

# The Role Of Student Clubs In Arab Universities In Promoting Cultural Diversity Among The Students Enrolled In Them From Their Perspective: The University Of Jordan As A Model

Ebar Abdelkareem Al-Musa<sup>1</sup>, Prof. Mohammad Amin Al-Qudah<sup>2</sup>

<sup>1</sup>A Researcher, The University of Jordan, Jordan

<sup>2</sup>Professor, The Faculty of Educational Sciences, The University of Jordan, Jordan

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## ABSTRACT:

The present study aimed to explore the role of student clubs in Arab Universities in promoting cultural diversity among the students enrolled in them from their perspective. It targets the University of Jordan as a model. They used the simple random sampling method. The sample consists from 100 female and male students. Those students were selected from the student clubs at the University of Jordan during the academic year (2019/2020). The researchers used a questionnaire to explore the role of student clubs in Arab Universities in promoting cultural diversity among the students enrolled in them from their perspective. This questionnaire sheds a light on three areas. Those areas are: 1)-The students' attitudes towards extracurricular activities (7 items). 2)- The significance of extracurricular activities (17 items). 3)- The role of student clubs in promoting cultural diversity (9 items). The descriptive survey- based approach was adopted. The researchers found that respondents have positive attitudes towards the role of student clubs in Arab Universities in promoting cultural diversity among the students enrolled in them. The mean of the (significance of extracurricular activities) is ranked first. The mean of the (students' attitudes towards extracurricular activities) is ranked last. The researchers found that there are statistically significant differences –at the statistical significance level of ( $\alpha=0.05$ )- between the respondents' attitudes which can be attributed to academic year for the favour of the ones who finished few years. They found that there isn't any statistically significant difference –at the statistical significance level of ( $\alpha=0.05$ )- between the respondents' attitudes which can be attributed to gender and faculty. They suggested several recommendations. For instance, they recommend providing more attention by Arab universities in general and Jordanian universities in particular to extracurricular activities. That shall contribute to improving academic programs. The researchers recommend providing faculty members and the ones responsible student clubs with moral and financial incentives. That shall encourage them to plan and carry out extracurricular activities that contribute to promoting extracurricular activities.

## Keywords:

Student clubs, Arab universities, promoting cultural diversity .

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## INTRODUCTION

Several international changes have been occurring since the beginning of the third millennium. The risks facing nations have been increasing due to globalism. Globalism enforced political, economic, cultural and social challenges. Thus, it became necessary to make changes to higher education. For instance, higher education institutions must contribute to promoting respect for others. That must be done through making changes to curricula and using modern teaching methods. It must be done through providing more attention to extracurricular activities and adopting an educational philosophy that enable people to keep up with the changes.

The managements of many well-known Arab universities seek adding extracurricular activities to student clubs. That is because extracurricular activities

contribute to raising students' self-confidence and promoting love for voluntarily works. It is because extracurricular activities contribute to encouraging students to carry self-learning activities and developing students' problem solving and critical thinking skills. Such activities contribute to promoting creativity and cooperation among students regardless of their language, religion and race. They contribute to creating a climate that is dominated by freedom of expression and mutual respect.

Universities play a significant role in society. They contribute significantly to achieving social and economic development and expanding people's knowledge. They contribute to providing the labour market with workforce that meet the requirements of sustainable development and the needs and aspirations of society (Odeh, 2020). In universities, they are students of various cultural identities and majors. They

are capable of enrolling in various activities. Thus, university activities must be goal oriented and capable of meeting the needs of students in cultural, technical, and social areas. They must invest the potentials and capabilities of students and enable them to serve society and adapt with it. They must contribute to promoting cultural and social awareness among students.

According to Darwish, and Al-Hamami, (1990), educators in universities provide much attention to extracurricular activities due to their significance. For instance, extracurricular activities contribute to developing students' personalities, and enable them to carry out their functions in society. Universities can employ extracurricular activities to promote knowledge and encourage students to join student clubs. Enrolling in student clubs shall invest students' powers and enable them to come up with creative ideas. It shall improve students' performance in academic areas.

Student clubs contribute to making dynamic changes to students' personalities in (cognitive, emotional, social, cultural and psychological) areas. They provide students with new skills and expertise and reduce students' stress. They improve students' social relationships and ability to communicate with others

**Table (1): The distribution of students in accordance with the type of student clubs at the University of Jordan**

No.	Type of student clubs	Number of students
1	Art clubs (drawing, theatre, music, handcraft)	100
2	Cultural clubs (poetry, short story, article and prose)	100
3	Sport clubs	60
4	Voluntarily/ community service clubs	25
5	Media/journalism clubs	15

\*Source: (Deanship of students' affairs at the University of Jordan)

The department of media, art and cultural activities at the latter deanship aims at promoting ethic and citizenship values among students. It aims at encouraging students to utilize their free time and offer opportunities to practice hobbies in intellectual, cultural, art or journalism areas. It aims at promoting cultural diversity and creativity.

Thus, the present study aimed to explore the role of student clubs in Arab Universities in promoting cultural diversity among the students enrolled in them from their perspective. It targets the University of Jordan as a model. The student clubs contribute to achieving developments in many areas in society and developing students' personalities in numerous areas. They aim at enabling citizens to make contributions for developing society. They aim at promoting respect for others' cultures, freedom of expression, peace and tolerance. They aim at achieving sustainable development locally, regionally, and globally.

who belong to different cultures. They contribute to promoting tolerance, co-existence, creativity and innovation.

The University of Jordan is the oldest university in Jordan. It was established in 1962 in pursuant to a royal decree issued by King Hussein bin Talal. It aims at providing people with higher education and granting people university degrees. It aims at enabling people to face challenges and make future plans. The deanship of students' affairs at the University of Jordan provides much attention to students. It develops many programs that promote cultural diversity. It offers intellectual, cultural, art, counselling and sport activities that contribute to developing students' personalities. Such activities promote respect for others' cultures, values, and civilizations. They promote tolerance, co-existence and creativity (The University of Jordan, <http://ju.edu.jo>)

The University of Jordan created student clubs in order to meet the needs of students in (sport, psychological, social, artistic, educational and cultural) areas. It has been exerting effort to increase the number of students enrolled in those clubs. During the academic year (2019/2020), 300 students were enrolled in student clubs at the latter university. There were 16 student clubs at this university during this academic year.

## STATEMENT OF THE PROBLEM AND THE STUDY'S QUESTIONS

A report by the United Nations sheds a light on the academic impact of cultural diversity. It suggests that people worldwide have the right to enjoy self-determination regardless of their identities. It suggests that youth play a significant role in promoting the culture of dialogue among people who belong to different cultures. It suggests that youth play a significant role in promoting respect for others' cultures and understanding others' cultures. It suggests that youth play a significant role in making social, economic, political and cultural developments in their societies. According to UNESCO, dialogue contributes to strengthening the social bonds between people and creates an environment that fosters sustainable development. UNESCO adds that higher education institutions play a major role in promoting the culture

of dialogue between people who belong to different cultures (<https://academicimpact.un.org>).

Thus, the present study aimed to explore the role of student clubs in Arab Universities in promoting cultural diversity among the students enrolled in them from their perspective. It targets the University of Jordan as a model. Such clubs include extracurricular activities (e.g. competitions, and trips). They include cultural, social, artistic, and sport activities. To be specific, the problem of this study is represented in the following question:

Q.1. What is the role of student clubs in Arab Universities in promoting cultural diversity among the students enrolled in them from their perspective?

Q.2. Is there any statistically significant difference—at the statistical significance level of ( $\alpha=0.05$ )- between the respondents' attitudes which can be attributed to academic year, gender, or faculty?

### THE STUDY'S OBJECTIVES

The present study aimed to explore the role of student clubs in Arab Universities in promoting cultural diversity among the students enrolled in them from their perspective. It aimed to provide suggestions for promoting cultural diversity among the students enrolled in Arab Universities.

### THE STUDY'S SIGNIFICANCE

The present study is significant due to the reasons below:

- 1) This study offers knowledge about the significance of extracurricular activities.
- 2) This study offers an instrument for assessing the role of student clubs in Arab Universities in promoting cultural diversity among the students.
- 3) This study encourages researchers to carry out quantitative and qualitative studies about the way of promoting cultural diversity.
- 4) This study serves as a significant reference for educators, and experts at Arab universities. It allows those educators, and experts to make plans for promoting cultural diversity.

### THE STUDY'S TERMS

- 1) Role: It refers to the responsibility and duties that must be carried out by one (Al-Qudah and Hamdaneh, 2017: 4).
- 2) Student club: It involves a group of students from various faculties at the University of Jordan who organize themselves to carry out certain type of activities that they like. It involves carrying out extracurricular activities in the (cultural, art, sport,

journalism, and voluntarily) areas (The University of Jordan, <http://ju.edu.jo>).

- 3) Promoting: It refers to making social, economic, political, or cultural changes in order to make reforms through using the available resources and potentials (Aldwikat, 2016).
- 4) Cultural diversity (theoretical definition): It refers to accepting all humans regardless of their social and cultural background (Ghunaimat, 2019).
- 5) Cultural diversity (operational definition): It refers to the process of promoting acceptance for cultural diversity among the students enrolled in students clubs through extracurricular activities. It aims at promoting respect for others' cultural heritage and understanding for it. It aims at respecting the rights of all people regardless of their culture. It is measured through the study's instrument.

### THE STUDY'S LIMITS

The researchers of the present study selected a sample that consists from the students enrolled at student clubs at the University of Jordan. The present study was carried out during the second semester of the academic year 2019 / 2020.

### THE STUDY'S LIMITATIONS

The results of this study can't be generalized, because they are limited to the psychometric properties of the study's instrument.

### PREVIOUS STUDIES

The researchers reviewed several studies that are related to the role of student clubs in promoting cultural diversity among university students. Those students are presented below based on the year of publication. They are presented from the oldest ones to the latest ones:

#### FIRST: STUDIES IN ARAB LANGUAGE

Ftaihah, and Dabour (2002) explored the meaning of extracurricular activities and liberal education. They explored the relationship between those two variables. They explored the impact of extracurricular activities on the educational process and the development of students' personalities. They conducted the study in the American University in Cairo. The sample consists from 311 female and male students. They carried out a field investigation. They found that the degree to which students engage in extracurricular activities is high. That indicates that engaging in extracurricular activities is considered essential for the students enrolled at the American University in Cairo. It was found that students at the latter university are aware

about the significance of liberal education and its role in developing students' personalities and practical skills.

Al-Duaij (2002) explored the reasons behind students' refrainment from engaging in extracurricular activities at Kuwait University. He designed a questionnaire that consists from 57 items for collecting data. He selected a random sample that consists from 200 female and male students enrolled at Kuwait University. It was found that 70% of the students enrolled at Kuwait University don't realize the significance of engaging in extracurricular activities. That indicates that there is a lack of awareness among students in this university about the significance of engaging in extracurricular activities. The reasons hindering students from engaging in extracurricular activities include: students' lack of knowledge about the places and time of those activities, and having female students who feel shy. They include: the overload of students and having contradiction between the time of lecture and time of activities. They include: the refrainment of faculty members from encouraging students to engage in such activities are discouraged. They include: the absence of financial and moral incentives and the refrainment from upgrading such activities. They include: the lack of resources and instruments that are need for carrying out such activities.

Anakhkhala, and Karam (2013) aimed to determine the programs and activities that are offered by student clubs in the aim of develop the cultural identity of the female students enrolled in the Islamic University in Gaza. They aimed to explore the degree to which those students engage in those programs and activities. They aimed to explore the degree to which those students benefit from such activities. They investigated the reasons behind the refrainment of those students from engaging in such programs and activities. They offered a vision for activating the role of student clubs in developing the cultural identity of students. The researchers carried out interviews with 40 students. They interviewed the one responsible for the committee of clubs and cooperative work. They interviewed a faculty member and the one in charge for the educational club. It was found that 60 of the respondents don't engage in student activities. It was found that 75% of the ones who were engaged in such activities benefitted from them.

Al-Qaddumi et al. (2014) aimed to explore the degree to which the deanships of students' affairs in Palestinian universities encourage students to engage in extracurricular activities in (cultural, art, sport, and social areas). They aimed to explore the degree to which students in Palestinian universities are satisfied with extracurricular activities. The sample consists

from 1030 female and male students who were selected from several Palestinian universities. A fifty-item questionnaire was used. The researchers found that the degree to which the deanships of students' affairs in Palestinian universities encourage students to engage in extracurricular activities is low. They found that the extracurricular activities that are preferred the most by respondents are sport activities (70.17 %). They found that the extracurricular activities that are preferred the least by respondents are political activities (56.70%).

Al-Doumani (2015) investigated the cultural diversity in the Arab societies and the methods of promoting such diversity. Having such diversity motivates people to respect people of all cultural diversity, traditions and religions. It contributes to promoting awareness about the significance of cultural diversity and its role in fostering sustainable development. The latter researcher adopted a descriptive approach. He found that cultural diversity play a significant role in improving the quality of education for sustainable development. He found that education for sustainable development requires having more understanding for others' cultures and tolerance among people who belong to different cultures and races.

Hasan (2017) explored the role of student clubs in Damam University in promoting cooperation among female students. He aimed to explore whether there are significant differences between the female students who are engaged student clubs and the ones who aren't engaged in such clubs. The sample consists from 126 female students who are enrolled in student clubs. It also consists from 128 female students who are not enrolled in student clubs. The researcher adopted a descriptive survey-based approach. He used a survey to collect data. He found that there is a statistically significant difference between the respondents in terms of the extent of showing cooperation which can be attributed to engaging in student clubs. The latter difference is for the favour of the female students who are engaged in student clubs. The researcher found that there isn't any statistically significant difference between the respondents in terms of the extent of showing cooperation which can be attributed to the nature of the activities. He found that there isn't any statistically significant difference between the respondents in terms of the extent of showing cooperation which can be attributed to academic achievement.

Al-Qarni (2018) explored the role of extracurricular activities in promoting social, citizenship, and ethical values among the students enrolled in Tabuk University. He adopted a descriptive survey-based approach. He used a questionnaire that consists from



57 items. This questionnaire sheds a light on the three areas. Those areas are: social value, ethical values and citizenship values. The researcher selected a random sample that consists from 55 female and male students who were enrolled in Tabuk University. He found that extracurricular activities play a significant role in promoting social, citizenship, and ethical values among the students enrolled in Tabuk University. He found that the higher the degree to which students are engaged in extracurricular activities, the more positive value students would have. He found that the higher the degree to which students are engaged in extracurricular activities, the more developer their personalities would be. He found that female students adopt more positive social, citizenship, and ethical values.

## **SECOND: STUDIES PUBLISHED IN ENGLISH LANGUAGE**

Woods (2007) aimed to explore the degree to which students in community colleges participate in extracurricular activities. He adopted a descriptive approach. He selected a sample consisting from second-year students from Lurleen B. Wallace Community College in the United States of America (USA). It was found that there isn't any statistically significant between the respondents' extent of engaging in extracurricular activities which can be attributed to gender. It was found that there isn't any statistically significant between the respondents' extent of engaging in extracurricular activities which can be attributed to age. It was found that there is a statistically significant between the respondents' extent of engaging in extracurricular activities which can be attributed to race. It was found that there isn't any statistically significant between the respondents' extent of engaging in extracurricular activities which can be attributed to marital status. It was found that there isn't any statistically significant between the respondents' extent of engaging in extracurricular activities which can be attributed to academic level. It was found that there is a statistically significant between the respondents' extent of engaging in extracurricular activities which can be attributed to GPA.

Sebald (2010) explored the impact of engaging in extracurricular activities on academic achievement. He conducted the study in the Middle School in Long Island, New York. The majority of the people living in the latter are white. The latter researcher used a survey. He found that engaging in extracurricular activities improves students' learning experiences. He found that there are many differences between the students who engaged in extracurricular activities and the students who didn't. For instance, the students who engaged in extracurricular activities had more healthy habits than the ones who didn't.

Cuc (2013) aimed to shed a light on the teaching strategies that can be used for promoting cultural diversity. She emphasized the significance of equality in terms of access to education. She emphasized the significance of showing respect to the ones who are different in terms of culture. She emphasized the significance of fighting against illiteracy in Romania. She adopted a descriptive approach. She found that the educational activities that aim at promoting cultural diversity contribute to fighting against inequality and forms of bias. She found that such activities aim offer opportunities for gaining knowledge about various ethnics groups. She found that a great percentage of teachers are keen on developing the educational strategies that aim at promoting cultural diversity in Romania. She found that a great percentage of teachers aim at promoting knowledge about the meaning of the term (difference) in Romania.

Banks (2018) investigated the attitudes of faculty members towards cultural diversity in higher education institutions. He carried out the study in Xavier University in the Northern areas of the United States of America (USA). He adopted a quantitative survey-based approach. He used a survey to collect data from 117 faculty members. He found that the respondents' attitudes towards cultural diversity are positive.

## **COMMENTS ON THE AFOREMENTIONED STUDIES**

Based on the aforementioned studies, student clubs play a significant role in promoting cultural diversity through providing students with extracurricular activities. Based on the aforementioned studies, the role of student clubs in this regard has been receiving much attention by Arab and foreign researchers. Most of the aforementioned studies suggest that extracurricular activities play a significant role in promoting cultural diversity. Most of the aforementioned studies suggest that student clubs play a significant role in establishing social relationships between the students enrolled in them. Such relationships are based on respect, cooperation and tolerance. Based on the aforementioned studies, such clubs contribute to improving education for sustainable development and contribute to promoting tolerance and peace between people from various cultural and ethnic backgrounds.

Similar to the studies of Al-Duaij (2002), Al-Qaddumi et al. (2014) and Banks (2018), the present study adopted a descriptive survey-based approach and used a survey. Contrary to the present study, the study of Anakhkhala, and Karam (2013) adopted a qualitative approach and used an interview to collect data. Contrary to the aforementioned studies, the present study sheds a light on extracurricular activities, the

meaning of cultural diversity and the role of student clubs in promoting cultural diversity among students. Contrary to the aforementioned studies, the present study aimed to explore the role of student clubs in Arab Universities in promoting cultural diversity among the students enrolled in them from their perspective. It targets the University of Jordan as a model.

### METHODOLOGY

The researchers adopted a descriptive survey-based approach. They used a survey. To meet the study's goals, the present part presents information about the study's variables, population, sample and instrument and its reliability and validity.

### THE STUDY'S POPULATION

The population of the present study consist of all the students who were enrolled in student clubs at the University of Jordan. During the second semester of the academic year 2019/2020, there were 300 students enrolled in student clubs at the University of Jordan.

### THE STUDY'S SAMPLE

The researchers selected 100 female and male students who were enrolled student clubs at the University of Jordan. Those students were selected through the random sampling method. Table (2) presents data about the sampled students (gender, faculty and academic year).

**Table (2): Distribution of the study's sample in accordance with (gender, faculty and academic year)**

Variable	Category	Frequency	Percentage
Gender	Male	51	51%
	Female	49	49%
	Overall	100	100%
Faculty	Scientific faculties	62	62%
	Human sciences faculties	38	38%
	Overall	100	100%
Academic year	First year	22	22%
	Second year	28	28%
	Third year	25	25%
	Fourth year	25	25%
	Overall	100	100%

### THE STUDY'S INSTRUMENT

The researchers developed the study's questionnaire based on the studies of Al-Qaddumi et al. (2014) and Al-Qarni (2018). The questionnaire consists of 35 items. It sheds a light on three areas. Those areas are: 1)-The students' attitudes towards extracurricular activities (7 items). 2)- The significance of extracurricular activities 18 items). 3)- The role of student clubs in promoting cultural diversity 10 items).

### THE STUDY'S VALIDITY

The initial version of the questionnaire was passed to 10 faculty members who were enrolled at the

University of Jordan. Those faculty members were asked to assess the questionnaire in terms of relevancy to area, clarity, and language. The researchers decided to keep the items that were approved by 8 experts. Changes were made in the light of those experts' comments. For instance, some items were deleted and other items were re-drafted. The final version of the questionnaire consists of 33 items.

### RELIABILITY OF THE QUESTIONNAIRE

Cronbach Alpha coefficient values of the areas were calculated. They are shown below

**Table (3): The Cronbach Alpha coefficient values**

Area	The Cronbach Alpha coefficient value
The significance of extracurricular activities	0.91
The role of student clubs in promoting cultural diversity	0.89
The students' attitudes towards extracurricular activities	0.93

### STATISTICAL ANALYSIS

To answer the first question, the t-values, means and standard deviations are calculated. To answer the second question, the multiple analysis of variance and sheffah test were carried out.

### RESULTS AND DISCUSSION

Q.1. What is the role of student clubs in Arab Universities in promoting cultural diversity among the students enrolled in them from their perspective?

To answer this question, t-values, means and standard deviations for the areas are calculated. They are shown in table (4) below.

**Table (4): T-values, means and standard deviations for the areas**

No.	Area	Mean	Std.	t	Sig.	Level
2	The significance of extracurricular activities	3.61	0.52	5.84	0.00	High
3	The role of student clubs in promoting cultural diversity	3.60	0.62	9.58	0.00	High
1	The students' attitudes towards extracurricular activities	3.35	0.61	11.68	0.00	High
	Overall	3.62	0.53	11.68	0.00	High

Based on table (4), the respondents have positive attitudes towards the role of student clubs in Arab Universities in promoting cultural diversity among the students enrolled in them. That is because the overall mean is 3.62 and the overall standard deviation is 0.53. The significance value is 0.00.

The mean of the (significance of extracurricular activities) is 3.61 which is ranked first and high. The latter result indicates that respondents have much awareness about the significance of such activities in promoting cultural diversity. The mean of (The role of student clubs in promoting cultural diversity) is 3.61

which is ranked second and high. The mean of (the students' attitudes towards extracurricular activities) is 3.35 which is ranked third and high. The latter result indicates that students have positive attitudes towards those activities. It indicates that more attention must be provided by the management of the University of Jordan to such activities.

#### **THE RESEARCHERS PRESENTED BELOW THE DETAILED RESULT RELATED TO EACH AREA**

A)- Results related to the significance of extracurricular activities

**Table (5): T-values, means and standard deviations for the significance of extracurricular activities**

Item No.	Item	Mean	Std.	t	Sig.	Level
Q11	Extracurricular activities instil a sense of creativity and innovation within me	4.05	0.98	10.62	0.00	High
Q14	Extracurricular activities contribute to increasing my energy	3.97	0.90	10.73	0.00	High
Q13	Extracurricular activities expand my knowledge and improve my skills	3.93	0.95	9.72	0.00	High
Q10	Extracurricular activities contribute to developing my personality	3.89	1.02	8.69	0.00	High
Q22	Extracurricular activities contribute to raising my self-confidence level	3.88	1.06	8.25	0.00	High
Q21	Extracurricular activities contribute to promoting fair competition	3.88	0.95	9.20	0.00	High
Q12	Extracurricular activities instil love within me for voluntarily works	3.87	0.98	8.86	0.00	High
Q9	Extracurricular activities meet my social and intellectual needs	3.85	1.01	8.34	0.00	High
Q15	Extracurricular activities turn me into active person in serving the university I am enrolled at	3.80	1.11	7.14	0.00	High
Q28	Extracurricular activities are goal- oriented	3.74	0.89	8.27	0.00	High
Q35	Extracurricular activities instil a sense of initiation within me	3.69	0.90	7.61	0.00	High
Q24	Extracurricular activities improve my critical thinking skills	3.63	1.09	5.73	0.00	High

Q8	Extracurricular activities motivate me to carry out self-learning practices	3.62	1.00	6.18	0.00	High
Q23	Extracurricular activities improve my problem solving ability	3.61	1.10	5.54	0.00	High
Q27	Extracurricular activities keep up with the latest challenges	3.55	0.96	5.68	0.00	High
Q25	Extracurricular activities motivate me to join expeditions	3.32	1.05	3.03	0.03	High
Q34	Extracurricular activities affect my academic achievement	3.21	1.08	1.93	0.06	Moderate
	Overall	3.61	0.52	5.84	0.00	High

Based on table (5), the overall mean is 3.61 which is high. The latter result may be attributed to the fact that the management of the University of Jordan realize the significance of extracurricular activities in improving the learning outcomes and making people open to others. It is consistent with the result reached by Sebald (2010). The latter researcher found that extracurricular activities improve the learning experiences of students and promote healthy habits among students. The latter result is consistent with the one reached by Al-Qarni (2018). The latter researcher found that extracurricular activities play a major role in promoting ethical, social and citizenship values within students. He found that greater the engagement of students in such programs, the more positive values they would have and the more developed their personalities would be.

The mean of statement (11) is 4.05 which is high and ranked first. The latter statement states the following: (Extracurricular activities instil a sense of creativity and innovation within me). The latter result may be attributed to the fact that the university play a

significant role in developing students' creative and critical thinking skills through extracurricular activities. That contributes to developing students' cultural identities and promoting openness to others. It contributes to exchanging ideas and expertise.

The mean of statement (34) is 3.21 which is moderate and ranked last. The latter statement states the following: (extracurricular activities affect my academic achievement). The latter result may be attributed to the failure of student clubs in promoting awareness among students about the significance of giving equal attention to curricula and extracurricular activities. It may be attributed to the failure of making a time schedule for extracurricular activities in accordance with university calendar. It may be attributed to the refrainment of faculty members from allocating marks to the engagement in extracurricular activities.

B)- Results related to the role of student clubs in promoting cultural diversity

**Table (6): T-values, means and standard deviations for the role of student clubs in promoting cultural diversity**

Item No.	Item	Mean	Std.	t	Sig.	Level
Q19	Student clubs aim at instilling good manners within me	3.85	0.89	9.53	0.00	High
Q29	The ones enrolled in student clubs vary in terms of academic levels	3.83	0.95	8.70	0.00	High
Q16	Student clubs aim at establishing cooperative relationships between me and other students	3.78	1.0501	7.42	0.00	High
Q31	The ones enrolled in student clubs have creative ideas	3.64	0.97	6.53	0.00	High
Q20	Student clubs instil moderation and tolerance within me	3.63	1.08	5.78	0.00	High
Q30	The ones enrolled in student clubs seek communicating with others. They seek engaging in goal-oriented dialogue	3.48	0.95	5.00	0.00	High



Q17	Student clubs aim at instilling values and religion beliefs within me	3.46	0.90	5.09	0.00	High
Q18	Student clubs instil loyalty and belonging within me towards my homeland	3.41	1.07	3.81	0.00	High
Q33	The students enrolled in the same student club have the same interests	3.27	1.09	2.47	.010	High
	Overall-	3.60	0.62	9.58	0.00	High

Based on table (6), the overall mean is 3.60 which is high. The latter result may be attributed to the fact that the students enrolled at student clubs at the University of Jordan show respect to others' cultures and have knowledge about others' cultures. It may be attributed to the fact that those students have excellent dialogue and communication skills.

The mean of statement (19) is 3.85 which is high and ranked first. The latter statement states the following: (Student clubs aim at instilling good manners within me). The latter result may be attributed to the fact that faculty members in this university are keen on creating friendly relationships with students with avoiding discrimination and bias.

The mean of statement (33) is 3.27 which is high and ranked last. The latter statement states the following: (The students enrolled in the same student club have the same interests). The latter result may be attributed to the fact that the students enrolled in a student club

have the same interests and needs and seek developing themselves in the same areas. All the means in the latter table are high. They collect data about the characteristics of the student clubs. They shed a light on the way students in such clubs positively affect each other. That indicates that student clubs are significant. It indicates that it's significant to have a variety of student clubs that target students of various interests.

The result in this regard is not in agreement with the result reached by Al-Qaddumi et al. (2014). The latter researchers found that the degree to which the deanships of students' affairs in Palestinian universities encourage students to engage in extracurricular activities is low. The disagreement between those results can be attributed to targeting different research populations

C)- Results related to the students' attitudes towards extracurricular activities.

**Table (7): T-values, means and standard deviations for the students' attitudes towards extracurricular activities**

Item No.	Item	Mean	Std.	t	Sig.	Level
Q3	I believe that the extracurricular activities carried out in campus are significant	3.920	0.97	9.47	.000	High
Q2	I love engaging in the same extracurricular activity in order to develop myself	3.710	1.09	6.48	.000	High
Q6	I talk with my colleagues about the extracurricular activities that I engage at	3.660	1.01	6.48	.000	High
Q1	I keep following up the advertisements of extracurricular activities	3.540	.968	5.57	.000	High
Q4	I love the places in which the extracurricular activities are held at. That is because such places are suitable and well-equipped	3.360	0.94	3.79	.000	High
Q5	I writ suggestions in order to improve the extracurricular activities that are held at the university	2.690	1.19	-2.59	.010	High
Q7	Faculty members encourage me to engage in extracurricular activities	2.630	1.16	-3.16	.000	Low
	Overall	3.35	0.61	11.68	0.00	High

Based on table (7), the overall mean is 3.35 which is high. The latter result indicates that there are positive attitudes towards extracurricular activities. However, there is a need for improving such activities in order to develop students' personalities, skills and behaviour and expand their knowledge. There is a need for improving such activities in order for students to have a better understanding for themselves and realize the similarities and differences between cultures.

The mean of statement (3) is 3.920 which is high and ranked first. The latter statement states the following: (I believe that the extracurricular activities carried out in campus are significant). The latter result may be attributed to the fact that the University of Jordan dedicates suitable places for carrying out extracurricular activities. It may be attributed to the fact that this university chooses the time of those activities to avoid having conflict in time between lectures and those activities. The mean of statement (7) is 2.63 which is low and ranked last. The latter statement states the following: (Faculty members encourage me to engage in extracurricular activities). The latter result may be attributed to the fact that some faculty member don't provide students with adequate time to engage in those activities. Thus, faculty members must play a significant role in encouraging students to engage in those activities. Such activities must be part of the curricula. That

shall improve the relationship between faculty members and students. It shall enable faculty members to positively influence students. It shall create long-term relationships between faculty members and students. The result in this regard is not in agreement with the one reached by Al-Duaij (2002). The latter researcher found that 70% of the students enrolled at Kuwait University don't realize the significance of engaging in extracurricular activities. That indicates that there is a lack of awareness among students in this university about the significance of engaging in extracurricular activities. The reasons hindering students from engaging in extracurricular activities include: students' lack of knowledge about the places and time of those activities. They include: the refrainment of faculty members from encouraging students to engage in such activities are discouraged.

## RESULTS RELATED TO THE SECOND QUESTION

Q.2. Is there any statistically significant difference—at the statistical significance level of ( $\alpha=0.05$ )- between the respondents' attitudes which can be attributed to academic year, gender, or faculty?

Means and standard deviations are calculated to explore the respondents' attitudes in accordance with academic year, gender, and faculty. They are shown below in table (8).

**Table (8): Means and standard deviations for exploring the respondents' attitudes in accordance with academic year, gender, and faculty**

Variable				Attitudes		Variety		Significance		Overall	
				Mean	Std.	Mean	Std.	Mean	Std.	Mean	Std.
Academic year	First	Scientific faculties	Male	3.37	.630	3.59	.560	3.58	.560	3.58	0.56
			Female	3.38	.450	3.51	.650	3.65	.450	3.65	0.45
			Overall	3.37	.580	3.57	.560	3.59	.520	3.59	0.52
		Human sciences faculties	Male	4.00	0.20	4.44	.150	4.30	.120	4.30	0.12
			Female	3.42	0.77	3.62	.730	3.73	.700	3.73	0.70
			Overall	3.57	0.70	3.83	.730	3.87	.650	3.87	0.65
		Overall	Male	3.47	.620	3.72	.600	3.69	.580	3.69	0.58
			Female	3.41	.650	3.59	.670	3.71	.600	3.71	0.60
			Overall	3.44	.620	3.67	.620	3.70	.570	3.70	0.57
	Second	Scientific faculties	Male	3.61	.450	3.94	.470	3.83	.320	3.83	0.32
			Female	3.14	0.42	3.33	0.43	3.42	0.45	3.42	0.44
			Overall	3.58	.450	3.90	.480	3.80	.330	3.80	0.33
		Human sciences faculties	Male	3.57	.200	3.00	.310	3.19	.100	3.19	0.10
			Female	3.45	.570	3.71	.580	3.74	.490	3.74	0.49
			Overall	3.46	.520	3.61	.600	3.66	.490	3.66	0.49

		Overall	Male	3.60	.420	3.82	.550	3.74	.370	3.74	0.37
			Female	3.42	.550	3.68	.560	3.72	.470	3.72	0.47
			Overall	3.52	.480	3.75	.550	3.73	.410	3.73	0.41
	Third	Scientific faculties	Male	3.05	.670	3.26	0.48	3.23	.380	3.23	0.38
			Female	3.00	.580	3.25	.490	3.26	.460	3.26	0.46
			Overall	3.01	.580	3.26	.470	3.25	.430	3.25	0.43
		Human sciences faculties	Male	3.32	.370	3.44	.720	3.40	.280	3.40	0.28
			Female	2.67	.620	3.11	.560	3.18	.590	3.18	0.59
			Overall	3.00	.580	3.27	.620	3.29	.440	3.29	0.44
		Overall	Male	3.17	.540	3.34	.560	3.30	.330	3.30	0.33
			Female	2.91	.580	3.22	.500	3.24	.480	3.24	0.48
			Overall	3.01	.570	3.26	.510	3.26	.430	3.26	0.43
	Fourth	Scientific faculties	Male	3.02	.720	3.46	.620	3.44	.500	3.44	0.50
			Female	3.75	.620	3.85	.890	4.00	.660	4.00	0.66
			Overall	3.32	.750	3.62	.740	3.67	.620	3.67	0.62
		Human sciences faculties	Male	3.67	.240	3.72	.820	3.90	.400	3.90	0.40
			Female	3.67	.370	3.80	.310	3.96	.280	3.96	0.28
			Overall	3.67	.290	3.76	.580	3.93	.320	3.93	0.32
		Overall	Male	3.21	.680	3.53	.660	3.57	.500	3.57	0.50
			Female	3.72	.520	3.83	.710	3.98	.530	3.98	0.53
			Overall	3.44	.660	3.67	.690	3.75	.550	3.75	0.55
	Overall	Scientific faculties	Male	3.32	.630	3.63	.570	3.58	.480	3.58	0.48
			Female	3.28	.640	3.47	.670	3.54	.600	3.54	0.60
			Overall	3.31	.630	3.57	.610	3.57	0.52	3.57	0.52
		Human sciences faculties	Male	3.59	.340	3.62	.730	3.68	.470	3.68	0.47
			Female	3.36	.640	3.61	.590	3.69	.550	3.69	0.55
			Overall	3.43	.570	3.61	.630	3.68	.520	3.68	0.52
		Overall	Male	3.38	.590	3.63	.610	3.60	.480	3.60	0.48
			Female	3.32	.630	3.55	.630	3.62	.570	3.62	0.57
			Overall	3.35	.610	3.59	.620	3.61	.520	3.61	0.52

Based on table (8), there are differences between the respondents' attitudes. To explore whether those differences are statistically significant or not, the

multiple analysis of variance was carried out. The results of the latter analysis are shown below in table (9)

**Table (9): The results of the multiple analysis of variance**

Source of variance	Area	Sum of squares	Df.	Mean square	F value	Sig.
Year	Attitudes	3.68	3	1.22	3.63	0.01
	Variance	3.07	3	1.02	2.85	0.04
	Significance	4.03	3	1.34	5.63	0.00
	Overall	4.03	3	1.34	5.63	0.00
Faculty	Attitudes	0.49	1	0.49	1.46	0.23
	Variance	0.09	1	0.09	0.25	0.61
	Significance	0.23	1	0.23	0.96	0.32
	Overall	0.23	1	0.23	0.96	0.32

Gender	Attitudes	0.30	1	0.30	0.88	0.34
	Variance	0.10	1	0.10	0.28	0.59
	Significance	0.00	1	0.00	0.00	0.93
	Overall	0.00	1	0.00	0.00	0.93
Faculty + year	Attitudes	0.37	3	0.12	0.37	0.77
	Variance	0.92	3	0.30	0.85	0.46
	Significance	0.52	3	0.17	0.73	0.53
	Overall	0.52	3	0.17	0.73	0.53
Gender + year	Attitudes	1.69	3	0.56	1.66	0.18
	Variance	1.11	3	0.37	1.03	0.38
	Significance	0.78	3	0.26	1.09	0.35
	Overall	0.78	3	0.26	1.09	0.35
Gender + faculty	Attitudes	0.55	1	0.55	1.62	0.20
	Variance	0.00	1	0.00	0.00	0.97
	Significance	0.04	1	0.04	0.17	0.68
	Overall	0.04	1	0.04	0.17	0.68
Gender + faculty + year	Attitudes	0.52	3	0.17	0.515	0.67
	Variance	1.70	3	0.56	1.57	0.20
	Significance	1.10	3	0.36	1.53	0.21
	Overall	1.10	3	0.36	1.53	0.21
Error	Attitudes	28.38	84	0.33		
	Variance	30.21	84	0.36		
	Significance	20.04	84	0.23		
	Overall	20.04	84	0.23		
Overall	Attitudes	1165.20	100			
	Variance	1330.06	100			
	Significance	1335.60	100			
	Overall	1335.602	100			

Based on table (9), there isn't any statistically significant difference between the respondents' attitudes which can be attributed to gender, or faculty. The latter result may be attributed to the prevalence of positive attitudes among students of all genders and faculties towards student clubs and the extracurricular activities they offer in sport, social, art, cultural and voluntarily areas. Such activities contribute to developing students' personalities in cognitive, behavioural and psychological areas. They contribute to enabling students to meet the 21<sup>st</sup> century requirements and demands. They promote openness to other cultures among students. They develop students' communication and dialogue skills. The result in this regard is in agreement with the one reached by Woods

(2007). The latter researcher found that there isn't any statistically significant between the respondents' extent of engaging in extracurricular activities which can be attributed to gender. He found that there isn't any statistically significant between the respondents' extent of engaging in extracurricular activities which can be attributed to academic level.

Based on table (9), there is a statistically significant difference –at the statistical significance level of ( $\alpha=0.05$ )- between the respondents' attitudes which can be attributed to academic year. The Sheffeh test was carried out to explore the ones whose the academic year-related difference is for their favour. The results of the latter test are shown in table (10) below

**Table (10): The results of Sheffeh test for exploring the ones whose the academic year-related difference is for their favour**

Area	Mean 1	mean 2	The interval between means	Sig.
Attitudes	First year	Second year	-0.07	0.97
		Third year	0.43	0.09



		Fourth year	0.00	1.00
	Second year	Third year	0.51*	0.02
		Fourth year	0.08	0.96
	Third year	Fourth year	-0.42	0.08
Diversity	First year	Second year	-0.08	0.96
		Third year	0.40	0.15
		Fourth year	0.00	1.00
	Second year	Third year	0.49*	0.03
		Fourth year	0.08	0.96
	Third year	Fourth year	-0.40	0.13
Significance	First year	Second year	-0.03	0.99
		Third year	0.43*	0.03
		Fourth year	-0.05	0.98
	Second year	Third year	0.46*	0.01
		Fourth year	-0.02	0.99
	Third year	Fourth year	-.048*	0.00
Overall	First year	Second year	-0.03	0.99
		Third year	0.43*	0.03
		Fourth year	-0.05	0.98
	Second year	Third year	0.46*	0.01
		Fourth year	-0.02	0.99
	Third year	Fourth year	-0.48*	0.00

Based on table (10), there is a difference between 2<sup>nd</sup> and 3<sup>rd</sup> year students in all the areas for the favour of 2<sup>nd</sup> year students. There is a difference between 1<sup>st</sup> and 3<sup>rd</sup> year students for the favour of the 1<sup>st</sup> year students. There is a difference between 3<sup>rd</sup> and 4<sup>th</sup> year students for the favour of the 3<sup>rd</sup> year students in the significance area and all the areas jointly. The latter result indicates that students' attitudes differ due to the difference in terms of academic year. It can be noticed that the differences are for the favour of the ones who finished few years. That indicates that the ones enrolled recently in the university have more positive attitudes towards the student clubs. It indicates that there is a need for addressing the shortcomings in the student clubs in Arab universities to increase students' engagement in those clubs.

### SUGGESTIONS AND RECOMMENDATIONS

**In the light of the aforementioned results, the researchers recommend**

- Providing more attention by Arab universities in general and Jordanian universities in particular to extracurricular activities. That shall contribute to improving academic programs.
- Providing faculty members and the ones responsible student clubs with moral and financial incentives. That shall encourage them to plan and carry out extracurricular activities that contribute to promoting extracurricular activities.
- Encouraging students to engage in student clubs and offering rewards to the ones show distinguished performance in such clubs.

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