



The role of student activities in promoting good citizenship between Palestinian university students "Palestine Technical University as a model"

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Abstract

This study intended to reveal the role of student activities in promoting good citizenship (belonging and values, life skills, social participation, rights and duties) among Palestinian university students "Palestine Technical University as a model, and followed the descriptive analytical approach using the questionnaire tool consisting of (29) items, the number of sample members was (220) male and female students were selected in a simple random way. The results showed that the role of student activities in promoting good citizenship was to a large degree and by a percentage of (82%), and the field of the role of student activities in promoting belonging and values ranked first, followed by the field of the impact of student activities on the development of life skills, followed by the field of the impact of student activities on social participation and followed by the field of the impact of student activities on rights and duties. The results also showed that there were no statistically significant differences at the level of significance ($0.05 \geq \alpha$) in the role of student activities in promoting good citizenship among Palestinian university students, Palestine Technical University, as a model attributed to the variable of gender and specialization.

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Introduction

The educational process transcends mere lesson indoctrination; it is a valuable endeavor aimed at cultivating the student's personality in all dimensions, fostering social responsibility, self-esteem, and life responsibilities, while striving to achieve a holistic balance in the student's character.

The process of education in its various stages, especially the university stage, represents the axis of construction and real support for the development of the student's positive personality, there is a reciprocal correlation between the personality and its different features and the process of learning and teaching, the student's personal traits affect his academic performance positively or negatively, and on the other hand, the process of education and its various fields also affect the construction of personality and may develop from its various features. Usual, and these distinctive characteristics of the individual's personality are only the product of shared elements from genetic factors that change and interact with environmental factors, these factors and components complement each other, and to the extent of the consistency of these factors and components as much as the personality of the individual is integrated, the human being and his personality is a psychological, physical, social and interactive integrated unit that goes through a number of stages of growth. Heredity provides personality with its raw material, which is then formed and developed by the conditions of the person's environment, whether by the person's own experiences or by the experiences he shares with others.

University activities help students to identify and acquire experiences without direct obligation, in light of their inclinations, desires and needs, thus enabling them to combine knowledge and skill, science and work, theory and practice, and the needs of the university and society. It helps to show and develop students' talents and various tendencies, which leads to creativity, and the elimination of some psychological diseases such as shyness, isolation, introversion, selfishness and self-love, in addition to university activities are one of the important elements in building and refining the student's personality, and preparing him socially properly so that in addition to his learning he is socially, healthily, psychologically, politically, educationally, economically and security mature to become a good citizen.

To meet this demand, numerous nations underscore the need of fostering citizenship in society via effective citizenship education (Eurydice, 2017; Schulz *et al.*, 2018) ^[7, 17], This is crucial in confronting threats to tolerance, equality, individual liberty, social cohesion, and democracy overall, and findings in this area highlight the significance of providing an open learning environment for students that fosters a respectful exchange of differing viewpoints and allows them to practice in order to making their own independent opinion (Maurissen, 2020) ^[12]. Moreover, providing avenues for students to acquire knowledge and engage in democratic practices (Hoskins *et al.*, 2017) ^[9]. Additionally, it aims to enhance students' civic competences and foster good citizenship (Coopmans *et al.*, 2020) ^[5].

Therefore, the university education stage is one of the most important educational stages for the individual, so this stage requires special attention and it is the end of the formal educational process for students, and the basis for the development of society, and it is also an investment stage in human capital, on which the various development processes depend, especially since the age stage of university students has unlimited energies and capabilities in giving, building and capabilities that qualify them towards advanced positions in various fields of development (Masouda and Khadija, 2021) ^[11].

And that university youth are exposed to many risks, perhaps the most important and most dangerous of all is intellectual deviation and the adoption of ideas of violence and demolition because the rapid transformations and changes that societies are going through at all levels, and therefore the process of caring for young people by providing different and varied forms of activities to occupy the leisure time of this vital group in society, is important to achieve near and far goals in the student's personality by emphasizing the significance of activities in the life of the individual, and the general goal is Establishing a healthy democratic society, and each characteristic of this society affects social, economic, cultural and national activity, and its organization, trends and laws, and requires instilling certain characteristics in young people (Hashem, 2018) ^[8].

Study problem

Educational institutions primarily use student activities to help them develop their values and abilities, as they contribute significantly to enhancing the sense of belonging to the homeland and raising awareness of social responsibility. In the Palestinian context, good citizenship

assumes great importance as a condition for strengthening national unity, promoting respect for laws, and motivating collective efforts to address internal and external challenges. It is also noted that interest in student activities in many Palestinian universities has declined and the demand for them has decreased, raising questions about their efficiency in achieving their educational goals and their impact on students' behavior and values. In addition, there is a dearth-according to the researcher- of studies investigating the relationship between student activities and the progress of good citizenship in Palestinian universities, demonstrating the need for in-depth research into this relationship.

The research problem is reflected in the need to understand the contribution of student activities to the advancement of good citizenship among students of Palestine Technical University, in addition to providing solutions and proposals to enhance the impact of student activities on students' awareness and behavior in the national interest. The problem of the research is limited to answering the following primary question:

What is the role of student activities in promoting good citizenship among Palestinian university students "Palestine Technical University as a model"? The following sub-questions are also branch out:

1. How do the student activities encourage the feeling of belonging and the values among the students of Palestine Technical University?
2. How do the student activities assist in acquisition of life skills among students of Palestine Technical University?
3. How do the student activities contribute to the social integration of the students of Palestine Technical University?
4. How do the students' activities affect the Palestinian university students at Palestine Technical University, especially their rights and responsibilities?

Study Objectives

In furtherance, this study seeks to achieve the following aims:

1. Identify the role of student activities in promoting belonging and values among students of Palestine University "Palestine Technical University as a model"
2. Identify the role of student activities in developing life skills among students of Palestine University "Palestine Technical University as a Model".
3. Reflect on the role of student activities in the social participation of students at Palestine University "Palestine Technical University as a model"
4. Specify the role of student activities in the rights and duties of students at Palestinian universities "Palestine Technical University as a model"

Importance of the study

The importance of this research is to provide a theoretical understanding of the nature of the role of student activities in promoting good citizenship among Palestinian university students "Palestine Technical University as a model", and to identify some aspects of the important and influential points in the process of programs and activities and their role in developing values among students and enriching studies and research related to the subject; Palestinian universities.

Literature review

Student Activities

Student activities Student activities can be any kind of extracurricular activity, the interesting thing about extracurricular activities is that participation is not mandatory, students do not need to receive extra academic credit to participate, it is completely voluntary (Makarova & Reva, 2017) ^[10].

Student activities are defined as "incorporating an overlapping mix of areas of activity, relationships, interaction, experiences and experiences experienced by young people as individuals and members of groups, providing them with opportunities for integrated growth in various physical, muscular, social and moral aspects, which may be long or short-term" (Al-Muqrin, 2011) ^[3].

Student activity is defined as a set of pedagogical experiences and sound attitudes that a student acquires outside the classroom. Student activities are also defined as those programs that are voluntarily practiced by students and not included in the curriculum, motivated by the subjective satisfaction that results from them, and these programs are offered for the purpose of individual and group growth and the achievement of the desired social goals related to the goals of the individual and the purposes of the educational institution.

Thus, students who join these activities have the desire to participate and show their talents, and extracurricular activities provide a more relaxed and flexible type of communication, without the limitations of the classroom and the fear of evaluation that many students may experience. According to Olibie and Ifeoma (2015) ^[15], students should have enough chances to engage in community-based extracurricular activities that are organized by the community.

The importance of university student activities

Each stage of human life has its basic needs that must be satisfied, which result in not satisfying many multiple problems, and in satisfying them is protection and prevention from those problems, and if satisfying these needs is important for all stages of human life, they are more important for the stage of youth, and psychological needs are meant a natural desire that the organism aims to achieve in a way that leads to psychological balance and regularity in life, and can realize the nature of psychological needs and their importance to the organism when there are difficulties Or circumstances that prevent the satisfaction of these needs so that the organism shows signs of turmoil, anxiety and lack of happiness in life, and the importance of the activities and programs offered by universities and colleges to their students in order to meet their desires and satisfy their needs, by choosing and presenting activities and programs that correspond to their physical, psychological, environmental as well as age characteristics, the student at this stage needs to satisfy his necessary needs by practicing different types of activities, as the activity is the real happiness of the individual, man is by nature a dynamic creature and does not It can achieve its existence only by constructive creative activity. The achievement of the basic needs of youth growth comes through the practice of activities, such as recreational and educational activities for leisure time in achieving the basic, psychological and social needs, that achieving these needs through various aspects of activity helps to acquire

various types of life skills (Al-Hajri, 2022; Al-Muqrin, 2011) ^[2, 3]. Also, the study conducted by Tchibozo (2007) ^[19], he used a survey of 119 graduates in the UK who took part in extracurricular activities at their institutions to investigate how extracurricular activities affected their communication skills and their transition from higher education to the workforce, the study findings demonstrated that involvement in extracurricular activities significantly influenced the transition process. Also, (De Prada *et al.*, 2020) ^[6] examined the impact of extracurricular activities on teamwork skills in college students and found that there is an important association between extracurricular activities and students' acquisition of basic communication and teamwork skills.

Good Citizenship

According to the Encyclopedia Britannica, citizenship is defined as "a relationship between an individual and a state as defined by the law of that state and the duties contained therein" (Minutes, 2015) ^[13].

Citizenship is the broadest range of the word, as citizenship is derived from the homeland and as long as the homeland is the issue and the origin, the word citizenship is contained in a broader framework, which is the national state, citizenship is the characteristic of the citizen that determines his national rights and duties. The individual knows his rights and performs his duties through civic education. Citizenship is characterized by a special type of citizen loyalty to his homeland, service in times of peace and war, and cooperation with other citizens through official and voluntary institutional and individual work in achieving the goals that he aspires to. To which everyone unites efforts, draws plans and sets budgets (Al-Kuwari, 2004).

The meaning of the word citizenship varies from one country to another according to the political, cultural and social background of each of them, where this term (citizenship) comes with different connotations according to the context in which it is used (Al-Shaqri, 2020) ^[4].

Good citizenship is defined as a set of values, principles and attitudes that affect the personality of the learner, making him positively aware of his rights, and performing his duties in the society in which he lives.

Citizenship includes three main levels: responsible citizenship, through which the individual learns to abide by the laws and traditions of society, and learns to take responsibility for his actions and actions, participatory citizenship, through which the individual learns leadership roles as a result of his participation in service projects in society, and directed citizenship, through which the individual learns how to take the necessary measures to address the problems of society and work to develop radical solutions to them (2004 Westheimer & Kahne,).

This means that the term citizenship accommodates the existence of a relationship between the state or the homeland and the citizen and that it is based on the social and political competence of the individual, and active citizenship requires the availability of basic qualities in the citizen that make him an influential figure in public life, and the ability to participate in politics and decision-making.

Dimensions of Good Citizenship

There is no unified agreement by researchers and specialists for the dimensions of good citizenship, as Mr. Ismail (2010)

identified the dimensions of citizenship in six dimensions, namely, the political dimension, the cultural dimension, the cognitive and civilizational dimension, the skill dimension, the social dimension, and the moral or value dimension. While Sakran (2010) identified the dimensions of citizenship in three main dimensions: the human dimension, the developmental dimension, and the scientific dimension. In the current study, the researcher relied on four dimensions commensurate with the Palestinian society, its conditions and the requirements of the times, namely belonging and values, life skills, social participation, rights and duties.

Al-Shaqri (2020) ^[4] conducted a study to find out the role of student activities in developing active citizenship among students of the College of Science and Arts in Sharura, and the results showed research on the role of student activities in developing active citizenship to a large degree, with an arithmetic average of (3.85), and recommended that students should participate in student activities in order to consolidate citizenship rights.

Many studies and researches have focused on investigating the role of universities in promoting the values of citizenship, such as the study of Watfa and Sharia (2018), Al-Ghafairi and Al-Qahtani (2023) ^[1] and others, to emphasize the role of universities in developing the values of citizenship among students.

Methodology

The researcher employed a descriptive analytical technique due to its appropriateness for the current study, correlating the findings with a realistic understanding of the factors related to the topic matter.

Table 2: Distribution of the paragraphs of the study tool on its main axes

Axis	Number of Paragraphs
The role of student activities in promoting belonging and values	6
The impact of student activities on the development of life skills	10
The impact of student activities on social participation	6
The impact of student activities on rights and duties	7
Total	29

The items of the tool and the method of correction were formulated according to the Likert scale (Likert Scale) and the scale was designed on the basis of the five-dimensional Likert scale, and the paragraphs were built in the positive direction and gave weights as follows: Strongly agree: five degrees, OK: four degrees, Neutral: three degrees, Opposition: two degrees, strongly opposed: one degree.

Tool Validity

The researcher used two types of validity:

First: Face Validity

To verify the Face Validity or what is known as the expert validity, the researcher presented the questionnaire in its initial form to a Panel of experts, in addition to the doctor supervising the graduation project, and the researcher asked them to kindly study the tool and express their opinion on it in terms of the appropriateness of the paragraphs for what was prepared to measure, and their suitability for the dimension in which they were placed, and the level of

Study Sample

The study sample comprised 220 male and female students from Palestine Technical University Kadoorie, and the researcher distributed (300) questionnaires to the respondents, and after completing the data collection process, (80) questionnaires were excluded due to their unsuitability for statistical analysis, and table (1) illustrates the distribution of the study sample based on demographic factors.

Table 1: Distribution of study sample according to demographic variables

Independent variables	Variable levels	Iteration	Percentage
Gender	male	124	56.4
	Female	96	43.6
	Total	220	100%
Specialization	Humanities	76	34.5
	Scientific Sciences	144	65.5
	Total	220	100%

Study Tool

Upon examining several prior studies and their methodologies, the researcher designed a specialized questionnaire to ascertain the impact of student activities in promoting good citizenship among Palestinian university students: Palestine Technical University as a model, and the tool in its final form consists of two parts: the first included preliminary data on the respondents represented in gender, academic level, specialization, place of residence, while the second consist from the paragraphs that measure the fields of study, and the number of these paragraphs is (29) paragraphs, distributed over Four main areas, and Table 2 illustrates this:

linguistic formulation and clarity of paragraphs, and after arbitration, the researcher studied their observations and guidance on the items of the tool, where the arbitrators agreed on the need to simplify the linguistic formulation of the paragraphs. The panelists consensus on the questionnaire terms was 85 %, signifying the tool acceptable validity, thus adjustments were made based in their observations and comments.

Second: Construct Validity: To verify construct validity, the researcher employed internal consistency validity, sometimes referred to as internal consistency reliability. Pearson's correlation coefficient was used to measure the relationship between each item and the dimension it belongs to. This approach demonstrates the extent to which the items converge in measuring the same dimension, meaning that each item aims to measure the same concept as the other items within the same dimension. The correlation coefficients reflect the construct validity of the dimension, as shown in Table (3).

Table 3: Shows the values of the correlation coefficients of paragraphs with the axis to which they belong

Paragraph	Correlation coefficient	Paragraph	Correlation coefficient	Paragraph	Correlation coefficient
Belonging and values		5	* 0.419	6	0.589**
1	0.812**	6	0.671**	Rights and Duties	
2	0.847**	7	0.766**	1	0.688**
3	0.812**	8	0.582**	2	0.748**
4	0.539**	9	0.773**	3	0.787**
5	0.727**	10	0.493**	4	0.783**
6	* 0.426	Social Engagement		5	0.562**
Life Skills Development		1	0.619**	6	0.682**
1	0.570**	2	0.717**	7	0.627**
2	0.598**	3	0.714**		
3	0.779**	4	0.447**		
4	* 0.413*	5	0.799**		

*D statistically at significance level ($\alpha \leq 0.05$) **Statistically D at significance level ($\alpha \leq 0.01$)

It is noted from the data in Table (3) that the coefficients of correlation of paragraphs with the axis to which the paragraph belongs ranged between (0.413 - 0.847), and in light of the results of the internal convergence of the paragraphs of the axes of the tool that measure the role of student activities in promoting good citizenship among Palestinian university students: Palestine Technical University as a model, none of those paragraphs was deleted, as all paragraphs of the tool on all axes and fields have an acceptable correlation at the level of significance (0.05), which indicates the sincerity of the paragraphs of the tool and its ability to measure what it aimed to measure.

Tool stability

The tool's stability ensures that the scale yields consistent

results when employed repeatedly under identical conditions, meaning that it produces similar readings each time it is utilized. This consistency remains intact even when the sample is reassessed multiple times over specified intervals. Conversely, an oscillating tool lack's reliability, rendering its results untrustworthy and potentially misleading, thereby compromising the integrity of the study's findings.

First: Stability in the manner of internal consistency:

This form of stability pertains to the robustness of coherence among the paragraphs in the study instrument, utilizing the Cronbach Alpha formula, which relies on the consistency of individual responses across paragraphs for each dimension and the results of Table (4) illustrate this:

Table 4: Findings of the stability coefficient assessment utilizing the Cronbach alpha method on the dimensions of the instrument

Axis	Number of paragraphs	Krupnach alpha value
The role of student activities in promoting belonging and values	6	0.738
The impact of student activities on the development of life skills	10	0.866
The impact of student activities on social participation	6	0.787
The impact of student activities on rights and duties	7	0.808

It is clear from the findings appears in Table (4) that the value of the Cronbach alpha coefficient was acceptable on all axes and domains of the measuring instrument and amounted respectively (0.73, 0.86, 0.78, 0.80) This indicates that the scales have a high degree of stability, since the value of the Cronbach alpha coefficient is considered practically acceptable if it is ($0.60 \text{ Alpha} \geq$).

Normal distribution test (Kolmogroff-Smrnov test (1-Sample K-S))

To ascertain whether the data conform to a normal distribution or not, the researcher used Kolmogroff-Smrnov, in order to determine the suitable statistical tests for each case (parametric tests or nonparametric tests), where Table (5) shows the results.

Table 5: Normal Distribution Test (-Sample K-S 1)

Axis	Test value Z	Significance level
The role of student activities in promoting belonging and values	0.778	0.54
The impact of student activities on the development of life skills	0.675	0.58
The impact of student activities on social participation	0.771	0.44
The impact of student activities on rights and duties	0.779	0.26

The results in table 5 demonstrate that the morale level for each research axis exceeded (0.05), signifying that the data adhere to a normal distribution, hence requiring the employment of parametric tests.

Results

This section begins by addressing the main research question related to the study.

What is the role of student activities in promoting good citizenship among Palestinian university students, Palestine Technical University as a model?

To address this question, arithmetic averages, standard deviations, percentages, grade and tables (6, 7, 8, 9) illustrate this, while Table (10) shows the ranking of fields according to the role of student activities in promoting good citizenship among Palestinian university students, Palestine Technical

University as a model.

First: The field of the role of student activities in promoting belonging and values:

Table 6: Arithmetic Averages, Standard Deviation and Percentages of the Role of Student Activities in Promoting Belonging and Values Arranged in Descending Order by Role

#	Paragraph	Arithmetic mean	Standard deviation	Percentage	Grade
1	Student activities encourage students to defend the homeland in all situations.	4.486	0.650	90%	Very large
2	Student activities contribute to fostering pride in the national political process.	4.472	0.556	89%	Very large
3	Student activities motivate participation in student elections for the college's advisory board.	4.389	0.703	88%	Very large
4	Student activities address issues that contribute to the development and service of the community.	4.222	0.610	84%	Very large
5	Student activities encourage students to put the public interest ahead of personal interest.	4.208	0.670	84%	Large
6	Student activities urge students to the importance of achieving national unity.	4.153	0.620	83%	Large
The overall degree of the field of the role of student activities in promoting belonging and values		4.322	0.635	86%	Very large

Table (6) clearly indicates that the degree of the role of student activities in promoting good citizenship among Palestinian university students, Palestine Technical University, as a model, according to the field of the role of student activities in belonging and values, was very large on paragraphs (1-4), where the percentages of respondents' response to these paragraphs ranged between (89.72% - 84.44%), and the degree was large on paragraphs (5-6), where the percentages of respondents' response to these paragraphs ranged between (84.17% - 83.06%), while the

total degree of The reality of digital transformation among students of Palestine Technical University-Tulkarem branch, and its relationship to academic achievement from their point of view according to the field of digital transformation, was also very large, as the value of the average total percentage of respondents' response to all paragraphs in this field reached (86.43%).

Second: The field of impact of student activities on the development of life skills

Table 7: Arithmetic averages, standard deviation and percentages of the impact of student activities on the development of life skills arranged in descending order according to the degree of the role

#	Paragraph	mean	S.D	%	Grade
1	Student activities help develop students' communication skills.	4.208	0.627	84%	Large
2	Student activities facilitate the enhancement of problem-solving skills.	4.194	0.744	84%	Large
3	Student activities facilitate the enhancement of students' creativity skills.	4.181	0.719	84%	Large
4	Student activities encourage the development of self-esteem and self-confidence.	4.167	0.769	83%	Large
5	Student activities enhance students' critical thinking skills.	4.111	0.761	82%	Large
6	Student activities support students to nurture people's rights and reform among them.	4.083	0.666	82%	Large
7	Student activities encourage teamwork and rejection of individualism.	4.014	0.517	80%	Large
8	Student activities affect the management of organizations.	4.000	0.557	80%	Large
9	Do student activities We start dialogue and discussion about the values of citizenship.	3.990	0.547	80%	Large
10	Student activities encourage students to give and help others	3.926	0.524	79%	Large
Total degree in the field of impact of student activities on life skills development		4.087	0.643	82%	Large

Table (7) clearly indicates that the degree of the role of student activities in promoting good citizenship among Palestinian university students, Palestine Technical University as a model, according to the field of impact of student activities on the development of life skills, was large on paragraphs (1-10), where the percentage of respondents' response to this paragraph was (84.17%-79.10%), while the

total degree of the role of student activities in promoting good citizenship among Palestinian university students Palestine Technical University as a model according to the field of impact of student activities on The development of life skills was large, as the value of the average percentage of the total response of the respondents to all paragraphs in this area was (81.81%).

Third: The field of impact of student activities on social participation**Table 8:** Arithmetic averages, standard deviation and percentages of the area of impact of student activities on social participation arranged in descending order according to the degree of role

#	Paragraph	Arithmetic mean	Standard deviation	Percentage	Grade
1	Student activities stimulate the preservation of manifestations of democracy in society.	4.139	0.539	83%	Large
2	Student activities enhance the student's creativity in expressing his ambitions.	4.111	0.618	82%	Large
3	Student activities develop the values of cooperation and teamwork among students.	4.083	0.687	82%	Large
4	Student activities establish the concept that all ideas and opinions are debatable.	4.069	0.678	81%	Large
5	Student activities motivate students to participate in elections.	4.056	0.767	81%	Large
6	Student activities reinforce the importance of decision-making ability.	4.056	0.729	81%	Large
The overall degree of the impact of student activities on social participation		4.086	0.670	82%	Large

Table (8) clearly indicates that the degree of the role of student activities in promoting good citizenship among Palestinian university students, Palestine Technical University, as a model, according to the field of impact of student activities on social participation, was large on paragraphs (1-6), where the percentages of respondents' response to this paragraph reached (82.78%-81.11%), while the total degree of the role of student activities in promoting good citizenship among Palestinian university students,

Palestine Technical University, as a model, according to the field of impact of student activities on social participation, It was large, as the value of the average percentage of the total respondents responded to all paragraphs in this area (81.71%).

Fourth: The field of impact of student activities on rights and duties**Table 9:** Arithmetic averages, standard deviation and percentages of the scope of the impact of student activities on rights and duties arranged in descending order according to the degree of the role

#	Paragraph	Arithmetic mean	Standard deviation	Percentage	Role Grade
1	Student activities encourage students to preserve the environment.	4.042	0.638	81%	Large
2	Student activities encourage students to abide by the instructions because they apply to everyone.	4.014	0.569	80%	Large
3	Student activities encourage students to respect the law.	4.000	0.671	80%	Large
4	Student activities promote cooperation between citizens.	3.944	0.603	79%	Large
5	Student activities encourage understanding and living with the ideas of others.	3.979	0.533	80%	Large
6	Student activities urge the prevention of vandalism of public property.	3.867	1.183	77%	Large
7	Student activities direct students to submit assignments before claiming rights.	3.766	1.175	75%	Large
The total degree of the impact of student activities on rights and duties		3.944	0.767	79%	Large

Table (9) clearly indicates that the degree of the role of student activities in promoting good citizenship among Palestinian university students, Palestine Technical University, as a model, according to the field of impact of student activities on rights and duties, was large on paragraphs (1-7), where the percentage of respondents' response to this paragraph was (80.83%-76.28%), while the total degree of the role of student activities in promoting good citizenship among Palestinian university students, Palestine

Technical University, as a model, according to the field of impact of student activities on rights and duties, It was large, as the value of the average percentage of the total respondents responded to all paragraphs in this field (78.88%).

Fifth: Arranging the fields according to the degree of the role of student activities in promoting good citizenship among Palestinian university students, Palestine Technical University as a model:**Table 10:** Ranking of fields according to the degree of the role of student activities in promoting good citizenship among Palestinian university students, Palestine Technical University, as a descending model according to the degree of role

Figure	domains	Average	Standard deviation	Percentage	Grade
1	The role of student activities in promoting belonging and values	4.322	0.635	86%	Very large
2	The impact of student activities on the development of life skills	4.087	0.643	82%	Large
3	The impact of student activities on social participation	4.086	0.670	82%	Large
4	The impact of student activities on rights and duties	3.944	0.767	79%	Large
Total Grade		4.110	0.679	82%	Large

Table (10) clearly indicates that the degree of the role of student activities in promoting good citizenship among Palestinian university students, Palestine Technical University as a model, was to a large degree and with a percentage of (82%), and the field of the role of student activities in promoting belonging and values ranked first,

followed by the field of the impact of student activities on the enhancement of life skills, followed by the field of impact of student activities on social participation. It is followed by the impact of student activities on rights and duties. The researcher explains this result that student activities are not just a recreational or recreational means only, but rather

educational and educational tools that enhance different aspects of the student's personality, starting from national values, through practical skills, to a sense of social responsibility. The high percentage (82%) reflects the impact of these activities on building a conscious and educated society that holds the principles of good citizenship.

Results related to the first hypothesis

"There were no statistically significant differences at the level

of significance ($0.05 \geq \alpha$) in the role of student activities in promoting good citizenship among Palestinian university students, Palestine Technical University as a model attributed to the gender variable."

In order to examine the hypothesis, I used the (T) test for two independent groups (Independent t-test) and the results of Table (11) show this:

Table 11: Results of test (T) to indicate differences in the arithmetic averages of the role of student activities in promoting good citizenship attributed to the gender variable

Sex	Male (n=124)		Female (n=96)		Test (T)	Significance level
	Average	Deviation	Average	Deviation		
The role of student activities in belonging and values	4.436	0.223	4.528	0.213	-1.92	0.11
The impact of student activities on the development of life skills	4.027	0.331	4.934	0.353	0.73	0.47
The impact of student activities on social participation	3.264	0.317	2.655	0.335	0.48	0.32
The impact of student activities on rights and duties	3.246	0.352	2.458	0.335	0.65	0.22

Table (11) clearly indicates that the value of the level of significance calculated for the role of student activities in promoting good citizenship among Palestinian university students, Palestine Technical University, as a model attributed to the gender variable on the fields (the role of student activities in belonging and values, the impact of student activities on the development of life skills, the impact of student activities on social participation, and the impact of student activities on rights and duties) has reached respectively (0.11, 0.47, 0.32, 0.22) and these values are greater than the value of the significance level specified for the study ($0.05\alpha \leq$), meaning that there are no statistically significant differences at the level of significance ($0.05\alpha \leq$) in the role of student activities in promoting good citizenship among Palestinian university students, Palestine Technical University as a model attributed to the gender variable. The researcher explains this result that student activities

promote good citizenship to the same degree among male and female students. The implementation of activities met the needs of both sexes equally, and both sexes had equal opportunities to participate and benefit from such activities. The values of citizenship are general values that are not tied to a particular gender, making the impact uniform regardless of gender.

Results related to the second hypothesis:

"There were no statistically significant differences at the level of significance ($0.05 \geq \alpha$) in the role of student activities in promoting good citizenship among Palestinian university students, Palestine Technical University as a model attributed to the specialization variable."

In order to examine the hypothesis, I used the (T) test for two independent groups (Independent t-test) and the results of Table (12) show this:

Table 12: Results of test (T) to indicate the differences in the arithmetic averages of the role of student activities in promoting good citizenship attributed to the variable of specialization

Sex	Humanities (n=76)		Scientific sciences (n=144)		Test (T)	Significance level
	Average	Deviation	Average	Deviation		
The role of student activities in belonging and values	4.416	0.234	4.248	0.233	-1.88	0.13
The impact of student activities on the development of life skills	4.135	0.314	4.981	0.315	0.64	0.56
The impact of student activities on social participation	3.569	0.334	2.368	0.323	0.70	0.45
The impact of student activities on rights and duties	3.142	0.344	2.245	0.352	0.78	0.44

Table (12) clearly indicates that the value of the level of significance calculated for the role of student activities in promoting good citizenship among Palestinian university students, Palestine Technical University, as a model attributed to the specialization variable on the fields (the role of student activities in belonging and values, the impact of student activities on the development of life skills, the impact of student activities on social participation, the impact of student activities on rights and duties) has reached respectively (0.13, 0.56, 0.45, 0.44) and these values are more than the value of the level of significance specified for the study ($0.05\alpha \leq$), meaning that there are no statistically significant differences at the level of significance ($0.05\alpha \leq$) in the role of student activities in promoting good citizenship among Palestinian university students, Palestine Technical University as a model attributed to the variable of

specialization.

The researcher explains this result that the values of good citizenship such as national belonging, teamwork, and community interaction, which are universal values that are not related to the nature of the student's specialization, whether the student is studying in scientific or humanitarian disciplines, and this also reflects that the activities are designed in a comprehensive manner aimed at promoting the values of citizenship in general without focusing on academic specialization and targeting all students.

Recommendations

The researcher reached the following recommendations:

1. Greater focus on the field of rights and duties by designing activities that raise students' awareness of these aspects to ensure a better balance between all areas

2. Design additional major-specific activities that promote citizenship within the context of the major, such as environmental activities for engineering students or cultural activities for literature students.
3. Involving community and civil institutions in the implementation of student activities to promote the values of good citizenship in society.
4. Expanding the scope of participation in student activities in Palestinian universities and abroad, so that students can satisfy their needs and tendencies, and develop their awareness in all areas of life to develop their life skills.
5. Involve civil and security government institutions in the design and implementation of student activities to promote the values of good citizenship among students in society.
6. Cooperation between Palestinian universities through the competent authorities in each university in designing a unified program for student activities to enhance the value of good citizenship among students.
7. Modifying the study plans for majors so that the participation of students in student activities is a condition for graduation.

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