

THE ROLE OF STUDENTS' ACTIVITIES IN ENHANCING SOCIAL RESPONSIBILITY AMONG JORDANIAN UNIVERSITIES STUDENTS

(From the Point Of View of Al al-Bayt University Students)

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ABSTRACT: *This study aimed at identifying the role of students' activities in enhancing social responsibility among Jordanian universities students (from the point of view of Al al-Bayt university students). Some students activities, such as social, cultural, sports and artistic activities were chosen to determine this role. The descriptive analytical method, through the collection of data on the variables of the study was used; primary data were collected using questionnaires which consisted of two sections: The first included demographic data related to Al al-Bayt University students. The second included two sections: First section on student activities at Al al-Bayt University which was divided into four sub-sections included (28) paragraphs, and the second on enhancing student social responsibility included (12) paragraphs. The study population consisted of all students involved in the different university activities at different academic levels and specialization fields at Al al-Bayt University, during the academic year 2018/2019, and the study sample was of (432) which represented 16% of the study population. The study and analysis of the results show that there is a statistically significant relationship between the study variables and the enhancement of social responsibility, in which sports came in the first rank and had the most influential among all other variables, followed by social, cultural and artistic activities respectively. It has been shown that universities are fully aware of the importance of student activities in promoting students' social responsibility and are trying their utmost to activate these activities significantly on the ground. The study recommended that, the need to increase the interest in students activities among university students by universities inside and outside the university premises to make the student interact with other people through the available activities and thus, enhance social responsibilities among the students.*

KEYWORDS: Student activities, social responsibility, Al al-Bayt University, Jordan.

INTRODUCTION

Student activities have great interest at all stages of education, especially university, and play a major role in educating, developing of the students' abilities and personalities, qualify them scientifically, practically and socially to enable them to contribute to the community development movement after graduation. Interest in social responsibility has increased in recent years as society looks to it to face social problems that have worsened in the world, most notably the increase in poverty, unemployment and disease, especially with the diminishing role of governments in economic and social development, which has declined after the broad trend towards privatization, abandonment of institutions of their traditional and social roles, and obligations towards citizens and the transfer of these roles to existing institutions in society. The universities, one of the most important educational institutions, which is assumed great social responsibility towards the community, and this requires universities to put social responsibility at the core of its strategy by addressing the problems and challenges facing society, and contribute to finding solutions. Student activities have many definitions used in the field of, because it is a comprehensive term, including:

All work done by students and experience they gain and programs planned by the officials of the university in conjunction with the student organizations in the fields of cultural, social, scientific, sports, artistic and recreational, provided that they are practiced outside the official study schedule, and at non-times, both within the university or outside, and be subject to planning and supervision by the University. (Ibrahim, 1992:6). The group of activities that students practice at the university outside the official lecture halls in various fields of religious, cultural, artistic, social, sports and Scouts, which aim to achieve the balanced and integrated growth of students mentally, morally, physically, psychologically, scientifically and socially" (Rizk, 2011:21).

Students' activities are defined according to the regulations of the Deanships of Student Affairs as: These cultural, intellectual, social and sport activities that contribute to building and preparing university youth, and achieve them a balanced integrated personality, through the development and refinement of their energies and talents, through student councils, committees and student clubs. These committees are supervised by the Deanship of Student Affairs at the University as a body of competence and supervision to study and follow up the plans for these activities "(Tahrawi, 2015:33). Objectives of Student Activities:

The main goal of education is to help students to grow in their personalities to the best of their abilities; universities seek through student activities to achieve a set of goals for students, including:

1. Train students to lead, obey, take responsibility, and instill a spirit of cooperation, sacrifice and altruism.
2. Affirm the duty of students to serve their country and interact with the issues of their community and their nation (Subaie, 2005:65).
3. Contributing to the formation of the university student's integrated and balanced personality.
4. Investing of students' time in meaningful and useful programs (Shagran, 2016:491).

Fundamentals of Student Activities:

(Saleh, 2013) set forth a number of bases that must be taken into account when preparing for student activities, including:

1. Choosing a suitable and applicable program in accordance with the activities and capabilities available in educational institutions.
2. The programs should be planned according to various clear objectives.
3. The programs should be consistent with the needs of students and appropriate to their abilities.
4. Suitability of programs for the environment and the community implemented.

(Jibril and Abdul Rasul, 2010) added the following bases:

1. To contribute to the growth of students mentally, socially, culturally and ethically;
2. The activity should be characterized by continuous development and change in order to respond to the needs of students.
3. Participation in the activity takes place on the basis of acceptance, approval and responsibility.

Fields of Student Activities:

The student activities offered by the university to students vary in several areas, including:

1. Religious Activities: represents the important practical application of Islamic education, it has great value in the temperament of students on the intent of the Islamic education of the sublime meanings of belief and work (Abu Shraikh, 2010:35).
2. Social Activities: is to service through public service programs, trips and visits to community institutions, the formation of scout teams to serve their community (Abdel Moneim, 2013:313).
3. Cultural Activities: is to hold lectures, seminars, cultural and scientific competitions and literary within or outside the framework of the university. These activities earn students the skills of

communication and dealing with peers, and work to instill sound trends and desirable values in the hearts of students. (Azmi et. al., 2011:29).

4. Sports Activities: consists in sports competitions and tournaments held between colleges and departments within the university, and local participation with clubs, institutions and universities, and international participation abroad (Abdel Moneim, 2013).

5. Technical activities: contribute to the development of aesthetic taste, and the acquisition of hand, mental and emotional skills, through the activity of the drawing, which develops the student's creativity and innovation, and appreciation and respect for the importance of the work of man (Azmi et. al., 2011:29).

6.

The researcher believes that the student activities in universities are characterized by diversity and inclusiveness and accommodate as much of the talents and abilities of students, despite the diversity of activities, but the researcher has chosen the following areas (social activities, cultural activities, sports activities, and artistic activities) because of their association with social responsibility.

Social responsibility is of great importance to both individual and the community, and it may take a long time to learn. Therefore, educational institutions, including public or private universities, are encouraged to provide opportunities and an appropriate educational environment to promote social responsibility among the community members, as they are closely linked to the many positive and negative behaviors that prevail in any society (Athamna and Smadi, 2009). Student activities have a significant role to play in the development of religious, social and political values in the life of students engaged in these activities (Boutros, 1998). The success of higher education institutions in communicating their mission is represented by the extent to which students are able to abide by the standards of their responsibilities towards their environments, such as their participation in student activities, their pride in the achievements of their country, and their boycott of places where rumors are harmful to the interest of the country; not to participate in demonstrations calling for violence and vandalism of the property of the homeland, and the preservation of the unity, culture and heritage of their homeland (Harthy, 1995).

Serving the community and educating its youth about their social responsibilities is one of the most important functions of the university, as it provides a climate that allows for the exercise of democracy, effective participation in opinion and work, and develop the students' ability to participate and contribute to the building of society, and solving problems; it also develops a serious desire to study about knowledge, challenge the reality and the continuation of the future within the framework of a rigorous scientific approach that takes into account the social, economic and political conditions of society (Ibrahim, 2002). That what (Al-Zboon, 2012) has recommended the need to activate the role of universities in the development of students' social responsibility through inclusion it in teaching courses in the subjects of national education, courses and activities, scientific forums, and all that would strengthen the sense of students, and increase their awareness, and exercise their responsibilities towards the private and public environment, and raise awareness of youth and their social responsibilities, and make efforts to educate them on this responsibility.

Dimensions of Social Responsibility of Universities:

- The social dimension: Social responsibility was seen as a contract between the university and the society, whereby the university is obliged to satisfy the society and achieve what is consistent with the public interest.
- Environmental dimension: by taking into account the universities environmental effects of their operations and products and achieve the maximum efficiency and productivity of available resources.

- Economic dimension: Social responsibility refers to commitment to ethical practices within the institution such as corporate governance, prevention of bribery and corruption, and the protection of consumer rights and within these context universities should adopt the principles of accountability and transparency, and respect for the parties concerned. (Nasiruddin, 2010).

The social responsibility of universities includes:

- Commitment: the involvement and empowerment of various members of the university community to exercise the social responsibility of universities and be consistent with the mission of the university.

- Self-diagnosis: is made in order to know the university status in terms of strengths and weaknesses, and areas of improvement, and it must analyze the existing situation to determine the level of social responsibility.

- Realization and implementation: It includes information and communication for all groups that participated, and a summary of the main findings and proposals for improvement should be presented through talks, meetings and reports (Fedrico, 2012).

Based on the above, the study considers that social responsibility is a moral and rational approach to the management of the university, and its active role in promoting social responsibility through student activities, academic programs, active service, units, teachers and students to meet the needs and achieve the welfare of society.

PREVIOUS STUDIES

Dayel (1999), *Student Activities and their Role in Acquiring Social Skills*.

The Study aimed to identify the student activities and their role in the acquisition of social skills for university students, and to identify the extent of the desire of students in these activities and obstacles that face them to acquire social skills through student activities at Imam Muhammad bin Saud Islamic University in Riyadh. The sample social survey method was used, and the questionnaire and interview were used to collect data, where the study sample consisted of (200) students from different practical and theoretical faculties. One of the most important results of his study is that the student activities earn the university students social skills to a medium degree, and that the desire of students to participate in the activities was strong, and that there are difficulties facing students to acquire social skills through the practice of student activities to a medium degree.

Kharashi (2004), *The role of student activities in the development of social responsibility*.

The study aimed to identify the student activities and their importance in gaining and developing social responsibility among university students and the impact of these activities and various programs on the personality of the university student, the sample size of the study consisted of (149) students representing all faculties, departments and levels within the university practitioners of student activities within their colleges at the university. In this study, the researcher used more than one tool for collecting data, measuring the social responsibility, as well as, semi-standardized interviews with a student from each faculty who practice student activities were conducted. The most important results that the university student activities have a significant impact in the process of gaining and developing social responsibility for students as a key aspect in building their personalities, and there is a great desire and a sense of need and conviction among university students to participate in the university activities available, the results also showed the importance of participation in the process of development of social responsibility; there are also planning indicators that help students to participate in university activities such as physical and moral prizes and increase the grades of the participants, and there are no statistically significant differences between the mean scores of the sample about the impact Student activities are attributed to variable (specialization-level of study).

Qutub (2006), *University and deepening the values of belonging in the light of the data of the twenty-first century*.

The study aimed to monitor the data of the twenty-first century and to explore the necessities of attention to the values of belonging and to identify the role of the university and its tools in deepening the values of belonging to students and the extent of the university's ability to deepen the values of pride and belonging to the characteristics of the twenty-first century. The study used descriptive methodology; the most important results showed that, the university contributes little to deepen the values of belonging to students, as well as the lack of resources, financial, human and technical necessary to establish activities.

Calvert, (2006), *The role of university students in American Education Policy and Democratic*.

The study dealt with the role of the university's activities in teaching American student's politics, democracy, and self-confidence, forming good relations, adopting positive participation in community issues and developing their sense of citizenship and taking responsibility. The study reached a number of results, the most important of which is that the university through its activities and projects that are provided to students through their studies and activities help them in developing the ability to express opinions and contribute to their association with the university and feel the importance and appreciation of them.

Maghmasi (2011), *The Role of University Student Activities in Promoting Moral Values of Female Students* The study aimed to identify the role of university student activities in promoting the moral values of female students. The researcher followed the descriptive survey method and a questionnaire was applied to a sample of Umm Al-Qura University students consisted of (72) female student. The results showed that the most moral values Supported by student activities were the value of parental righteousness and the value of cooperation and then the value of chastity; The results also show that the self-development training programs are among the most active student activities programs that promote ethical values, whereas the program of organizing trips and targeted visits for students was ranked last.

Daajani (2014), *A study on the contribution of student activities in developing leadership skills among Umm Al-Qura University students*. The study aimed to identify the role of the contribution of student activities in the development of leadership skills among students of Umm Al-Qura University, the study followed the descriptive survey method, where a questionnaire was applied to a sample of (393) female students members of the activity participants in the study. The study reached several results, the most important of which is that the contribution of student activities in developing leadership skills of female students was high; the responsibility skills came first, followed by communication skills, initiation and innovation skills, and finally decision-making skills. It was also found that there are statistically significant differences attributed to specialization in the fields of initiative and innovation, responsibility for the benefit of social activity and the impact of the student's relationship with the activity in all areas and in the total degree except the area of decision-making skills and the differences were in favor of members versus participants.

Azmi, et.al. (2011), *The extent of the contribution of educational activities in the development of citizenship values among students of the College of Basic Education in the State of Kuwait*. Aimed to study the extent of the contribution of educational activities practiced by students at the Faculty of Basic Education in the State of Kuwait in the development of citizenship values, and to reveal the extent of differences between the views of students of the Faculty of Education on the reality of the practice of educational activities at the Faculty of Basic Education and its impact on the development

of values among them depending on the variables (gender, nationality, study teams, scientific specialization, place of residence). The researcher used the descriptive analytical method, the study population consisted of all students of the Faculty of Basic Education (10242) students, of which (2026) male students (19.8%) and (8216) female students (80.2%). The study sample consisted of (1115) male and female students (11%) of the study population which were selected randomly. The researchers used the questionnaire as a key tool for data collection, the study results showed that the educational activities practiced by students at the Faculty of Basic Education contribute moderately to the development of citizenship values among students, and there was a statistically significant differences attributed to the gender variable in favor of males, and to the nationality variable in all individuals. The sample did not show statistically significant differences attributable to the place of residence and to the variable of the study teams.

Helen (2017), *Role Performance of Social Institutions in Student Activities*. The study aimed to determine the role of social institutions in influencing the student activities, the researcher used the descriptive approach, the target sample consisted of (30) head of an accredited student organization; the researcher depended on Interviews, document analysis, surveys and questionnaires to collect data and information; the results of her study showed that the family and the school have a strong impact on the participation of students in the activities, because the leaders of student activities in direct contact with the supporters and spend with them a long time. The church and society have a moderate impact, and there is a moderate impact for social institutions because students do not offer activities that are equally important in developing their abilities and skills, and there is a need to improve student participation in the church and community activities that have a moderate impact in order to enhance their role.

Comments on Previous Studies:

In light of previous studies, it can be noted that most of the previous studies have focused on student activities in acquiring university students some values and social skills and the role of social institutions in influencing student activities. While the purpose of this study is to identify the degree of enhancing the students' social responsibility activities among students from their point of view, and what are the most prominent student activities that promote social responsibility among them. The present study has benefited from the previous studies in determining the appropriate study methodology, building the study tool, using statistical processing methods, presenting and discussing the results, supporting the current study with previous studies, and to confirm the results of the previous studies.

Study Problem

There is an insurmountable importance of student activities in terms of developing social responsibility and interest by university students as emphasized by (Kharashi, 2004) the need to encourage university students to participate in all social educational activities, and encourage teamwork to create a spirit of cooperation among them. It is essential that the student activities programs be varied in quantity and quality, in order to be a key factor in the development of aspects of the student's personality and the formation of a good citizen who is aware of his rights and duties towards the homeland and the society to which he belongs (Smadi and Baqawi, 2015). With the development of societies and the complexity of their needs due to the rapid technological developments, We are in urgent need to link the objectives of different educational institutions and improve their outputs to meet the developmental needs of communities to achieve different services at all levels and aspects, whether social, cultural, developmental and other services, through training

the student during his university study on student activities that would help him to understand and know the needs that serve his community.

Study Questions:

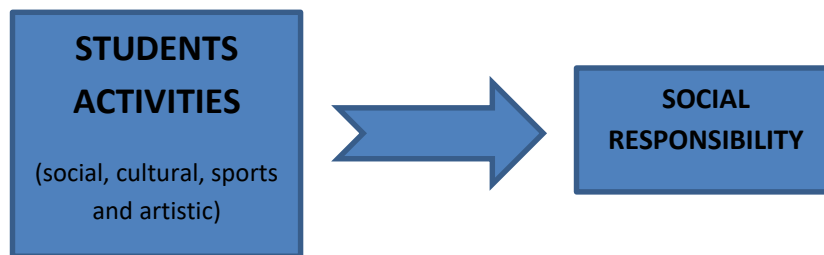
On light of the study problem, this study came to answer the following questions:

1. What are the most prominent student activities that enhance social responsibility among universities students?
2. What is the role of students' activities in enhancing social responsibility among Jordanian universities students?
3. Is there a statistically significant relationship between student activities and enhancing social responsibility among Jordanian universities students?

Objectives of the Study:

The aims of this study are to identify the role of students' activities in enhancing social responsibility among Jordanian universities students, and the most prominent activities that enhance their social responsibility.

Study Model of Variables:



Importance of the Study:

The importance of this study stems from the importance of social responsibility, which is one of the educational, religious, and value issues, which requires the attention of all community institutions to strengthen them among members of society. This study is an objective response to the call of the educators for the need to paying attention to the increasing numbers of the future students, and interact positively with the issues of their communities, and be awareness and devotion to community values, by providing them with behavioral standards that help them to take social responsibility. This study would be useful for educational personnel in Arab and Islamic universities in general, and decision makers concerned at Al al-Bayt University in particular, to identify some of the roles of educational curricula and their importance in enhancing the responsibility of students of higher education, and would enable a number of educational researchers to conduct more researches on topics related to social responsibility and educational curricula. Last but not least, this study would be an important addition to knowledge for scientific libraries and researchers.

The Study Limitation:

The researcher committed to the following limitations during this study:

- Spatial limits: The study was conducted at Al al-Bayt University in Jordan.
- Time Limits: This study was conducted in the year 2018/2019, where the results of the study are linked to this academic period based on the circumstances under which the results were reached.
- Human Frontiers: The study is limited to students of Al al-Bayt University for the academic year 2018/2019.

Terminology of Study:

The study included the disclosure of the concept of the following terms:

Student Activities: is defined as the total programs and activities practiced by students inside or outside the school in accordance with their preferences, preparations and abilities and potentials available to them, which are directly or indirectly linked and conducted under the supervision of the school in pursuit of the objectives of the educational process (Shehata, 2002). Also defined as any activity in which the student participates - attendance or practice - inside or outside the university of which scientific, moral or religious benefits are gained, whether this activity is organized by the department to which he belongs (activity complementary to the curriculum) or a body affiliated to the university such as associations, scientific and cultural clubs, students organizations, mosques and university chapels (Shushan, 2017). and is also defined as, those various activities carried out by university students through committees emanating from the student unions outside the scope of academic study in a free and organized basis, and the union is responsible for providing these religious, cultural, social, artistic, and athletic activities with various committees (Aajez and Assaf, 2013).

Social Responsibility: is the ethical policy for the quality of the performance of the university community (students, teaching staff, and administrators), with the responsibility of managing environmental of cognitive, educational and labor market impacts in an interactive dialogue with the community improvement for sustainable human development (Estes, 2005). It's also defined a matter of arbitration to a standard, which is accountable for tasks, behavior or conduct and determining whether it conforms to certain requirements (Osman, 1996).

Al al-Bayt University: A public university in Jordan as part of the Jordanian government education sector.

The researcher defined the student activities, social responsibility, procedurally as follows:

Student activities: Any work in which the student participates in a presence or practice, inside or outside the university, which is believed to benefit him scientifically, morally or culturally, under the supervision of the responsible authorities in the university, where it varies between social, cultural, political and sports activities.

Social responsibility: The commitment of the university student to the rights and duties towards himself, his family, friends, and his university to respect the instructions, regulations, and commitment to the values, customs and traditions in his society, and to maintain and interact with his problems to achieve the common goals of society.

RESEARCH METHODOLOGY

To achieve the objective of this study, the researcher relied on the descriptive analytical method, through the collection of data on the variables of the study, presentation based on the theoretical literature and previous studies related to the subject of research and through the analysis of questionnaire data, which consisted of two sections: The first included demographic data related to Al al-Bayt University students. The second included two sections: First section on student activities at Al al-Bayt University which was divided into four sub-sections included (28) paragraphs, and the second on enhancing student social responsibility activities (12) paragraphs. The statistical packages program for social studies (SPSS) was used to analyze the data.

Study Population and Sample:

The study population consisted of all students involved in the different university activities: Sports, cultural, religious, and social at different academic levels and specialization fields at Al al-Bayt University, during the academic year 2018/2019 which consisted of (2700) male and female students. Only (467) students could be reached (17%) and the questionnaire was distributed to them, and out of that only (432) were valid questionnaires for analysis, represents 16% of the study population.

Table (1) shows the distribution of the study sample according to demographic variables (gender (Male, Female), field of specialization (Humanities, Natural sciences), academic level (First year, Second, Third, Graduate students)).

Variables		Frequencies	Percentage
Gender	Male	309	71.5%
	Female	123	28.5%
	Total	432	100.0%
Field of study	Humanities	347	80.3%
	Natural Sciences	85	19.7%
	Total	432	100.0%
Academic level	First	98	22.7%
	Second	148	34.3%
	Third	112	25.9%
	Graduate	74	17.1%
	Total		432

Table (1) shows that (71.5%) of the study sample were males and (28.5%) were females; (80.3%) studying in the field of Humanities, (19.7%) were studying Natural Sciences; (22.7%) were in their first year; (34.3%) in their second year, (25.9%) in their third year, and (17.1%) in their graduation year of studies.

Reliability and Stability of the Study Tool:

The questionnaire was validated by presenting the study tool in its preliminary form to a group of specialized and experts arbitrators who made a number of observations about deletion and amendment of some paragraphs; where the tool in its preliminary form was consisting of (30) paragraphs and five fields before the amendment. The researcher took the proposed amendments approved by (85%) of the arbitrators, and the tool was issued in its final form of (40) paragraphs. For the stability of the questionnaire, the consistency coefficient was calculated using the Cronbach's Alpha Test on a survey of 18 paragraphs, with a time difference of three weeks, the stability coefficient was of 0.91 which is considered acceptable to conduct the study as shown in Table (2).

Cronbach's Alpha	N of Items
0.9113	18

The Correction Tool Actions:

The five point Likert Scale was used to answer the paragraphs, where (strongly agree) is given (5) degrees, (agree), is given (4) degrees, (undecided) is given (3) degrees, (disagree is given (2) degrees, and (strongly disagree) is given (1) degree.

The maximum limit for the alternatives of the study instrument is 5, and the minimum of the alternatives is 1, and by subtracting the minimum limit from the upper limit the score would be (4) degrees, and then dividing the difference on the three levels (high, medium, low) as follow:

$4/3 = 1.33$ and so:

- A. Minimum limit (low) = $1 + 1.33 = 2.33$
- B. The average limit (medium) = $2.34 + 1.33 = 3.67$
- C. Upper limit (high) = 3.68 and above

Thus, the weights of paragraphs would be (1.00- 2.33) low, (2.34 - 3.67) medium, and (3.68 - 5.0) are high; So that the higher the degree, the greater the degree of practice of student activities in enhancing the social responsibility among Al-Bait University Students and vice versa.

DISCUSSION OF RESULTS AND CONCLUSIONS

The aims of study are to study the role and relationship of students' activities with enhancing social responsibility among Jordanian universities students, as well as the most prominent student activities that enhance social responsibility among universities students, from the point of view of Al-bait University students by answering each of the following study questions:

First Question: *What are the most prominent student activities that enhance social responsibility among universities students?*

To answer this question, activities of university students were limited to four fields: social, cultural, sports and artistic activities, the Arithmetical Means and Standard Deviations of the responses of the study sample were extracted from these fields as shown in Table (3). Table (3) shows that, the arithmetical means of the responses of the study sample on the field of Social Activities ranged from (2.98) as in paragraph (4): "The university encourages blood donation campaigns in public hospitals", and (4.68) as in paragraph (1): "The university motivates community service at all social, national and health levels", With an average of (3.85) to the field as a whole and standard deviation of (0.905) in an average. This is likely because university administrations are morally and legally obliged to serve communities in all areas. Therefore, the University should also motivate students to serve the community through the development of the spirit of participation in national and social celebrations and provide assistance to the community, so their response in an average was of high degree of assessment.

TABLE 3					
ARITHMETICAL MEANS AND STANDARD DEVIATIONS OF THE MOST PROMINENT STUDENT ACTIVITIES THAT ENHANCE SOCIAL RESPONSIBILITY AMONG UNIVERSITIES STUDENTS					
Rank	Paragraph Number	Paragraph	Arithmetical Mean	Standard Deviation	Degree of assessment
The Field of Social Activities					
1	1	Motivates community service at all social, national and health levels	4.68	0.264	High
2	5	Establishes an open service day for the nursing department	4.32	0.184	High
3	2	Develops participation in national and social celebrations	3.86	0.227	High
4	7	Provides special awareness campaigns to the local community	3.82	0.125	High
5	3	Provides trained teams to provide medical services to the community	3.74	2.412	High
6	6	Provides assistance to community members in the event of a crisis	3.57	2.043	Medium
7	4	Encourages blood donation campaigns in public hospitals	2.98	1.081	Medium
Average			3.85	0.905	High
The Field of Cultural Activities					
1	4	Leaflets and brochures are issued to educate students culturally	4.34	0.164	High
2	2	Held National cultural competitions	4.19	1.104	High
3	6	Reminds students of their national heritage by participating in heritage exhibitions	3.89	2.036	High
4	3	Contributes to the actual participation of the University in cultural events	3.83	0.891	High
5	7	Keeps up with cultural events on the Arab level	3.42	1.888	High
6	5	Public poetry evenings are held for students	2.86	2.451	Medium

7	1	Develops the value of participation in committees to sponsor cultural activities	2.43	0.891	Medium
Average			3.57	1.346	Medium
The Field of Artistic Activities					
1	6	Announces artistic competitions for students	4.04	2.161	High
2	7	Keep up with artistic events on the local and international level	3.97	2.093	High
3	2	Students are encouraged to participate in artistic teams despite the different specialization	3.74	1.892	High
4	3	Interested in the artistic talents of students	3.24	0.863	Medium
5	4	Held National and local artistic competitions	2.87	1.548	Medium
6	1	Provides artistic teams for the university	2.64	2.361	Medium
7	5	Talents are pursued for graduate students	2.16	1.548	Low
Average			3.24	1.781	Medium
The Field of Sports Activities					
1	2	Holds sports competitions among students	4.87	0.842	High
2	6	Collaborate with rising sports teams by sponsoring them	4.64	0.764	High
3	1	Motivates Students to participate in national and international sports activities	4.54	1.091	High
4	3	Concerned in caring for the outstanding athletes	4.08	0.862	High
5	4	Provides all services and needs for sports teams	3.98	2.04	High
6	5	Promotes participation in sporting activities by providing financial rewards for distinguished athletes	3.86	0.852	High
7	7	Encourages Sports teams to connect with local clubs and teams	2.98	1.514	Medium
Average			4.14	1.138	High

Table (3) also shows that, the arithmetical means of the responses of the study sample on the field of Cultural Activities ranged from (2.43) as in paragraph (1): "The university develops the value of participation in committees to sponsor cultural activities", and (4.34) as in paragraph (4): "Leaflets

and brochures are issued to educate students culturally", With an average of (3.57) to the filed as a whole and standard deviation of (1.346) in an average. This is likely because university administrations have to distribute leaflets and brochures in order educate the students (specially the first year students) about the various activities available at the university and encourage them to participate in these activities. University should held more cultural activities events locally and internationally; the response in an average for this field was of medium degree of assessment.

As for the field of Artistic Activities, the table shows that the arithmetical means of the responses of the study sample ranged from (2.16) as in paragraph (5): "Talents are pursued for graduate students", and (4.04) as in paragraph (6): "Announces artistic competitions for students", With an average of (3.24) to the filed as a whole and standard deviation of (1.781) in an average. This is likely because university administrations are obliged to announce for such activities through distributing leaflets and brochures and all other means in order encourage students to participate in these activities. University should show more interest in the artistic talents of students and held more national and local artistic competitions; the response in an average for this field was of medium degree of assessment.

Last but not least, the arithmetical means of the responses of the study sample on the field of Sports Activities ranged from (2.98) as in paragraph (7): "Encourages Sports teams to connect with local clubs and teams", and (4.87) as in paragraph (2): "Holds sports competitions among students", With an average of (4.14) to the filed as a whole and standard deviation of (1.138) in an average. This is likely because university administrations encourages the establishment of sports activities all the time, as such activities drain the youth energies within the students and keep them away from student violence, and from the belief that a healthy mind in the healthy body. University should motivates Students to participate in national and international sports activities; provides all services and needs for sports teams, and provide more financial rewards for distinguished athletes; the response in an average for this field was of high degree of assessment. Table (4) shows that, the field of sports activities came first with an average of (4.14), followed be social activities with an average of (3.85), then the cultural activities with an average of (3.57), and the artistic activities came the last with an average of (3.24). The table also shows that, the degree of assessment of the most prominent student activities that enhance social responsibility among universities students as a whole was high with an average of (3.70).

Rank	Paragraph Number	Paragraph	Arithmetical Mean	Standard Deviation	Degree of Assessment
1	4	Sports Activities	4.14	1.138	High
2	1	Social Activities	3.85	0.905	High
3	2	Cultural Activities	3.57	1.346	Medium
4	3	Artistic Activities	3.24	1.781	Medium
The Tool as a Whole			3.70	1.293	High

Student activities are very important and complementary to the educational process and have an impact on the personality of the university student. On the contrary, these activities are important in highlighting the talents of young people and their development. The college gives a great deal of attention to these extra-curricular activities. It is also inherent to the personality of the university student.

Second Question: *What is the role of students' activities in enhancing social responsibility among Jordanian universities students?*

To answer this question, Arithmetical Means and Standard Deviations of the responses of the study sample were extracted for this field as shown in Table (5).

Table (5) shows that, the arithmetical means of the responses of the study sample on the field of enhancing students' activities for social responsibility paragraphs ranged from (2.04) as in paragraph (5): "Promotes the primacy of the public interest over the private interest", and (4.68) as in paragraph (4): "Promotes social, cultural, sports and artistic participation", with an average of (3.48) to the field as a whole and standard deviation of (1.260) in an average. This is likely because students at this age don't feel that they should overcome the believe of primacy of public interest, and that is why the university always tries to promote their participation in social, cultural, sports and artistic activities and promotes the values of national belonging as well as their acceptance of the others opinions. Therefore, the University should promote spreading the culture of social responsibility and consolidates the social cohesion among students. The response for this field in an average was of high degree of assessment.

Rank	Paragraph Number	Paragraph	Arithmetical Mean	Standard Deviation	Degree of Assessment
1	4	Promotes social, cultural, sports and artistic participation	4.68	1.284	High
2	9	Promotes student social responsibility	4.37	2.475	High
3	7	Promotes spreading the culture of social responsibility	4.15	0.784	High
4	8	Promotes social participation	3.95	0.952	High
5	10	Contributes to solving the student's social problems	3.84	1.045	High
6	1	Promotes my values of national belonging	3.78	0.892	High
7	3	Promotes mutual cooperation with the community	3.66	2.091	Medium
8	12	Develops awareness of social services	3.18	0.89	Medium
9	2	Promotes acceptance of the others opinions	2.94	0.952	Medium
10	6	Promotes the integration of graduates into the community	2.67	0.726	Medium
11	11	Consolidates the social cohesion among students	2.47	1.245	Medium
12	5	Promotes the primacy of the public interest over the private interest	2.04	1.781	Low
Average			3.48	1.260	Medium

The student's participation in student activities gives him positive experiences that qualify him to be a reliable person around him and help him to take care of some things. Also, when the student acquires these experiences, it feels a sense of responsibility and self-reliance in doing business and develops a spirit of cooperation in the team and a spirit of respect for others, which makes them trust him and do business with him, as it enhances the interest in time and maintenance.

Third Question: *Is there a statistically significant relationship between student activities and enhancing social responsibility among Jordanian universities students?*

To answer this question, Pearson Correlation coefficients were extracted at the level of significance ($\alpha \leq 0.05$) between student activities and enhancing social responsibility as seen Table 6.

TABLE 6			
PEARSON CORRELATION COEFFICIENT AND STATISTICAL SIGNIFICANCE OF THE RELATIONSHIP BETWEEN THE STUDENT ACTIVITIES AND ENHANCING SOCIAL RESPONSIBILITY AMONG JORDANIAN UNIVERSITIES STUDENTS?			
Total Respondents	Coefficient of correlation	of	Level of significance
432	0.14		0.01

Significance at ($\alpha \leq 0.05$)

Table (6) above indicates that, there is a statistically significant relationship between student activities and enhancing social responsibility among Jordanian universities students, which means that, whenever there are student activities there is an enhancement of social responsibility from the point of view of Al al-Bayt university students; the researcher attributed that, the student's participation in student activities earns him positive experiences that qualify him to be a reliable human being. The student also acquires a sense of responsibility and self-reliance in doing business and develops a spirit of team cooperation and respect for others, which makes the community trust him and do business with him. It also enhances attention to and maintenance of time. Student activities over time teach the student to learn many things, introduce him to his duties and role in his community and undoubtedly drive him to volunteer work as a service to the community. All universities are aware of the importance of these student activities and provide various activities to students and motivate them to engage in activities in various ways so that each student falls into the appropriate cultural, sports, social and artistic activities, and ease all obstacles they may face. When student participates in activities begins to open up his ideas and tries hard to innovate and creativity as well as, trying to spread these activities to fellow students and then to the community.

Universities are one of the educational edifices that play an important role in educating students and giving them proper habits and behaviors, therefore, universities and colleges of education have been interested in developing programs and activities for students, to take advantage of the students' time to benefit them since educational process is not only a lesson for teaching, but a useful process to build the personality of the student in all respects and to spread the spirit of social responsibility.

RECOMMENDATIONS

Based on the results, the study recommends the need to increase the interest in students activities among university students by universities inside and outside the university premises to make the

student interact with other people through these available activities, thereby exchanging the types of human behavior with others and benefit from others and learn types of behavior and gain positive experiences from others through that interaction and activities, and tries to develop a sense of responsibility and self-reliance through these processes and activities, especially with to social and religious activities, as well as, conduct workshops for the local community surrounding and cooperate with them for enhancing social responsibilities among them and among the students alike. It also recommends conducting further studies on other student's activities to determine their impact on social responsibilities by selecting another study society and sample.

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