for their leisure time in various activities (46: 12).

The conference of Higher Education between Present and Future recommended that universities should work on providing their students with psychological and health care, educational and practical guidance and sports care so that they grow in an environment supporting education and students' activities (5: 2).

University students do their best and fulfill their responsibilities towards tasks. But in case they do not find enough care they may harm themselves and their society as they become vulnerable to various trends and conflicts that may cause biases, negativity and indifference. Thus, the society loses one of the most important driving powers

and energies as this power will work against the society (9: 23).

Practicing various students' activities provide students with knowledge and information that make them more healthy and active in addition to stimulating them for success. It relieves boredom of study days in addition to fulfilling the needs and desires of students. It helps relieving stress and improves mental capabilities and talents in addition to supporting students' excellence (29: 5).

Students' activities open new horizons for students and help them improve their characters and increase the opportunities to compensate their social status, self-confidence and self-respect (41: 31).

Political changes have various educational reflections on Egyptian universities. These reflections include ethical strength aspects like tolerance, democratic behavior, and ethical responsibility of the teacher, renouncing violence, contribution in making political decisions, responsible citizenship, dialogue and respect of others' opinions. Education is the first too for achieving such educational reflections as it is the product of the society and contributes in building up a human being capable of achieving such reflections as these reflections become an integral part of his/her character (1: 163).

Universities of any society are the lighthouses of enlightenment, mental power and cultural pillar of the future. It is the lab for preparing future generations through forming and qualifying them. Therefore, it should play a major role in facing society's problems in addition to cultivating true loyalty and sincere sense of belonging in its graduates so that all these contributions become more positive in the face of negative phenomena scrambling in the society. Thus, students' activities should be reconsidered so that it could achieve balance between social and economic needs on one hand including contemporary challenges, and individual and cultural needs on the other. This means to use new philosophies and mechanisms different from those that were prevailing in the past (10: 819 – 829).

The researcher reviewed previous studies concerning youth like Makary, E. (1988) (38), Yamany, S. (1988) (49), Abd El-Salam, E. (1993) (4), Labib, L. (1998) (34), Ahmed, S. (2005) (7), Peterson Donna (2005) (45), Walker Joyce (2005) (48), Calvert Robert (2006) (17), Magick Hanray (2007) (35), Essa, A. (2007) (19), Youssef, D. (2008) (50), Krause & Coats (2008) (31), Fike & Fike (2008) (21), Douglas et al (2008) (28), Kuh (2009) (32), Kuh et al (2012) (33), Gabr, N. (2013) (22), Mahmoud, W. (2013) (37), Khedr, M. (2013) (30), Al-

Sayed, M. (2013) (13), Al-Sayed, N. (2013) (14) and Ahmed, M. (2013) (6).

In addition, the researcher reviewed previous studies concerning enforcing citizenship among university students like Peterson Donna (2005) (45), Walker Joyce (2005) (48), Calvert Robert (2006) (17) and Magick Hanray (2007) (35) and studies concerning political and social changes in Egypt after 25th January revolution like Al-Toukhy, H. (2011) (15), Taha, A. (2011) (47), Nawar, A. (2012) (43), Ismail, K. (2013) (27), Othman, S. (2013) (44) and Hussain, A. (2013) (26).

The researcher thinks that university youth is sector that is marginalized greatly and is excluded from involvement in social issues either for political reasons, security reasons or both. This exclusion and marginalization led to disconnecting the process of forming youth elite that will lead national efforts in the future. Also, this exclusion and marginalization is contradicted to characteristics and potentials of youth. If this is true with youth in general, it is even truer with university youth as they represent the core of the educated elite that represent the backbone of any modernization or development process. Students' activities are very important educational activities and if they become rigid, it will lead to losing the active role of students. Students' activities based on the principals of activity and experience can organize students' motivations and activities in an enthusiastic social educational atmosphere that is enjoyable and cooperative. This helps students to move from regular closed thinking to open creative thinking that is capable of generating innovative solutions for problems.

Due to the importance of university students as a very important sector of youth, it is necessary to provide them with care including their academic preparation, special leisure time skills and activities they prefer so that we can protect the society from fierce problems it faces. University students always seek modernization and change in the society. They accept every new idea and therefore they are the major tool for social change. The current research is important as it deals with youth who are, due to their vitality, enthusiasm and physical and emotional power; they are in front of the political landscape inside their universities. So, the research is trying to answer a

major question: What is the role of students' activities in some faculties of physical education in the light of current political changes?

Aim:

The current research aims at evaluating students' activities in some faculties of physical education in the light of current political changes through identifying students' perspectives about some activities (students' unions – cultural committees – students' group committees – social work and trips committees).

Research Questions:

- What are the students' perspectives about students' unions in some faculties of physical education in the light of current political changes?
- What are the students' perspectives about cultural activities in some faculties of physical education in the light of current political changes?
- What are the students' perspectives about students' groups' activities in some faculties of physical education in the light of current political changes?
- What are the students' perspectives about social work and trips activities in some faculties of physical education in the light of current political changes?

Methods:

Approach:

The researcher used the descriptive approach.

Participants:

Research community included students of faculties of physical education in Tanta, Alexandria and Asyut Universities. Sample included (150) students representing 2nd, 3rd and 4th year students in addition to members of students' unions to express their opinions about the following activities: students' unions – cultural committees – students' group committees – social work and trips committees. Another (30) students were used as a pilot sample for validating the questionnaire (pilot sample). Table (1) shows participants.

Table (1):
Description of Participants

Faculty of Physical Education	Participants		Pilot sample	Total
	Students' union members	Students		
Tanta	16	42	30	88
Alexandria (men)	16	30	-	46
Asyut	16	30	-	46
Total	48	102	30	180

Data collection tools:

The researcher used a questionnaire for evaluating some students' activities in some faculties of physical education in the light of current political changes – beneficiaries' perspective. The researcher followed the following steps:

1. Review of references and related research works
2. Review of questionnaires dealing with evaluation of students' activities in universities like Makary, E. (1988) (28), Yamany, S. (1988) (49), Abd El-Salam, E. (1993) (4), Labib, L. (1998) (34), Ahmed, S. (2005) (7), Peterson Donna (2005) (45), Walker Joyce (2005) (48), Calvert Robert (2006) (17), Magick Hanray (2007) (35), Essa, A. (2007) (19), Youssef, D. (2008) (50), Krause & Coats (2008) (31), Fike & Fike (2008) (21), Douglas et al (2008) (28), Kuh (2009) (32), Kuh et al (2012) (33), Gabr, N. (2013) (22), Mahmoud, W. (2013) (37), Khedr, M. (2013) (30), Al-Sayed, M. (2013) (13), Al-Sayed, N. (2013) (14) and Ahmed, M. (2013) (6).
3. Review of questionnaires dealing with current political changes in Egypt like Al-Toukhy, H. (2011) (15), Taha, A. (2011) (47), Nawar, A. (2012) (43), Ismail, K. (2013) (27), Othman, S. (2013) (44) and Hussain, A. (2013) (26).
4. Recommending preliminary axes of the questionnaire (n=5) representing variables of evaluating students' activities in universities and

political changes then presenting these axes to experts.

5. Establishing the final version of the axes according to experts' opinions
6. Formulating recommended items for each of the axes as a preliminary version of the questionnaire
7. Presenting the preliminary version of the questionnaire to experts in sports administration and students' care units in universities and faculties of physical education
8. Eliminating items according to experts' opinions
9. Establishing the final version of the questionnaire.

Validating the questionnaire:

To calculate the questionnaire's validity, the researcher calculated jurors' validity and internal consistency.

1. **Jurors' validity:** the researcher presented the preliminary version of the questionnaire to experts (n=10) of faculty members of sports administration in faculties of physical education and officials of students' care units in Egyptian universities from 30/8/2013 to 19/9/2013. According to experts' opinions, the researcher eliminated some axes and items. The final version included (4) axes and (37) items as shown in tables (2), (3) and (4).

Table (2):

experts' opinions about the axes of a questionnaire for evaluating some students' activities in some faculties of physical education in the light of current political changes – beneficiaries' perspective (n=10)

Axis	Agree		Disagree		Relative weight	Relative importance
	F	%	F	%		
Students' unions	10	100	0	0	10	100
Cultural committee	10	100	0	0	10	100
Students' groups committee	10	100	0	0	10	100
Scientific committee	6	60	4	40	6	60
Social work and trips committee	8	80	2	20	8	80

Table (2) indicates that that agreement percentage ranged between (60%) and (100%). The researcher included axes only reaching (80%) of agreement or over.

Table (3):

experts' opinions about the items of a questionnaire for evaluating some students' activities in some faculties of physical education in the light of current political changes – beneficiaries' perspective (n=10)

First axis		Second axis		Third axis		Fourth axis	
Item	(%)	Item	(%)	Item	(%)	Item	(%)
1	100	1	90	1	80	1	100
2	60	2	40	2	70	2	90
3	100	3	80	3	100	3	80
4	100	4	90	4	100	4	60
5	90	5	100	5	50	5	70
6	100	6	60	6	80	6	90
7	80	7	100	7	70	7	90
8	90	8	100	8	90	8	100
9	100	9	100			9	80
10	70	10	80			10	40
11	90	11	50			11	90
12	80	12	90			12	100
13	30						

Table (3) indicates that that agreement percentage ranged between (40%) and (100%). The researcher included items only reaching (70%) of agreement or over. The researcher excluded items that experts referred to as irrelevant.

Table (4):

preliminary number of items, final number of items and excluded items according to experts' opinions (n=10)

Axis	Preliminary number of items	Number of excluded items	Excluded items	Final number of items
Students' unions	13	2	2 – 13	11
Cultural committee	12	3	2 – 6 – 11	9
Students' groups committee	8	1	5	7
Social work and trips committee	12	2	4 – 10	10
Total	45	8	8	37

Table (4) indicates preliminary number of items, final number of items and excluded items according to experts' opinions. Excluded items were (3) items from the first axis, (3) items from the second axis, (1) item from the third axis and (2) items from the fourth axis.

- Internal consistency:** the researcher calculated the internal consistency of the questionnaire

through applying it to a pilot sample (n=30) from the same research community and outside the main sample from 22/9/2013 to 13/10/2013. The researcher calculated correlation coefficients between each item and its axis and each item and total score as shown in tables (5) and (6).

Table (5):

Correlation Coefficient between each item and its axis and each item and total score (n=30)

First axis			Second axis			Third axis			Fourth axis		
No.	Item with axis	Item with total	No.	Item with axis	Item with total	No.	Item with axis	Item with total	No.	Item with axis	Item with total
1	0.93	0.89	1	0.88	0.78	1	0.87	0.89	1	0.88	0.83
2	0.82	0.87	2	0.93	0.88	2	0.88	0.85	2	0.92	0.88
3	0.92	0.89	3	0.87	0.91	3	0.9	0.93	3	0.85	0.91
4	0.77	0.83	4	0.92	0.86	4	0.83	0.79	4	0.93	0.86
5	0.93	0.9	5	0.82	0.87	5	0.87	0.83	5	0.9	0.93
6	0.92	0.86	6	0.89	0.84	6	0.86	0.9	6	0.92	0.86
7	0.83	0.86	7	0.79	0.83	7	0.91	0.83	7	0.88	0.84
8	0.92	0.87	8	0.92	0.87				8	0.89	0.93
9	0.88	0.91	9	0.86	0.91				9	0.9	0.93
10	0.92	0.89							10	0.83	0.87

First axis			Second axis			Third axis			Fourth axis		
No.	Item with axis	Item with total	No.	Item with axis	Item with total	No.	Item with axis	Item with total	No.	Item with axis	Item with total
11	0.86	0.92									

R table value on $P \leq 0.05 = 0.36$

Table (5) indicates statistically significant correlations between each item and its axis and each item and total score as correlation coefficients ranged between (0.77) and (0.93). This indicates the questionnaire's reliability.

Table (6):

Correlation Coefficient between each axis and total score (n=30)

Axis	Correlation Coefficient
First axis	0.87
Second axis	0.91
Third axis	0.89
Fourth axis	0.86

R table value on $P \leq 0.05 = 2.04$

Table (6) indicates statistically significant correlations between each axis and total score as correlation coefficients ranged between (0.86) and (0.91). This indicates the questionnaire's validity.

Questionnaire reliability:

To calculate questionnaire reliability, the researcher used test/retest procedures through applying the questionnaire to a pilot sample (n=30) from the same research community and outside the main sample from 20/10/2013 to 4/11/2013 with a time interval (15) days between test and retest as shown in table (7).

Table (7):

Correlation Coefficient between test and retest (n=30)

First axis		Second axis		Third axis		Fourth axis	
No.	R	No.	R	No.	R	No.	R
1	0.87	1	0.84	1	0.82	1	0.89
2	0.83	2	0.87	2	0.9	2	0.92
3	0.91	3	0.88	3	0.91	3	0.83
4	0.89	4	0.92	4	0.86	4	0.87
5	0.84	5	0.85	5	0.89	5	0.92
6	0.91	6	0.86	6	0.82	6	0.85
7	0.88	7	0.91	7	0.9	7	0.84
8	0.91	8	0.87			8	0.92
9	0.85	9	0.89			9	0.87
10	0.92					10	0.84
11	0.83						

R table value on $P \leq 0.05 = 2.04$

Table (7) indicates statistically significant correlations between test and retest as correlation coefficients ranged between (0.82) and (0.92). This indicates the questionnaire's reliability.

Main Application:

After verifying the questionnaire's validity and reliability, the research applied the questionnaire to the main sample (n=150) from 11/11/2013 to 16/12/2013. The final version of the questionnaire included (4) axes and (37) items. Sample members were assured that their responses will

only be used for scientific research purposes and will not be revealed to any their party.

Data processing:

After application, the researcher recorded data in specially designed data logs according to correction key as follows: (3) points for "agree" – (2) points for "somehow" – (1) point for "disagree".

Statistical treatment:

The researcher used SPSS software to calculate the following: percentage – relative weight – relative

importance – correlation coefficient – internal consistency – reliability (test/retest) – CHI

Results and Discussion:

Table (8):

Participants' opinions about the first axis of evaluating some students' activities in some faculties of physical education in the light of current political changes – beneficiaries' perspective (n=150)

Item	Agree		Somehow		Disagree		Relative weight	Relative importance	CHI ²
	F	%	F	%	F	%			
1	124	82.67	18	12	8	5.33	416	92.44	165.28
2	24	16	32	21.33	94	62.67	230	51.11	58.72
3	48	32	41	27.33	61	40.67	287	63.78	4.12
4	44	29.33	60	40	46	30.67	298	66.22	3.04
5	65	43.33	68	45.33	17	11.33	348	77.33	32.76
6	37	24.67	59	39.33	54	36	283	62.89	5.32
7	16	10.67	63	42	71	47.33	245	54.44	35.32
8	36	24	48	32	66	44	270	60	9.12
9	19	12.67	73	48.67	58	38.67	261	58	31.08
10	29	19.33	39	26	82	54.67	247	54.89	31.72
11	32	21.33	55	36.67	63	42	269	59.78	10.36

CHI² table value on $P \leq 0.05 = 5.99$

Table (8) shows frequencies, percentages, relative weights, relative importance and CHI² values for opinions of participants about items of the first axis. CHI² calculated value was over its table value for all items except items (3, 4 and 6) and ranged between (165.28) and (3.04). This indicates statistically significant differences. Relative importance ranged between (92.44%) as the highest value for item (1) and (51.11%) as the lowest value for item (2).

There are statistically significant differences on $P \leq 0.05$ in favor of those who chose "Agree" as CHI² calculated value was higher than its table value for item (1) stating that "there are security restrictions on the elections of students' unions in faculties". Its relative importance was (92.44%).

Nawar, A. (2012) indicated that 25th January revolution was a direct response to poor conditions of the social, economic, political and of course educational aspects of life. Education was a tool in the hands of the former regimen for the consecration of tyranny, demolition of any kind of efficiencies, deepening the gap between the rich and the poor in addition to disseminating the culture of fear and awe of security grip (43).

The researcher thinks that although there are specific criteria in the students' activities regulations concerning standing for students' union elections like being Egyptian, with good manners and a regular freshman in his/her academic year in addition to payment of study fees, active involvement in the concerned activity, without a criminal record and is not punished by banning his/her membership

in students' unions, and although there are major political changes, students still see the opposite picture.

There are statistically significant differences on $P \leq 0.05$ in favor of those who chose "Somehow" for items (5 and 9) as CHI² calculated value was higher than its table value except for items (4 and 6). Order of these items according to its relative importance was as follows: item (5) stating that "there are political trends in students' unions elections" with a relative importance of (77.33%) – item (4) stating that "there are religious trends in students' unions elections" with a relative importance of (66.22%) – item (6) stating that "faculty administration does not interfere in students' unions elections" with a relative importance of (62.89%) – item (9) stating that "students' union holds seminars and discussion concerning national issues and problems" with a relative importance of (58%).

There are statistically significant differences on $P \leq 0.05$ in favor of those who chose "disagree" for items (8, 11, 10, 7 and 2) as CHI² calculated value was higher than its table value except for item (3). Order of these items according to its relative importance was as follows: item (3) stating that "students have equal opportunities for electoral propaganda" with a relative importance of (63.78%) – item (8) stating that "students' unions are democratic windows where students freely practice their interests" with a relative importance of (60%) – item (11) stating that "students' union activities increase national awareness among students" with a relative importance of (59.78%) – item (10) stating that "students' unions involve in national issues" with a relative importance of (54.89%) – item (7) stating that "students' unions practice its activities freely"

with a relative importance of (54.44%) – item (2) stating that “students’ unions elections are democratic in nature” with a relative importance of (51.11%).

Al-Mogy, K. (1986) indicated that objectives of students’ activities in universities are not achieved as there are no programs working on expanding the base of involvement and there is no health care either for those who practice activities or those who don’t (11).

Ahmed, S. (2005) (7), Krause & Coats (2008) (31) and Fike & Fike (2008) (41) agreed that students’ involvement in activities had a very important role in improving their political awareness.

Youssef, D. (2008) (50) indicated that university students are not satisfied with the performance of youth care units’ employees in addition to the lack of health services provided for students.

Hassan, N. (2011) (24) indicated that although activities are numerous, they do not fulfill students’ psychological needs and students feel the lack of true opportunities to express their opinions and ideas freely. This creates a type of isolation, depression and separation from society and anger towards it.

Al-Toukhy, H. (2011) (15) indicated that the elements of the desired shift in higher education in Egypt include a number of mechanisms like: political and social adoption of a scientific renaissance – educational reform should be a part of a thorough reform process in all political, economic, social and cultural aspects of life – higher education should have a clear philosophy that rises from the society’s needs and requirements – reform process higher education should be coordinated with reform in pre-university education.

Taha, A. (2011) (47) indicated that revolutionary events in Egypt recently were the direct results of an educational

system that produced such youth. Learning outcomes as a concept was concentrated on as it is the final product of any educational system represented in learners who have enough knowledge, skills, attitudes and values to behave exactly according to the acquired concept of citizenship.

Hussain, A. (2013) (26) indicated that fulfilling the ethical needs of the Egyptian youth should be supported as a main aim for achieving national security and supporting good citizenship, loyalty, sense of belonging and defending against any enemy. Facing ethical deterioration among youth in the current Egyptian situation should be through forming the aware Egyptian character through active involvement in society advance and correct understanding of religious beliefs as religion calls for security, safety and social peace among individuals.

Ahmed, M. (2013) (6) indicated the effectiveness of youth care units’ programs in improving political awareness among students, in addition to various activities delivered.

Mahmoud, W. (2013) (37) indicated that students’ unions play a major role in improving political involvement among university students.

The researcher thinks that studying university youth has a major benefit as this sector represents the future human capital of Egypt in politics. Due to the international concerns and political reform views, the discussion of the political role of youth is important as it raised a degree of awareness among university youth about their political rights in addition to calls for creating a free democratic atmosphere for students to express their opinions, direct criticism and positively involve in national issues through seminars, workshops, visions and solutions for their country’s problems without any security restrictions or administrative interference. Students feel free in practicing their activities.

Table (9):

Participants’ opinions about the second axis of evaluating some students’ activities in some faculties of physical education in the light of current political changes – beneficiaries’ perspective (n=150)

Item	Agree		Somehow		Disagree		Relative weight	Relative importance	CHI ²
	F	%	F	%	F	%			
1	30	20	48	32	72	48	258	57.33	17.76
2	28	18.67	66	44	56	37.33	272	60.44	15.52
3	36	24	81	54	33	22	303	67.33	28.92
4	10	6.67	74	49.33	66	44	244	54.22	48.64
5	7	4.67	72	48	71	47.33	236	52.44	55.48
6	17	11.33	41	27.33	92	61.33	225	50	58.68
7	28	18.67	92	61.33	30	20	298	66.22	52.96
8	46	30.67	82	54.67	22	14.67	324	72	36.48
9	29	19.33	80	53.33	41	27.33	288	64	28.44

CHI2 table value on $P \leq 0.05 = 5.99$

Table (9) shows frequencies, percentages, relative weights, relative importance and CHI^2 values for opinions of participants about items of the second axis. CHI^2 calculated value was over its table value for all items and ranged between (58.68) and (15.52). This indicates statistically significant differences. Relative importance ranged between (72%) as the highest value for item (8) and (50%) as the lowest value for item (6).

There are statistically significant differences on $P \leq 0.05$ in favor of those who chose "Somehow" for items (8, 3, 7, 9, 2, 4 and 5) as CHI^2 calculated value was higher than its table value. Order of these items according to its relative importance was as follows: item (8) stating that "religious culture competitions contribute in enhancing tolerance and moderation among students" with a relative importance of (72%) – item (3) stating that "cultural competitions support ethical values of participants" with a relative importance of (67.33%) – item (7) stating that "cultural seminars shed light on current issues and recommend solutions" with a relative importance of (66.22%) – item (9) stating that "cultural activities improve students' awareness about social issues" with a relative importance of (64%) - item (2) stating that "faculty administration foster cultural talents with distinct capabilities" with a relative importance of (60.44%) – item (4) stating that "cultural programs enhance noble patriotic values" with a relative importance of (54.22%) – item (5) stating that "cultural competitions are democratic" with a relative importance of (52.44%).

There are statistically significant differences on $P \leq 0.05$ in favor of those who chose "disagree" for items (1 and 6) as CHI^2 calculated value was higher than its table value except. Order of these items according to its relative importance was as follows: item (1) stating that "cultural activities deepen the sense of belonging" with a relative importance of (57.33%) – item (6) stating that "workshops increase political awareness of students" with a relative importance of (50%).

Essa, A. (2007) (19) indicated the importance of evaluating students' activities to identify its validity in facing cultural changes of globalization. This evaluation leads to avoiding all limitations, weaknesses and obstacles.

Al-Morsy, N. (1985) (12) indicated that capabilities for cultural activities are lacking as there is not enough time for such activities in addition to the lack of qualified supervisors in students' care units.

Douglas et al (2008) (28) and Kuh (2009) (32) indicated that students involvement in students' activities is the most important element in good cultural experiences in higher education.

Al-Sayed, N. (2013) (14) indicated the positive role of students' activities in improving social responsibility and social control in addition to statistically significant differences in involvement in favor of female students.

Khedr, M. (2013) (31) indicated the importance of faculty members in supporting citizenship in students through socio-cultural activities. There is a lack of encouraging students to practice politics and this affects their citizenship. Students' unions and activities are very important in the university environment to support citizenship philosophy in the light of contemporary cultural changes in addition to various obstacles that limit the university ability to support citizenship.

The researcher thinks that cultural activities are very important due to its vital role in enriching students in all aspects that deepen the sense of belonging. This helps solving contemporary social issues and problems through lectures and seminars in addition to active constructive dialogue and free expression of opinions according to a framework of ethical values and respect. In addition, distinct cultural talents should be encouraged and improved, in addition to providing sufficient capabilities for practicing such activities.

Table (10):

Participants' opinions about the third axis of evaluating some students' activities in some faculties of physical education in the light of current political changes – beneficiaries' perspective (n=150)

Item	Agree		Somehow		Disagree		Relative weight	Relative importance	CHI^2
	F	%	F	%	F	%			
1	13	8.67	56	37.33	81	54	232	51.56	47.32
2	20	13.33	92	61.33	38	25.33	282	62.67	56.16
3	26	17.33	32	21.33	92	61.33	234	52	53.28
4	16	10.67	78	52	56	37.33	260	57.78	39.52
5	4	2.67	18	12	128	85.33	176	39.11	184.48
6	21	14	77	51.33	52	34.67	269	59.78	31.48
7	10	6.67	66	44	74	49.33	236	52.44	48.64

CHI^2 table value on $P \leq 0.05 = 5.99$

Table (10) shows frequencies, percentages, relative weights, relative importance and CHI^2 values for opinions of participants about items of the third axis. CHI^2 calculated value was over its table value for all items and ranged between (184.48) and (31.48). This indicates statistically significant differences. Relative importance ranged between (62.67%) as the highest value for item (2) and (39.11%) as the lowest value for item (5).

There are statistically significant differences on $P \leq 0.05$ in favor of those who chose "Somehow" for items (2, 6 and 4) as CHI^2 calculated value was higher than its table value. Order of these items according to its relative importance was as follows: item (2) stating that "all students' activities are practiced in groups" with a relative importance of (62.67%) – item (6) stating that "students' groups help solving national issues and current problems" with a relative importance of (59.78%) – item (4) stating that "faculty administration provides students' groups with all needs" with a relative importance of (57.78%).

There are statistically significant differences on $P \leq 0.05$ in favor of those who chose "disagree" for items (7, 3, 1 and 5) as CHI^2 calculated value was higher than its table value except. Order of these items according to its relative importance was as follows: item (7) stating that "students' groups represent a miniature model of students' union activities" with a relative importance of (52.44%) – item (3) stating that "there are no restrictions on students for participation in students' groups activities" with a relative

importance of (52%) - item (1) stating that "number of students' groups is suitable for number of students" with a relative importance of (51.56%) – item (5) stating that "students' groups are allowed to issues magazines and newspapers with a political nature" with a relative importance of (39.11%).

Makary, I. (1988) (38) indicated that objectives of youth care units in Al-Minia University were not clear although it is very important. The current programs do not work on achieving its objectives except for some activities like arts and students' groups.

Yamany, S. (1988) (49) indicated that students' groups in Helwan University achieve its objectives with a percentage of (72.86%). Most important obstacles include the lack of fixed bases for these activities in addition to the lack of students' awareness about the concept and roles of students' groups. In addition, faculty members refrain from supervising these groups and certain members of the groups dominate all activities.

The researcher thinks that students' groups suffer from various restrictions concerning establishment, programs and activities. This makes students refrain from establishing students' groups due to administrative and bureaucratic restrictions in addition to banning the issuance of magazines with a political nature. This also makes faculty members refrain from supervising such activities.

Table (11):

Participants' opinions about the fourth axis of evaluating some students' activities in some faculties of physical education in the light of current political changes – beneficiaries' perspective (n=150)

Item	Agree		Somehow		Disagree		Relative weight	Relative importance	CHI^2
	F	%	F	%	F	%			
1	36	24	24	84	56	20	306	68	35.04
2	102	68	68	42	28	4	396	88	94.08
3	14	9.33	9.33	92	61.33	29.33	270	60	61.92
4	6	4	4	36	24	72	198	44	109.92
5	44	29.33	29.33	67	44.67	26	305	67.78	8.92
6	48	32	32	92	61.33	6.67	338	75.11	67.36
7	43	28.67	28.67	83	55.33	16	319	70.89	36.28
8	34	22.67	22.67	79	52.67	24.67	297	66	25.32
9	24	16	16	38	25.33	58.67	236	52.44	45.28
10	36	24	24	84	56	20	306	68	35.04

CHI2 table value on $P \leq 0.05 = 5.99$

Table (11) shows frequencies, percentages, relative weights, relative importance and CHI^2 values for opinions of participants about items of the fourth axis. CHI^2 calculated value was over its table value for all items and ranged between (109.92) and (8.92). This indicates statistically significant differences. Relative importance

ranged between (88%) as the highest value for item (2) and (44%) as the lowest value for item (4).

There are statistically significant differences on $P \leq 0.05$ in favor of those who chose "Agree" as CHI^2 calculated value was higher than its table value for item (2) stating that "blood donation campaigns help improving ethical

values that increase compassion and brotherhood values among students". Its relative importance was (88%).

There are statistically significant differences on $P \leq 0.05$ in favor of those who chose "Somehow" for items (6, 7, 1, 10, 5, 8 and 3) as CHI^2 calculated value was higher than its table value. Order of these items according to its relative importance was as follows: item (6) stating that "social aids for needy students improve sense of belonging in students" with a relative importance of (75.11%) – item (7) stating that "picnics relieve study boredom" with a relative importance of (70.89%) – item (1) stating that "social activities and trips improve cooperation among students" with a relative importance of (68%) – item (10) stating that "faculty members' involvement in social activities and trips contribute in improving awareness about social issues and mechanisms of development" with a relative importance of (68%) - item (5) stating that "cultural trips to visit archaeological sites improve social awareness of history" with a relative importance of (67.78%) – item (8) stating that "beach picnics are fun and good opportunity to enjoy time" with a relative importance of (66%) – item (3) stating that "Student Idol competitions provide students with good manners and positive educational trends" with a relative importance of (60%).

There are statistically significant differences on $P \leq 0.05$ in favor of those who chose "disagree" for items (9 and 4) as CHI^2 calculated value was higher than its table value. Order of these items according to its relative importance was as follows: item (9) stating that "trips improve noble patriotic values and concepts" with a relative importance of (52.44%) – item (4) stating that "scientific trips and exploration of environment and natural resources deepens the bonds with homeland" with a relative importance of (44%). Responses of students to this item came due to the lack of such scientific trips in faculties of physical education.

Abd El-Aziz, L. (1998) (34) indicates that problems facing students' participation in students' activities include the concentration on recreational aspects and ignoring activity objectives in addition to ignoring activity programs as these programs are not consistent with the desires and aptitudes of students and program durations are not suitable and contradict with lectures.

Abd El-Salam, E. (1993) (4) indicated that there is a lack in human and material capabilities and most programs are not suitable for numbers of participants.

Kuh et al (2008) (33) indicated that participation in students' activities leads to increasing their persistence in study and their academic achievement. Quality of activities is the most important factors for attracting new students in certain universities and certain departments.

Hassan, N. (2011) (24) indicated that although there are several fields of students' activities, they do not fulfill the psychological needs of students. They do not trust competitions or those who initiate them. Programs for field visits of social institutions suffer from several limitations like repeated visits to the same places and repeated competitions in addition to the gloomy role of students and the lack of involvement in planning and initiating programs. This minimizes the opportunity of playing social roles.

Al-Sayed, N. (2013) (14) indicated that students' activities play major roles in improving social responsibility and social control for female students of faculties of physical education. There are statistically significant differences between participants and non-participants in social control (internal – external).

Ismail, K. (2013) (27) indicated that recreational activities during 25th January Revolution included: free platforms – tent forums – free expression boards – free expression murals – art corner – comics corner – poetry evenings – folk art evenings – folk theatre evenings – chat evenings – innovating expression models. Recreational activities during 25th January Revolution were arranged as follows: arts – social work – cultural – sports. Recreational activities played a major role in expressing the revolution's objectives.

Othman, S. (2013) (44) indicated that political awareness expresses the individuals' vision about the political regime and political processes inside the society. This awareness is the gateway for preparing the individual and achieving his/her will of freedom in addition to improving their view of themselves according to total development.

The researcher thinks that programs of social work and trips' committee do not fulfill students' desires except for bold donation campaigns as students' responses to them were very high due to its ethical, religious and humanitarian aspects. Results of scientific and recreational trips indicated that the first type is very rare in faculties of physical education while the second type did not contribute in improving patriotic concepts and values or even cooperation among students. Students' idols competitions lost its value due to the decrease of number of participants. In addition most needy students refrain from getting social aids due to their feelings of embracement and routine complications. Beach trips are very rare and faculty members do not participate in most students' trips. Luxor and Aswan trips are very expensive. These factors make student refrain from participation in official trips and only participate in their own trips without any knowledge of faculty administration or even their parents.

Political and social changes in the Egyptian society target establishing democratic life and deepening democratic practices for individuals in general and especially youth as principles of the revolution were freedom, dignity and social justice. Achieving these principles depends on the citizens' awareness of them and helping in achieving them. Using youth power, especially in universities, in favor of social change requires that various educational institutes should provide an integrated educational process that depends on total awareness of youth characteristics and needs.

Abd El-Moula, A. (1980) (1), Badawy, E. (1986) (16), Makary, I. (1988) (38), Darwish and Al-Hamahemy (1997) (18), Motawea, S. (1991) (42), Gomaa, S. (1993) (23), Al-Gammal, A. (1993) (8), Zahran, L. (1999) (51) and Abo Al-Futouh, A. (2003) (5) agreed on the importance of youth role in building the future of their nation as university students are the main base of development and any development process can never succeed without their participation.

Ahmed, A. (1980) (9), Mekhail, Y. (1982) (40), Khattab, A. (1990) (29), Fadel and Haidar (1991) (20), Abd El-Salam, T. (1991) (41), Abd El-Aziz, (1992) (2), Abd El-Ghany, Y. (1998) (3) and Salah El-Din, W. (2000) (46) agreed on the importance of university role in improving youth through students' activities. Krause & Coats (2008) (31), Fike & Fike (2008) (21), Douglas et al (2008) (28), Kuh (2009) (32) and Kuh et al (2012) (39) agreed that participation in students' activities leads to increasing their persistence in study and their academic achievement. Quality of activities is the most important factors for attracting new students in certain universities and certain departments.

Higher education plays a major role in social change as the university is not isolated from the society and other changes due to scientific and technological developments and cultural life. Through students' activities, it should provide students with knowledge and information necessary for achieving their desires and ambitions in addition to respecting and considering their opinions and accepting them as useful citizens.

Taha, A. (2011) (47), Nawar, A. (2012) (43), Ismail, K. (2013) (27), Othman, S. (2013) (44) and Hussain, A. (2013) (26) agreed that if universities do not play a major role through its activities in preparing students to social changes, those students will turn into destructive power towards the whole society and the university itself.

Matar, H. (2012) (39) indicated a significant relation between demographic variables of university students and their attitudes towards social justice. There are statistically significant differences among university students on their

attitudes towards social justice according to the type of study (theoretical – practical). There are statistically significant differences among university students on their attitudes towards social justice according to the place of residence (urban – rural).

Gabr, N. (2013) (22) indicated that university activities are basically political education to achieve national objectives and any obstacles that limit its role should be avoided.

Al-Sayed, M. (2013) (13) indicated that youth are the main source for improving any nation. In Egypt, youth power is the source of change as 25th January revolution was a youth revolution.

Peterson Donna (2005) (45), Walker Joyce (2005) (48), Calvert Robert (2006) (40) and Magick Hanray (2007) (35) agreed that participation in students' activities is very important for preparing students to participate in solving their nation's problems. University activities help students to express their opinions and feel their importance. These programs had positive effects on helping students to make decisions and acknowledge their needs and problems in addition to establishing citizenship values.

Low rates of participation are not the responsibility of students only. It is the responsibility of the whole society with all its institutes. This indicates the need for more investments in education and providing students with skills needed for work in addition to provide them with job opportunities. This also needs more social and economic investments to reach sustainable development.

The university can achieve progress in establishing citizenship through activating the regulations of all students' activities due to their important role in enriching students and providing them with feelings of social security in addition to improving their serious participation and cooperative work and sense of belonging. Students' activities regulation can contribute in this if universities depend on the following:

- Issuing new regulations consistent with democratic values and students' needs to provide students with real opportunities for participating in politics democratically in universities.
- Encouraging students' groups and allowing its activities without restrictions
- Preventing administrative and security interference in students' unions elections to guarantee a democratic formation free of any type of interference.

- Activating the role of students' union and provide students with opportunities to for it democratically and freely
- Getting rid of routine and bureaucratic aspects in managing, monitoring and evaluating students' activities in addition to increasing its funds
- Turning students' unions into a field for political education through providing them with a degree of independence away from any security or administrative restrictions.
- Activating the role of students' union in expressing youth opinions freely without disturbing university ethics and values through seminars and workshops
- Activating awareness of the free choice culture and will for students through participation in free elections and activities
- Holding educational courses for national and patriotic issues where youth can suggest solutions for problems
- Acknowledging the state's efforts in establishing future projects and providing youth with job opportunities to solve unemployment problems and deepen their sense of loyalty in the light of bad economic conditions
- Varying students' activities according to the interests, attitudes and desires of students
- Providing activities with needed financial, human and technical resources
- Adding a curriculum for students' activities so that students and faculty members can participate actively in them
- Linking students' activities with other activities outside university for achieving community service and social communication
- Motivating students to participate in various activities
- Supporting students' activities and improving mental capabilities of youth to prepare a responsible generation who understands the needs of the future stage of developing life in Egypt
- Designing an integrated plan for students' care in universities with the aim of using students' capabilities in community service projects and providing them with opportunities for participating in activities and free expression of their opinions

about social problems in addition to funding students' unions, social care funds and re-establishing the universities' activity week

- Using university facilities during summer holidays in recreational, scientific and social activities as an investment of students' time

Conclusions:

In the light of this research results, the researcher concluded the following:

First axis: students' unions

- There are security restrictions in union's elections
- There are political trends in union's elections
- There are religious trends in union's elections
- Faculty administration's effect on electoral results is limited
- There are seminars discussing issues related to national problems
- Students do not have fair opportunities for propaganda
- Students' unions are not free democratic windows for students' interests
- Union members do not participate in activities freely
- Union's activities do not improve patriotic awareness of students
- Students' union does not have a role in discussing national issues
- Union's elections are not democratic

Second axis: cultural committee:

- Contribution of religious competitions in improving tolerance and moderation among students is limited
- Ethical and value effects of cultural activities are limited
- Cultural seminars about current issues are limited
- Cultural activities allowing students to understand social issues and problems are limited
- Faculty administration's support for talents with distinct potentials is limited
- Improving patriotic values through cultural activities is limited

- Democratic expression of opinions in cultural competitions is limited
- Cultural activities do not help deepening students' sense of belonging
- Workshops do not improve political awareness of students

Third axis: students' groups

- Activities of students' groups are limited
- Contributions of students' groups in solving national problems are limited
- Faculty administration' contributions in providing students' groups with its needs are limited
- Students' groups are not miniature models of students' unions
- There are restrictions on students' groups
- Number of students' groups is not consistent with students' numbers
- Students' groups are not allowed to issue political magazines

Fourth axis: social work and trips

- Blood donation campaigns improve ethical values like compassion and brotherhood
- Social aids for needy students have limited effects on deepening their sense of belonging
- Recreational trips have limited effect on relieving study boredom
- Social activities and trips have limited effects on improving teamwork and cooperation among students
- Faculty members' participation in social activities and trips is very limited
- Improving historical awareness of students through trips is very limited
- Enjoying nature through beach trips is limited
- Effects of Student Idol competition on providing students with good manners is limited
- Trips do not improve noble national values and ethics
- Scientific trips and explorations do not deepen the students' sense of belonging

Recommendations:

In the light of this research results, the researcher recommends the following:

First axis: students' unions

- Avoiding security restrictions during union's elections
- Union's elections should be away from political trends
- Union's elections should be away from religious fanaticism
- Faculty administration should not interfere in union's elections
- Student's union should hold seminars related to national issues
- Students' union should be a democratic window for free expression of students
- Activities of students' union should improve students' national awareness
- Students' union should involve in national issues
- Election process should be democratic

Second axis: cultural committee:

- Religious competitions should improve tolerance and moderation culture among students
- Cultural activities should support ethics of its participants
- Cultural seminars should shed light on contemporary issues
- Cultural activities should introduce students to social issues and problems
- Faculty administration should foster distinct talents
- Cultural activities should foster patriotic values
- Cultural competitions should foster democratic free expression of opinions
- Cultural activities should deepen students' sense of belonging
- Workshops should improve students' political awareness

Third axis: students' groups

- All activities should be practiced inside students' groups
- Students' groups' activities should help solving national issues and current problems
- Faculty administration should provide students' groups with its needs
- Students' groups should be a miniature model of students' union
- There should be no restrictions over groups' activities
- Number of students' groups should be consistent with number of students
- Students' groups should be allowed to issue political magazines

Fourth axis: social work and trips

- The role of blood donation campaigns in improving compassion and brotherhood among students should be maximized
- Social aids for needy students should deepen their sense of belonging
- Recreational trips should relieve study boredom
- Social activities and trips should improve cooperation among students
- Faculty members should involve in social activities and trips to improve students' awareness with social issues
- Cultural trips to archaeological sites should improve historical awareness of students
- Beach trips should help student enjoy nature
- Student Idol competitions should provide students with good manners
- Trips should improve noble patriotic values
- Making more ecological and scientific trips to deepen students' sense of belonging

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