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STUDENT PERCEPTIONS OF THE EXTRACURRICULAR ACTIVITIES PROGRAM AT KING SAUD UNIVERSITY

By

Ali Saad M. Al-Karni

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ABSTRACT

STUDENT PERCEPTIONS OF THE EXTRACURRICULAR ACTIVITIES PROGRAM AT KING SAUD UNIVERSITY

By

Ali Saad M. Al-Karni

The purposes of this study were (1) to determine whether a relationship existed between students' personal characteristics and their participation in extracurricular activities, (2) to identify factors influencing students' participation in these activities, and (3) to evaluate students' perceptions of the extracurricular activities program at King Saud University.

Representative male sophomores, juniors, and seniors in five major areas of study (Colleges of Agriculture, Education, Engineering, Arts, and Human Medicine) were selected for the sample. Three classes at each level of study were randomly selected, yielding a total of 15 classes containing 493 respondents.

Methodology. A questionnaire was designed to elicit students' perceptions of aspects of extracurricular activities. Frequency distribution was used to examine factors influencing participation. Nonparametric correlation, chi-square, one-way analysis of variance, and Tukey's test were used to test relationships between frequency of

participation and students' personal characteristics, as well as activities and level of participation, major areas, and academic level.

Findings. Factors that encouraged students' participation were getting work experience, developing leadership skills and interests, understanding community problems, helping conduct academic work, and providing autonomy. Factors that discouraged participation were clashes between activity and class schedules, lack of publicity, living off campus, time consuming, shyness, and irrelevant activities.

Positive relationships existed between high school participation and high school achievement, and between high school participation and college participation. Frequency of college participation was positively related to parents' education. Age was positively related to theatrical activities and negatively related to athletic activities. Place of residence and study status were positively related to social activities. Participation in college cultural activities was positively related to achievement. Participation in students' associations was related to major area of study.

Students' ratings of importance of certain types of activities, quality of activities program, rules and regulations, and importance of activities to students' education were related to level of participation. Ratings of program quality, faculty involvement, and rules and regulations were related to academic level and major area of study. Participants were more positive than nonparticipants in their program evaluations.

To the memory of my mother, Gharsa, and father, Saad. May Allah rest their souls in peace under His mercy for their constant care and sacrifices in very difficult times and for their first education in morality, honesty, and love.

To my brothers and sisters, Safra, Saeed, Ghaith, Frhan, and Abdullah, for their prayers, support, and encouragement throughout my studies; and to my relatives for their encouragement and support.

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TABLE OF CONTENTS

LIST OF TABLES

Page

CHAPTER I

INTRODUCTION

For many years, college and university personnel have been concerned with developing a whole student socially, emotionally, physically, and morally, as well as academically. Educators have considered extracurricular activities to be an integral part of their educational mission and participation in extracurricular activities to be an essential part of students' education (Alnamla, 1985; Altorky, 1984; Bloland, 1970; Cuyjet, 1979; Hand, 1938; Kapp, 1979; Miller & Jones, 1981; Purdy, 1971; Strang, 1951; Stroup, 1964).

Educators have emphasized that participation in student activities prepares college students for the practical realities of cultural, political, and social life, which will enable them to perform their jobs when they graduate from college. In this regard, Astin (1977) stated:

> For many undergraduates, extracurricular activities provide some of the most significant consequences of college attendance. In certain respects, these activities offer an opportunity to develop skills that are more relevant to later life than the knowledge and cognitive skills acquired in the classroom. Undergraduate extracurricular activities may be the forerunner of adult achievement in a variety of fields: Many leaders in business-industry and government were student leaders in college, many successful actors had their first experience with theater in college, and most professional athletes are selected from among the ranks of outstanding college athletes. (p. 115)

A number of researchers have indicated that participation in extracurricular activities has a major influence on college students morally, socially, emotionally, mentally, and physically (Astin, 1977; Bowen, 1977; Chickering, 1974; Feldman & Newcomb, 1969; Jones & Finelli, 1972). Likewise, outstanding educators have emphasized the necessity of extracurricular activities in college students' lives. Therefore, most colleges and universities, in an attempt to meet the needs of students from diverse backgrounds and with a variety of interests, provide physical facilities, staff, and other resources to support student participation in college activities (cultural, social, theatrical, recreational, athletic, and governance). Yet, in spite of the inestimable value of participating in such activities, not all enrolled students take part in them (Burton, 1981).

Research on student participation and lack of participation in out-of-classroom activities has shown that various factors affect participation. In Mueller's (1961) study, students who participated in extracurricular activities tended to be those with good personalities, above-average intelligence, and adequate funds. Nonparticipants were poorer and less intelligent. Moreover, Mueller mentioned some reasons students did not participate in extracurricular activities: (1) part-time work or weekends off the campus interfering with the activities, (2) lack of interest, and (3) time required for academic studies.

Graham (1964) indicated several other reasons why students do not participate in extracurricular activities: (1) Some students do not feel that they need to participate, (2) others feel they cannot

meet the competition required to participate, (3) some feel unwanted in certain activities, and (4) some are unable to participate due to the prohibitive costs associated with certain activities.

Limited attention has been directed to the personality characteristics of participants and nonparticipants in college extracurricular activities (Burton, 1981; Fletcher, 1970; Kapp, 1979; Mueller, 1961). In the present study, students' personal and demographic characteristics were examined in relation to their participation or nonparticipation in extracurricular activities.

No clear-cut distinction has yet been made between students who participate frequently in college activities and those who participate only occasionally or not at all (Kapp, 1979). The present researcher attempted to determine why students who participated in extracurricular activities chose to do so and why nonparticipating students chose not to take part in such activities.

Statement of the Problem

Recently, much attention has been directed to the importance of extracurricular activities at King Saud University (KSU), the setting for this study, and why certain students participate in those activities whereas others do not. Students' nonparticipation in extracurricular activities was the major concern voiced by the president of KSU and the deans of student affairs of all Saudi universities at their symposium held March 16, 1984. In his speech regarding the phenomenon of nonparticipation in out-of-classroom activities (cultural, social, athletic, and so on), Dr. Altorky, KSU's president, emphasized the

urgent need to study this problem. He went on to say that extracurricular activities are an integral part of college life and complement the academic activities ("Deans of Student Affairs Symposium," 1984; Risalt Al-Jamiah, March 28, 1984). Hence the researcher undertook this investigation to provide university decision makers with solid data on which to make rational decisions regarding how to improve student participation in extracurricular activities at KSU.

Purposes of the Study

The primary purpose of this study was to determine whether there is a relationship between students' demographic and personal characteristics and their participation or nonparticipation in extracurricular activities. Another purpose was to identify factors influencing students' participation in these activities, as well as to evaluate students' perceptions regarding the extracurricular activities program at KSU. The findings of this study may help decision makers at KSU overcome the problem of nonparticipation in extracurricular activities and to determine what changes are needed to improve the extracurricular activities program and thereby enhance participation.

Importance of the Study

The subject matter of the research was deemed important for the following reasons:

1. To the researcher's knowledge, no studies have been conducted on the subject of participation in college extracurricular activities in Saudi Arabia. Therefore, such a study may have important

implications for KSU in particular and for other universities in general.

2. As indicated earlier, students' nonparticipation in extracurricular activities was the major concern of the president of KSU and the deans of student affairs of all Saudi universities in their symposium, in which they emphasized the urgent need to study this problem.

The Study Setting

Modern higher education is a recent phenomenon in Saudi Arabia. King Saud University, the country's oldest and largest university, was founded in 1957 in the capital city of Riyadh. Since that time seven universities, several girls' colleges, a number of community colleges, and military and police colleges have been established throughout the Kingdom.

KSU began with the College of Arts in 1957. Gradually other colleges were added, beginning with the College of Science in 1958 and followed by the College of Administrative Science in 1959, the College of Pharmacy in 1960, the College of Agriculture in 1965, its branch in Al-Qaseem in 1981, the College of Education in 1966 which joined KSU in 1967, a branch in Abha in 1976, the College of Engineering in 1962 which joined KSU in 1967, the College of Human Medicine in 1974 and its branch in Abha in 1976, the College of Economics and Business Administration at Al-Qaseem in 1981, the College of Allied Medical Science and Dentistry in Abha in 1976, the Graduate School in 1978, the Center for Female University Education, and the Arabic Language Institute.

Finally, in 1984, two new colleges were added: the College of Computer Sciences and the College of Planning and Architectural Studies ("King Saud University," 1985).

KSU has three deanships (divisions), which were founded in 1974: the Deanship of Admission and Registration, the Deanship of Libraries, and the Deanship of Student Affairs. The Deanship of Student Affairs was established to help students develop a well-rounded personality; to strengthen their commitment to the Islamic nation; to provide health care, suitable housing, and nutritious meals; and to implement extra-curricular activities to help students develop mentally, socially, and physically, as well as to provide them the necessary facilities and services to foster their talents and abilities (Saudi Arabia, 1983).

At the time of this study, KSU had 2,428 faculty members, of whom 823 were Saudis and 1,605 were non-Saudis. The administrative staff comprised 5,830 people ("King Saud University," 1985). In the second term of academic year 1985-86, 26,324 undergraduate students were enrolled at KSU. The majority of them (19,922) were males; 6,402 were females (Risalt Al-Jamiah, March 29, 1986).

The general goals of KSU are:

1. To provide higher learning and studies in the arts, sciences and various specializations and disciplines;
2. To give special attention to Islamic studies and thought;
3. To prepare and train teachers;
4. To advance knowledge through the encouragement of scientific research; and
5. To foster intellectual, physical, social and scientific activities. (Al-Zahrani, 1985, pp. 10-11)

In the last decade, KSU has recognized extracurricular activities to be an essential part of students' college life and has provided

staff members, physical facilities, and other resources totally free to encourage student participation in those activities. However, not all enrolled students participate in these extracurricular programs (Al-Harathy & Al-Ghamdi, 1985; Altorky, 1984; "Deans of Student Affairs Symposium," 1984).

In 1984, deans of student affairs in Saudi Arabian universities held a symposium to discuss the lack of student participation in extracurricular activities. The major recommendations that resulted from the symposium were:

1. The concerned educational institutions have the responsibility to correct students' perceptions of extracurricular activities, their importance and goals, and to make students, their parents, and the entire society aware of the necessity of such activities in developing the whole student.

2. They should specify a well-defined time for student activities during the academic year and avoid conflicts between such activities and final examinations.

3. They should emphasize the importance of providing both nonmonetary and monetary incentives for student participation in extracurricular activities.

4. They should establish as many types of activities as possible to meet students' needs and desires.

5. They should choose qualified personnel who can attract students to participate in extracurricular activities.

6. They should establish a location for the activities within a reasonable distance from students' dormitories.

7. They should urge admission offices of all educational institutions to include items on student applications asking applicants to indicate their interest in activities offered by the Deanship of Student Affairs.

8. They should urge researchers in these institutions to study the phenomenon of lack of student participation in extracurricular activities and suggest some remedies for the problem ("Deans of Student Affairs Symposium," 1984).

Research Questions

The following research questions were posed to guide the collection of data in this study:

1. Do relationships exist between frequency of participation in college extracurricular activities and parents' education, occupation, and income?

2. Do relationships exist between high school achievement and participation in high school extracurricular activities, and between participation in high school activities and participation in college activities?

3. Do relationships exist between frequency of participation in college extracurricular activities and students' age, marital status, and place of residence?

4. Do relationships exist between frequency of participation in college extracurricular activities and students' full- or part-time

status, college achievement, level of study, and major area of study?

5. Do differences exist in the perceptions of students who do and those who do not participate in college extracurricular activities regarding the importance of certain types of activities, the quality of the extracurricular activities program, faculty involvement, rules and regulations, and the importance of college extracurricular activities to students' education?

6. Do differences exist in the perceptions of students from different levels of study regarding the importance of certain types of activities, the quality of the extracurricular activities program, faculty involvement, rules and regulations, and the importance of college extracurricular activities to students' education?

7. Do differences exist in the perceptions of students from different major areas of study regarding the importance of certain types of activities, the quality of the college extracurricular activities program, faculty involvement, rules and regulations, and the importance of college extracurricular activities to students' education?

Null Hypotheses

The following 15 null hypotheses were formulated to guide the statistical analysis of data collected in this study.

Hypothesis 1: There is no relationship between the age of students and their frequency of participation in college extracurricular activities.

Hypothesis 2: There is no difference in the frequency of participation in college extracurricular activities between single and married students.

Hypothesis 3: There is no relationship between parents' education and students' frequency of participation in college extracurricular activities.

Hypothesis 4: There is no relationship between parents' occupation and students' frequency of participation in college extracurricular activities.

Hypothesis 5: There is no relationship between parents' income and students' frequency of participation in college extracurricular activities.

Hypothesis 6: There is no relationship between students' high school achievement and their participation in high school extracurricular activities.

Hypothesis 7: There is no relationship between students' participation in high school extracurricular activities and their frequency of participation in college extracurricular activities.

Hypothesis 8: There is no relationship between students' major areas of study and their frequency of participation in college extracurricular activities.

Hypothesis 9: There is no difference between students who live on campus and those who live off campus, regarding their frequency of participation in college extracurricular activities.

Hypothesis 10: There is no relationship between students' study status (full or part-time) and their frequency of participation in college extracurricular activities.

Hypothesis 11: There is no relationship between students' level of study and their frequency of participation in college extracurricular activities.

Hypothesis 12: There is no relationship between students' college achievement and their frequency of participation in college extracurricular activities.

Hypothesis 13: There are no differences in the perceptions of students who do participate and those who do not participate in college extracurricular activities regarding the importance of certain types of activities, the quality of the extracurricular activities program, faculty involvement, rules and regulations, and the importance of college extracurricular activities to students' education.

Hypothesis 14: There are no differences in the perceptions of students from different major areas of study regarding the importance of certain types of activities, the quality of the extracurricular activities program, faculty involvement, rules and regulations, and the importance of college extracurricular activities to students' education.

Hypothesis 15: There are no differences in the perceptions of students from different levels of study regarding the importance of certain types of activities, the quality of the extracurricular activities program, faculty involvement, rules and regulations, and the importance of college extracurricular activities to students' education.

Delimitation and Generalizability of the Study

The study sample was delimited to male students at the sophomore, junior, and senior levels of study in five colleges at the main campus of KSU in Riyadh. Freshmen were excluded from the study sample because the researcher thought they were not yet familiar enough with the KSU setting and the extracurricular activities program to respond knowledgeably to the instrument. In addition, female students were excluded from the sample because in Saudi Arabia it is impossible for a male researcher to have contact with female students. Because the sampled students represented diverse backgrounds and regions of Saudi Arabia, results may be generalized to the entire population of male undergraduate students at KSU and to students at similar types of institutions throughout Saudi Arabia.

Definitions of Terms

The following terms are defined in the context in which they are used in this dissertation.

College achievement refers to the GPA gained by the student as a final score for all courses completed at KSU before taking part in this study. A rating scale ranging from a low of Acceptable to a high of Excellent was used.

Extracurricular activities, out-of-classroom activities, extracurriculum activities, cocurricular activities, and student activities are used synonymously in this dissertation. All of these terms refer to the organized and informal activities and programs that KSU provides for its students, which are not required for graduation and for which students receive no course credit.

Faculty involvement refers to faculty members' participation in student extracurricular activities at KSU.

High school achievement refers to the grade point average (GPA) gained by the student as a final score for all courses completed when he graduated from high school. GPA was computed using a rating scale ranging from a low of Acceptable to a high of Excellent.

Participation means taking an active part in one or more student extracurricular activities.

Perceptions refer to respondents' insights, opinions, or knowledge regarding student extracurricular activities at KSU.

Student associations are those groups elected as student leaders by their peers to represent the views and wishes of the entire student body and to make those wishes known to KSU administrators.

Students are the sophomores, juniors, and seniors selected at random to participate in this study.

Organization of the Study

Chapter I is an introduction to the study and its setting, a statement of the problem, the purpose and importance of the research, the research questions and hypotheses, delimitation and generalizability of the study, and definitions of important terms. A review of related literature is contained in Chapter II. Included are a brief history of college extracurricular activities and a review of studies concerning the importance of participating in extracurricular activities, faculty involvement, and the effect of demographic characteristics on students' participation in such activities. In Chapter III, the research methodology and procedures followed in the study are explained. Chapter IV contains the results of the data analysis. A summary of the study, conclusions, and recommendations may be found in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

A review of related literature showed that some research studies on the topic of extracurricular activities have been conducted in the United States. However, no studies in this field have been conducted in Saudi Arabia in general or at King Saud University (KSU) in particular. Therefore, in carrying out this study, the researcher depended primarily on related writings obtained through an ERIC computer search, Dissertation Abstracts International, and the Education Index, as well as books on the topic. The researcher also found some pertinent information in Saudi Arabian newspapers and magazines.

The literature review is divided into four sections: (1) a brief history of college extracurricular activities, (2) studies related to the importance of participating in college extracurricular activities, (3) studies concerning faculty involvement in students' extracurricular activities, and (4) studies of the demographic and personal characteristics related to students' participation in college extracurricular activities.

A Brief History of Extracurricular Activities

The literature related to the history of extracurricular activities revealed that in Colonial American colleges and universities

religious activities dominated student life to ensure that every student observed appropriate moral and ethical behavior in preparation for civil or religious leadership. Because of the rigid discipline enforced by faculties at that time, student activities were confined primarily to religious societies, which were intended to confirm the piety of the undergraduate but ignored his intellect. Later, the "literary society" dominated student life and enhanced exercises of the mind (Bloland, 1967; Mueller, 1961; Schmidt & Blask, 1977). According to Bloland (1967), before the Civil War, extracurricular activities were closely related to the general purposes of higher education of the time.

Ariosto (1984) studied the development of student services and the regulation of extracurricular activities at the University of Wisconsin during the presidency of Charles R. Van Hise from 1903 to 1918, which was termed the "Golden Age." Ariosto found that the University of Wisconsin created an environment for its students that was conducive to the growth of social and leadership potential and provided opportunities for students to acquire and exercise responsibility in preparing for future roles as leaders. Extracurricular student activities were brought under university regulation so that they could be integrated with the central purpose of the institution. Ariosto stated:

> Van Hise (1912-1914) was a strong supporter of student involvement in extracurricular activities and advised each student "to participate in at least one activity that involved intellectual work, such as debating, dramatics, journalism, and also in one out-of-door sport." (p. 158)

Ariosto also mentioned that when Van Hise took office in 1903, some 38 officially recognized student clubs and teams were in existence. By 1910, the number of officially recognized student clubs and teams stood at 65. Faculty involvement in student affairs was considerable and was largely reflected in the work of two faculty committees for student life of both men and women.

According to Schmidt and Blaska (1977),

> By World War I, educators were concerned that the extracurricular activities were working at cross-purposes to the central intellectual concerns of the colleges. . . . The student personnel movement represented an effort to restore a unified life to the American college by conceiving of the student as a total personality who learns both in and out of the classroom and whose intellectual development is affected by his or her personal development. By linking student activities to the basic purposes of higher education, the total development of the student could be accomplished. Student personnel specialists supported by faculty and administration set about the process of reintegration.
>
> Later, residence halls became living/learning centers and student government participated in the maintenance of discipline. The honor system developed and supervised dormitory regulations. Student-faculty committees revised curriculum and in some cases evaluated courses and professors and faculty advisors began to lend their expertise to committees, clubs and societies. (p. 154)

"By the 1940s and 1950s, a fairly stable student activities program, consisting of fraternities and sororities, athletics, cultural affairs, and student government had been developed on most campuses" (Purdy, 1971, p. 164). Hallberg and Kirk (1971) stated that

> After World War II we saw the beginning of a new relationship between student life and the classroom, the "co-curricular." The causes of this transition probably are in the issues of the late fifties through the mid-sixties. The advent of hydrogen bombs, Sputnik, civil rights movements and more recently, concern over poverty, social and technological needs of developing countries and moral questions relating to war, all compelled the university to think more of real, practical issues and problems as well as with

> theoretical classroom knowledge. Today, co-curricular programs are allowing for direct student participation in the issues of our time. (p. 198)

Green (1979) explained that the student revolt of the 1960s brought some positive changes to higher education. As a result of that turmoil, students in the 1970s sat on more committees and were given more responsibility. According to Wise (1978),

> There [is] almost universal agreement that the character of student activities has changed recently. Participation in intramural sports programs has increased sharply as have sponsored trips off-campus to engage in recreational activities. Student activities addressed to political action and/or the analysis of social problems have decreased markedly. Most respondents noted that very small proportions of their students (usually estimated at about 5%) are interested in such activities. (p. 3)

The Importance of Participating in College Extracurricular Activities

Educators generally have accepted participation in college extracurricular activities programs as an essential part of the college student's experience. Each institution has a unique program, based on its goals and its mission, which must satisfy all concerned: students, faculty, administrators, and the community.

Throughout history, educators have emphasized the importance of extracurricular activities in students' college experience. Hand (1938) viewed campus activities as constituting a fundamental part of the total college curriculum. To Scott (1941), extracurricular activities constituted the real life of the campus. Lloyd-Jones (1938) asserted that extracurricular activities offer students an opportunity to develop good leadership and citizenship qualities and help students adjust to their academic world.

Educators have agreed that extracurricular activities programs help students become more interested in school, provide them with an opportunity to practice responsibility, and develop social skills (Tompkins, 1952). Johnston and Faunce (1952) enumerated nine areas of personal growth and social development that are met by extracurricular programs: (1) understanding one's self, (2) understanding others, (3) keeping mentally well, (4) developing control of one's own actions, (5) learning how to adjust to new situations, (6) achieving security and happiness, (7) getting along with others, (8) learning social rules, and (9) resolving social conflicts.

Thompson (1953) reported that extracurricular activities enhance students' human relationships, help them achieve self-realization and personal responsibility, improve behavior patterns, and reinforce classroom learning. Shoben (1958) stated that extracurricular activities augment students' school experience by:

> Helping students to gain greater personal maturity through reflected-upon experience, increasing their interpersonal effectiveness, deepening their sensitivity to human needs including their own, clarifying their long-range objectives in both vocational and more personal terms and assisting in their interpretation of education both in their active student careers and their lives after graduation. (p. 125)

Mueller (1961) said that the purposes of student activity programs are: (1) to continue the socialization process of the individual, (2) to offer opportunities for experiences in group interaction and relationships, and (3) to develop leaders for the campus as well as for later life.

According to McGuire (1960),

> Students have controlled delegated areas of student activities for a number of decades. Students have often determined the rules and regulations for their own activities. . . . If students are to be considered as adults, if they are to be considered as leaders of tomorrow, they must be capable of self-control, self-direction and self-government. It is important that institutions of higher education develop programs to teach these qualities in the individual and in the group. (pp. 383-84)

Better activities plans, more relevant preparation by the student, and evaluation would improve the quality of student extracurricular programs. Purdy (1971) advised that activities programs should be an outgrowth of faculty-administration-student decisions concerning what and how student activities continuously should be planned and learned. She concluded that studies have made it clear that extracurricular activities that ignore student needs, desires, and interests will enjoy little popularity.

To Jung and Fox (1952), the quality and the development of extracurricular activities should be the major concern of educators. Miller and Jones (1981) stated,

> Programming such activities for students and for students alone will need increasingly to give way to involve students directly in their planning and implementation. . . . A more significant one is students' need for interaction and involvement with other members of the campus community and members of the larger community as a moral part of their higher education experience. (pp. 661-62)

In a study of participation in student government, Downey and others (1984) emphasized that students have been primarily responsible for the regulation of their own extracurricular activities, student behavior, and student government. They have been involved in the

formation of rules, recommendations, and procedures relating to a variety of financial and academic issues affecting students.

Tinto (1975) found that students' level of integration into academic systems of a college such as grade performance, intellectual development, perception of faculty concern for teaching, and intellectual and career matters, as well as social integration into the campus environment through extracurricular activities, peer-group relationships, and informal interactions with faculty are important factors in student retention. Later, Pascarella and Terenzini (1979) tested Tinto's findings and concluded that

> institutional policies and programs may be key determinants of freshman-year persistence. Specific attention to the quality of relationships with faculty for men and both faculty and peer relationships for women were found to be critically important for reducing voluntary student withdrawal. (in Cooper & Bradshaw, 1984, p. 252)

According to Miller and Jones (1981), extracurricular activities programs can enhance students' development in the following eight areas:

1. Self-direction, which enables one to take responsibility for his/her own actions and development.

2. Career planning, which provides opportunities for students to explore career possibilities and to examine their professional interests.

3. Social relationships, which give students opportunities to learn from each other in informal and unprogrammed ways.

4. Leadership, which offers students opportunities to become involved in managing student-life activities on campus and in participating in campus government.

5. Volunteer service, which involves students in assisting their peers and community members through useful experience in social action or in related activities with others.

6. Cultural activities, which provide students experience in planning, creating, and implementing cultural events.

7. Recreational activities, which include leisure time, relaxation, games, hobbies, and sports--swimming, tennis, jogging, and so forth--to help college students improve their health.

8. Organized athletic programs, in which competition is encouraged and rewarded to a greater degree. These programs operate at three different levels on many campuses--intramural, clubs, and intercollegiate--all of which can help students overcome personal limitations, compete, cooperate, and interact as team members.

Participation in extracurricular activities contributes to many aspects of students' development. Greenleaf (1978) summarized some examples that Chickering gave of the types of development enhanced by various student activities:

1. Developing competencies: art shows in the student union or in the residence halls, free university lecture series, credit or noncredit courses in the residence halls, movies followed by discussions, intramural sports, interrelations with peers.

2. Managing emotions: providing sexual information through workshops, lectures, or discussion groups; learning to accept authority in adhering to rules and regulations.

3. Becoming autonomous: making decisions and being held responsible for one's actions.

4. Establishing identity: in assuming leadership roles, students are able to understand themselves in relation to others and thus develop a self-identity.

5. Freeing interpersonal relationships: as student leaders work with diverse members of the student body, faculty, and administrators, they develop a tolerance for a wider range of people.

6. Clarifying purposes: as student leaders develop their identity and see themselves in relation to others, it is easier for them to identify themselves in the work world. Often the activities in which a student engages become an avocation, a recreational pursuit, or even lead to a vocation or career.

7. Developing integrity: in decision making, in dealing with other people, in handling money, students experience political manipulation, undergo pressures from peers, and may be called on to serve as role models for other students. The values, attitudes, and ethics developed in connection with the campus community carry over into later years as a citizen.

According to Schmidt and Blaska (1977), student activities serve six broad functions:

1. Student activities reinforce classroom instruction and supplement academic learning.

2. They offer instruction in the specific skills of social interaction and promote a deeper understanding of social relationships.

3. Such activities offer students an opportunity for group interaction, which enables them to learn to live in groups, to organize groups, to conduct meetings, to get along with others, to exercise cooperation, and to exchange ideas.

4. Student activities facilitate the successful achievement of key developmental tasks.

5. Extracurricular activities prepare students for life in a democracy, help them develop good leadership and fellowship qualities, help develop moral courage, and foster concern for law and order.

6. Student activities provide a means of uniting the campus and community by enabling friendly contact, improving relations between students and faculty, and encouraging interaction among many types of individuals.

McCauley and Kline (in Power-Ross, 1980) conducted a study during 1978-79. The researchers asked student leaders (presidents, vice-presidents, secretaries, and treasurers) to respond to a questionnaire concerning how their involvement had affected their lives. Power-Ross (1980) summarized the results of the study as follows:

> (1) academic impact--62 percent moderate or strongly positive impact; (2) career impact--78 percent moderate or strongly positive impact; (3) social skills--92 percent moderate or strongly positive impact; (4) personal skills--93 percent moderate or strongly positive impact; and (5) cultural awareness--39 percent moderate or strongly positive impact. Furthermore, 81 percent said that their

> leadership experiences made them feel more a part of the institution, 71 percent said that their leadership experiences created ties with the university beyond their graduation, and 89 percent said that their association with the university as student leaders had made them better persons. (p. 48)

Alnamla (1985) emphasized that out-of-classroom activities at all educational levels help to develop students' talents. He asserted that many parents believe the purpose of college education is solely scientific achievement and that extracurricular activities are time consuming and adversely affect students' academic achievement. But recently, he mentioned, it has become very clear that the purpose of college activities has been misunderstood. Saudi Arabian university leaders now consider extracurricular activities to be almost as essential to students' education as academics; both provide students with the skills needed for a successful future.

Faculty Involvement in Student Activities

Faculty involvement in extracurricular activities as students' advisors has been considered an important factor in student development (Henderson, 1976). Chickering (1969) stated that "when student-faculty interaction is frequent and friendly and when it occurs in diverse situations calling for varied roles, development of intellectual competence, . . . autonomy and purpose is fostered" (p. 153). Williamson (1961) noted, however, that the instructional potential of extracurricular offerings is often hampered by the tendency of faculty "to limit [their] educational thinking to the formal classroom curriculum" (p. 100).

Astin (1977) also found that

> Students who interact frequently with faculty are more satisfied with all aspects of their institutional experience, including student friendships, variety of courses, intellectual environment, and even administration of the institution. (p. 223)

Likewise, Williamson, Layton, and Snoke (1954) found that students who wished to know more faculty members participated in extracurricular activities more frequently than did students who did not have such a desire.

Thornton (1972) reported that faculty involvement in the welfare of students is important and that faculty members cannot live in their ivory towers. The main aim of faculty involvement in extracurricular activities is to help students implement those activities and to assist in developing educational programs within the student organizations. Having faculty involved as facilitators in extracurricular activities may improve students' attitudes about the value of nonclassroom learning experiences. As most educators know, the best teaching can often occur in such informal situations (Miller & Jones, 1981). At the same time, faculty can learn more about students by participating in these activities.

According to Purdy (1971), faculty involvement in college extracurricular activities should not be limited to their serving as advisors to clubs; rather, through these activities, faculty can expand their definition of what the student should learn and how he can best learn it. Respondents in Wise's (1978) study (advisers, students, chief student affairs officers, and presidents) described the function of advisers to students, organizations, and activities as "helping

students to organize and carry out activities, facilitating activities by contacting offices to arrange for the use of physical plant, being available to students who lead organizations for advice on human relations problems" (p. 5).

Recognizing the need for personal contact between faculty and students outside the classroom, Roskens (1960) suggested three means of improving leadership programs: (1) increase the personal contact between faculty and students in leadership activities, (2) provide a stronger program of vocational guidance, and (3) increase the emphasis on communication skills, particularly those of oral expression.

In a study of faculty attitudes toward student-group advising, Fitzgerald (1970) emphasized that faculty who had worked closely with student groups believed that student-activities advising was important to the goals of the university. They also said it was important to inform faculty members about student life services and programs on the campus. Faculty who did not advise student groups did not espouse these attitudes.

In a study of 1,556 faculty members at six institutions, Wilson, Woods, and Gaff (1974) found that the amount of out-of-class contact between faculty and students was associated with different views of education.

> The faculty with extensive contacts were more satisfied with the stimulation they received from students and from teaching, . . . knew more about students' strengths and weaknesses and were more civic-minded and less accepting of the educational status quo than were the other faculty. (p. 92)

In a study of 1,500 students and 851 faculty members, Gaff (1973) found that outstanding teachers had a greater involvement in undergraduate teaching, were more interesting to students, and encouraged discussions of contemporary issues in class. In addition, students indicated that outstanding teachers had a continuing friendly relationship with students through several classes and outside of the classroom.

Studies of Demographic and Personal Characteristics Related to Participation in College Extracurricular Activities

Several writers have discussed certain demographic and personal characteristics related to students' participation in college extracurricular activities. For example, Holmstrom (1973b) found that older students participated less in campus activities than did younger students. However, Williamson et al.'s (1954) study yielded conflicting findings. They discovered that older students of both sexes participated significantly (.01 level) more in campus activities than did their younger counterparts.

Williamson et al. (1954) found that students' marital status was significantly related to their participation in campus activities. Single male students tended to participate more than did married students. A total of 69% of single men were participants, as compared with 57% of married men, and this difference was significant at the .01 probability level.

Williamson et al. also found that the participation of male students was directly related to parents' educational level; that is,

higher parental educational level was associated with greater participation in campus activities. Likewise, Brown (1937) found that students whose parents' education was limited participated in distinctly fewer social activities than did those whose parents had gone to college. On the other hand, Williamson et al. found that parental occupation was not related to participation in campus activities.

Several researchers have examined the relationship between income and participation in extracurricular activities. In a study based on one school district, MacLeod and Knill (1968) discovered that students who participated in high school student councils were from higher social class backgrounds than nonparticipating students. Also, in a study of a senior class in a rural community, Daly (1975) found socioeconomic status to be more highly correlated with participation in activities for boys (.55) than for girls (.27), even though both correlations were significant.

Krumboltz (1957) found statistically significant relationships between participation in high school or college extracurricular activities and higher income. In a study concerning the relationship between income and leadership, Roskens (1960) found correlations ranging from .28 to .07 between college leadership and income.

In a study of students' satisfaction with college, Cook (1973) found that participation in social, academic, and creative activities was more highly correlated with satisfaction for upper-class students than was participation in athletics or student-government activities.

Some researchers have found a relationship between participation in high school extracurricular activities and participation in college programs and later in community activities. Kapp (1979) discovered that high school achievement and activities are important influences on subsequent participation in college student activities. Students who participated in high school extracurricular activities with satisfactory academic achievement tended to participate in such activities in college. Likewise, Elkin (1970) found that students who participated more in high school activities were more likely to participate in both voluntary associations (community organizations) and work-related organizations than were high school graduates who participated less frequently in high school. He stated that

> Students who were above the high school participation median continued to be the most frequent joiners in adult associations and when their work-related affiliations were examined, they had joined business and professional organizations. (p. 86)

Cofer (1965) found that extracurricular participation in high school was significantly correlated with high school students' involvement in community-sponsored activities while they were still in high school. From this information, Cofer drew two assumptions: (1) participants and nonparticipants in high school extracurricular activities can be identified and (2) participation in college student activities can be expected (Kapp, 1979).

In regard to the relationship between high school and college participation, Hanks and Eckland (1976) stated,

> Social participation in other extracurricular activities [other than sports] in college is dependent mainly on its high school counterpart. The direct effect is .505, which again illustrates

> the considerable amount of stability in these constructs in the transition from high school to college. (p. 286)

Astin (1977) corroborated this statement, asserting that "The students who display particular skills in secondary school are, generally speaking, most likely to display the same skills during college" (p. 129).

Some researchers have found that there is a positive relationship between college persistence and participation in extracurricular activities (Astin, 1977; Taylor, 1970; "Why Do College Freshmen Drop Out?," 1967). Trump (1954), too, reported that research findings have suggested there is a positive relationship between students' participation in extracurricular activities and their adjustment at home, college, and work.

Power-Ross (1980) reported that cocurricular involvement is correlated with retention in college and that it encourages student input into the institution's governing and decision-making processes. She also noted that research has suggested that cocurricular involvement produces more active and skilled citizens.

As a result of his research, Taylor (1970) found that 73% of the students who entered college and had been members of high school extracurricular activities persisted to college graduation. In contrast, 40% of the students who entered college and had not been members of high school extracurricular activities persisted to college graduation. Regarding this matter, Astin (1975) commented that

> Participation in extracurricular activities, especially membership in social fraternities or sororities, is also significantly related to staying in college. This finding supports the theory that student persistence to some extent depends on the degree of personal involvement in campus life and environment. (p. 108)

In a study of traditional campus leaders, Astin (1971) found that some personality characteristics may be associated with participation. Campus leaders were found to be more dominant and self-confident than other students.

Kapp (1979) investigated the benefits of participation in college extracurricular activities. She found that participants felt college activities increased their leadership and thinking abilities, helped them get along with people, and helped them choose their life goals. Extracurricular activities were also of some value in preparing students for the jobs they secured after graduation from college.

Power-Ross (1980) examined the results of several studies related to involvement in student activities. Two of them were conducted by the American College Testing (ACT) Service and the Scholastic Aptitude Service (SAT). She indicated that

> The only factor which was valuable in predicting adult success was participation in cocurricular activities. The SAT and ACT study findings were very similar. These two studies, because of the resources and expertise of the investigators, are very strong evidence that future success and student activities involvement can be correlated. (p. 47)

In a different setting, she noted that

> Students' cocurricular participation had aided their academic performance by making sense of their learning as well as providing social benefits and emotional and financial support. All students could identify direct or indirect benefits of involvement in future employment, such as clarifying career goals, transferring business and management skills, learning to work with a variety of people, increasing self-confidence and having a better self-concept. (p. 48)

Power-Ross based her conclusions on the results of two other studies conducted by Upton and Harold (1979) and replicated by Allen (1980).

Williamson et al. (1954) found that students' college class level was significantly associated with participation in campus activities. For males, participation increased as they progressed from their freshman to senior years. Participation rates were highest among male seniors.

Regarding the relationship between students' place of residence and their participation in college extracurricular activities, some researchers have found that living on campus was significantly related to greater participation in a variety of types of college student activities. Resident students developed more and different behaviors and skills than did commuting students (Astin, 1975, 1977; Chickering, 1974; Palm, 1980; Ryan, 1970). Petteway (1968) found that residence hall students developed social and psychological characteristics during the first year much faster than did commuters. Kapp (1979) also found that living on campus, whether in residence halls or sorority or fraternity houses, was correlated with participation in college extracurricular activities.

Rich and Rich (1978) found that the types of residence arrangements influenced a number of student activity and value variables. They also found that commuters were less involved in college activities; as a result, they were less positive about the faculty, their own development, and the overall college experience.

Drasgow (1958) discovered that students who lived in dormitories tended to stay in college longer than those who commuted. He

also found that socioeconomic status and father's educational level were much higher for resident than nonresident students.

Resident students have been found to be much more involved in all types of activities, whereas living off campus is a reason for little or no participation in extracurricular activities. Differences between resident and commuter students in terms of parental background and socioeconomic status, high school achievement and experiences, college plans, and attitudes have also been detected (Chickering, 1974). Chickering stated:

> These varied results unequivocally document widespread and substantial differences in the college experiences and activities of commuters and residents. . . . The residents who as entering freshmen bring wider ranging experiences and achievements . . . continue to exceed commuters in the level of participation. The freshmen who commute bring . . . a narrower range of achievements and continue to operate in a more limited framework than the residents, missing the diverse possibilities that fuller and wider ranging participation offers. (p. 63)

Also noting the differences in participation between resident and commuter students, Astin (1985) reported that

> Students who live on campus show greater gains than do commuters in artistic interests, liberalism, and interpersonal self-esteem and living in a dormitory is positively associated with several other forms of involvement: interaction with faculty members, involvement in student government and participation in social fraternities or sororities. Further, residents are more likely than commuters to achieve in such extracurricular areas as leadership and athletics and to express satisfaction with their undergraduate experience, particularly in the areas of student friendships, faculty-student relations, institutional reputation and social life. (pp. 147-48)

Chickering's (1974) findings further established the differences between resident and commuter students' participation in extracurricular activities:

> Students who lived at home with their parents participated in various kinds of cultural and extracurricular activities less frequently than dormitory residents, and their relationships with faculty members and fellow college students were more limited. Students who lived at home were less satisfied with their college and less frequently planned to return. (pp. 57-58)

However, McCarn and Blair (1955) reported that nonparticipants were distinguished from participants on the basis of differences in personalities and interests and part-time employment, rather than commuting itself. In addition, Dressel and Nisula (1966) indicated that the reason nonresident students were less active in extracurricular activities than residence students was related to the commuters' personality factors.

Several researchers have attempted to determine whether a relationship exists between participation in extracurricular activities and academic achievement. Spady (1970) found that participation in athletics, service clubs, and leadership activities was related to higher perceptions of peer status. Participation in service and leadership activities was related to college achievement.

Rehbery (1969) indicated that participation in varsity sports had a positive effect on the scholastic performance of high school boys, as well as increasing their educational experience. In a study of student activity, Chapin (1929) found that:

> (1) Students who participate in several campus activities have a slightly higher average standard of academic achievement than students who are less active or inactive in campus affairs; and (2) students who participate in activities that are predominantly intellectual in character tend to maintain a higher average standard of academic achievement than those engaged in activities that are chiefly of a physical or social character. (p. 77)

Using a large national sample of students attending junior colleges, Baird (1971) reported that extracurricular participation had a positive effect on educational aspirations. After entering the junior college, male students were higher in leadership and social science achievements and female students were higher in humanistic achievements than were students who had lower aspirations. Otto (1975), too, found that "participation in extracurricular activities plays a significant role in the educational attainment process, statistically controlling for family socioeconomic background, academic ability and performance" (p. 176).

In a study he conducted at the University of Minnesota, Bennett (1946) found that students who were most active in extracurricular activities were also most successful in conducting their academic work. He stated:

> A survey of the extracurricular activities of students at the University of Minnesota showed an average of one activity per student, but an average of three activities for prominent students, and for honor students an average of four for men and five for women. The entire group of most active students showed higher academic achievement in terms of honor-point ratio than the students of medium activity or those inactive in campus affairs. (p. 64)

Investigating the relationship between extracurricular activities and grades, Twining (1957) noted that participating students received higher grades during their senior year than did nonparticipating students. Holland and Nichols (1964) also attempted to determine whether there was a relationship between college academic achievement and participation in extracurricular activities. Unlike previously cited researchers, however, they concluded that no

relationship existed between academic achievement and any type of activity tested, including extracurricular activities.

Kapp (1979) found that college students were likely to participate in extracurricular activities areas consistent with their high school achievements, their expectations for college, and their own personal aspirations. She also found that participants tended to be more satisfied than nonparticipants with their social life; contact with classmates, faculty, and staff; and outlets for creativity.

Summary

This chapter contained a review of literature related to four topics: (1) a brief history of college extracurricular activities, (2) studies related to the importance of participating in college extracurricular activities, (3) studies concerning faculty involvement in students' extracurricular activities, and (4) studies of demographic and personal characteristics related to participation in college extracurricular activities. Chapter III contains an explanation of the research methodology and the procedures used in collecting the data for this study.

CHAPTER III

METHODS AND PROCEDURES

The primary purpose of this study was to determine whether there was a relationship between students' demographic and personal characteristics and their participation or nonparticipation in extracurricular activities. Another purpose was to identify factors influencing students' participation in these activities as well as to evaluate students' perceptions regarding the extracurricular activities program at KSU. In this chapter, the study population, sampling procedures, questionnaire, data collection, and data analysis are described.

Population of the Study

This study was conducted at King Saud University (KSU), the oldest and the largest university in Saudi Arabia. Students who complete high school and meet the university's requirements may be admitted to KSU as regular students, regardless of the region from which they come. Therefore, students from diverse backgrounds and various regions of Saudi Arabia were represented in the study population. In the second term of academic year 1985-86, the target population of undergraduate male students from which the sample was drawn comprised 19,922 students, including freshmen, whom the researcher

excluded for reasons explained under delimitations of the study in Chapter I (Risalt Aljamia, March 29, 1986).

The Sample

Representative male students in five major areas of study at KSU were selected for the sample. As stated earlier, the study sample was delimited to male students at the sophomore, junior, and senior levels of study.

Cluster sampling was used to obtain a representative sample of students from five colleges within KSU: the College of Agriculture, the College of Education, the College of Engineering, the College of Arts, and the College of Human Medicine. Within each college, one class was selected at random from each level of study (sophomore, junior, and senior), a total of three classes per college. Thus 15 classes were randomly chosen from the five colleges combined. This sampling procedure yielded a total of 493 respondents for the study (see Table 1).

Table 1.--Distribution of study sample by college and level of study.

College	Level of Study			Total
	Sophomore	Junior	Senior	
Agriculture	34	30	31	95
Education	41	33	34	108
Engineering	36	33	34	103
Arts	28	32	45	105
Human Medicine	28	29	25	82
Total	167	157	169	493

The Questionnaire

No adequate existing questionnaire was found that could be used to gather the information needed to fulfill the purposes of this study. Therefore, to elicit students' perceptions regarding various aspects of extracurricular activities, the researcher modified items from questionnaires used by previous researchers in this field. Particularly helpful were the questionnaires constructed by Astin (1977), Vaughan (1969), and Williamson et al. (1954). The researcher also developed many new items that were specifically suited to the Saudi Arabian situation and incorporated them into the instrument.

To ensure questionnaire validity, the researcher requested 11 Saudi graduate students at Michigan State University to read and comment on the questionnaire. Based on their suggestions, some items were modified. A research consultant in the College of Education at Michigan State University also reviewed the questionnaire, and the researcher reorganized some items as a result of that review.

When the researcher arrived in Saudi Arabia, he submitted both Arabic and English versions of the questionnaire to three professors in KSU's College of Education to compare the Arabic translation with the original English version to ensure that both versions conveyed the same meaning. These professors made some suggestions to improve the clarity of certain items. The researcher made the necessary final modifications to both versions. Reliability testing of the questionnaire resulted in a Cronbach alpha of .85, indicating that the instrument was reliable for use in this study.

The final questionnaire comprised five parts (see Appendix A). Part One was designed to discover whether a relationship existed between students' demographic and personal characteristics and their participation or nonparticipation in extracurricular activities. The 14 items (Items 1-14) in this part related to students' age, marital status, parents' education and occupation, socioeconomic status, high school participation in extracurricular activities, high school achievement, area of study, on- or off-campus housing, level of study (sophomore, junior, or senior), and college achievements.

Part Two was designed with two purposes in mind: (1) to ascertain students' perceptions of the importance of participating in three types of activities (cultural--Items 15-22, social--Items 23-31, and athletic--Items 32-28); and (2) to provide students an explanation of the activities being examined, especially students who were not knowledgeable about those activities.

Part Three was designed to measure the degree to which students in the sample participated in five major types of extracurricular activities (cultural, student associations, social, theatrical, and athletic).

Part Four dealt with selected factors that might influence students to participate or not to participate in extracurricular activities. First, six factors that could encourage participation were listed. Students who participated in extracurricular activities were asked to choose the one factor that was most important in encouraging them to participate in extracurricular activities. In addition, six

factors that could cause students not to participate were listed. Students who did not participate in extracurricular activities were asked to choose the one factor that was most important in influencing them not to participate.

Part Five of the questionnaire was designed to elicit students' perceptions regarding (1) the quality of the extracurricular activities program at KSU (Items 46-54), (2) faculty involvement in extracurricular activities (Items 55-58), (3) rules and regulations pertaining to these activities (Items 59-65), and (4) the importance of college extracurricular activities to students' education (Items 66-72).

Data Collection

On November 6, 1985, the researcher's doctoral committee approved the proposal for this study. His academic advisor sent a letter with two copies of the proposal to Dr. Henry Bredeck, chairman of the University Committee for Research Involving Human Subjects (UCRIHS), who reviewed the materials and granted approval to conduct the study as planned (Appendix B).

To obtain permission from administrators at KSU to conduct this study, the researcher asked his academic advisor to send an explanatory letter to the Saudi Arabian Educational Mission with a copy of the proposal (Appendix B). The Mission then sent a copy of the proposal to KSU, along with a request for permission to conduct the study there. KSU reviewed the proposal and agreed to the request by sending the researcher an airline ticket to Riyadh. The researcher arrived at the KSU College of Education in late December 1985, to prepare for the

study. At the beginning of the second term, in January 1986, the Dean of the College of Education sent a letter to the deans of the other colleges selected for this study, asking for their cooperation in conducting this study (Appendix B).

Two weeks later, the researcher began administering the questionnaire to all students in the 15 classes selected for the study. In each class the researcher spent a few minutes reviewing the purpose of the study and assuring respondents that the information they provided would be kept in the strictest confidence and would only be used for purposes of the research. Then he distributed the questionnaire to the students. The researcher gave specific examples to ensure that the students understood how to answer the questionnaire items correctly, and he remained in the classroom to answer any questions students raised. No time limit was set for completing the questionnaire, but respondents finished within 15 to 25 minutes.

Dependent and Independent Variables

The dependent and independent variables used in this study are discussed below.

Dependent Variables

Six major dependent variables were used in exploring the background information leading to participation in college extracurricular activities and its importance. The dependent variables were (1) students' perceptions of the importance of certain types of activities, (2) the frequency of participation in various activities, (3) students'

perceptions of the quality of the extracurricular activities program at KSU, (4) students' perceptions of faculty involvement in extracurricular activities, (5) students' perceptions of rules and regulations pertaining to extracurricular activities, and (6) students' perceptions of the importance of extracurricular activities to students' education.

Independent Variables

The independent variables used in this study were (1) age of the student, (2) marital status, (3) parents' level of education, (4) parents' occupation, (5) parents' income, (6) high school achievement, (7) participation in high school extracurricular activities, (8) students' major area of study, (9) students' place of residence, (10) status of student (full or part time), (11) students' level of study (sophomore, junior, or senior), (12) college achievement, and (13) participation or nonparticipation in extracurricular activities.

Other Information

Other information sought in the study included (1) students' reasons for participating and (2) their reasons for not participating.

Data-Analysis Procedures

Frequency distribution was used in examining the reasons students did or did not participate in extracurricular activities. A nonparametric correlation procedure was used to test the relationship between frequency of participation in college extracurricular activities and students' age, parents' level of education, family income,

high school achievement, participation in high school extracurricular activities, and college achievement.

The chi-square procedure was used to test for statistically significant differences in frequency of participation in college activities between single and married students, among students whose parents had different occupations, among students in different major areas of study, between on-campus and off-campus students, between full- and part-time students, and among students at different levels of study (sophomore, junior, or senior).

One-way analysis of variance (ANOVA) and Tukey's test were used to test for statistically significant differences in perceptions between students who did and did not participate in college extracurricular activities, among those from different major areas of study, and among those from different levels of study regarding the quality of the extracurricular activities program at KSU, faculty involvement in extracurricular activities, rules and regulations pertaining to these activities, the importance of college extracurricular activities to students' education, and the importance of certain types of activities. The chi-square procedure was also used to test similar relationships for individual items. A significance level of alpha = .05 was established for all statistical tests in this study.

Measurement Categories

For analysis purposes, demographic and personal characteristics of respondents were categorized as follows:

1. Students' age was categorized as:

   a. 18 years or less
   b. 19-20 years
   c. 21-22 years
   d. 23-24 years
   e. 25 years and above

2. Marital status was categorized as:

   a. Married
   b. Single

3. Parents' level of education was categorized on a seven-point scale:

   a. No formal education
   b. Elementary school
   c. Middle school
   d. High school
   e. Some college
   f. Bachelor's degree
   g. Master's degree or above

4. Parents' occupation was categorized as:

   a. Businessman
   b. Government employee
   c. Nongovernment employee
   d. Unemployed
   e. Retired

5. Parents' monthly income was measured on a six-point scale:

   a. Less than SR 3500 ($1.00 = 3.6 Saudi riyals)
   b. 3500-6000 SR
   c. 6001-8000 SR
   d. 8001-10,000 SR
   e. 10,001-16.000 SR
   f. 16,001 SR and above

6. High school achievement was measured by using a four-point achievement scale:

   a. Acceptable
   b. Good
   c. Very Good
   d. Excellent

7. Participation in high school extracurricular activities was measured by asking students whether they had or had not participated in high school activities; responses were categorized as:

   a. No
   b. Yes

8. Students' major areas of study were ascertained by asking students in which college they were enrolled. Five colleges were included: Agriculture, Education, Engineering, Arts, and Human Medicine.

9. Place of residence was categorized as:

   a. On-campus
   b. Off-campus

10. Status of student (full or part time) was measured by asking students whether they worked in addition to going to school. Responses were categorized as:

    a. No
    b. Yes

11. Level of study was categorized as:

    a. Sophomore
    b. Junior
    c. Senior

12. College achievement was measured by using a four-point achievement scale:

    a. Acceptable
    b. Good
    c. Very Good
    d. Excellent

13. Students' perceptions of the importance of certain types of activities were measured by using a three-point scale:

    a. Unimportant
    b. Undecided
    c. Important

14. Frequency of participation was measured using the following five-point scale:

    a. Do not participate
    b. Participate once or less per month
    c. Participate two to three times per month
    d. Participate one to three times per week
    e. Participate four or more times per week

15. Students' perceptions of program quality, faculty involvement, rules and regulations, and importance of extracurricular activities to students' education were measured using the following five-point Likert-type scale:

    a. Strongly disagree
    b. Disagree
    c. Undecided
    d. Agree
    e. Strongly Agree

16. The reasons for participating and not participating were obtained by asking students who participated in extracurricular activities to choose one of six listed factors that influenced them to participate and by asking students who did not participate to choose the factor that most influenced them not to participate.

Summary

The methodology and procedures followed in conducting the study were described in this chapter. Sampling procedures and development of the instrument were described, and the data-collection and data-analysis techniques were explained. Chapter IV contains the results of the analyses performed in testing the hypotheses posed in the study.

CHAPTER IV

RESULTS OF THE DATA ANALYSIS

The purpose of this study was to determine whether there is a relationship between students' demographic and personal characteristics and their participation in extracurricular activities. Another purpose was to identify factors influencing students' participation in these activities and to evaluate students' perceptions regarding the extracurricular activities program at King Saud University (KSU) in Saudi Arabia. Specifically, the study was designed to answer the following research questions:

1. Do relationships exist between frequency of participation in college extracurricular activities and parents' education, occupation, and income?

2. Do relationships exist between high school achievement and participation in high school extracurricular activities, and between participation in high school activities and participation in college activities?

3. Do relationships exist between frequency of participation in college extracurricular activities and students' age, marital status, and place of residence?

4. Do relationships exist between frequency of participation in college extracurricular activities and students' full- or part-time status, college achievement, level of study, and major area of study?

5. Do differences exist in the perceptions of students who do and those who do not participate in college extracurricular activities regarding the importance of certain types of activities, the quality of the extracurricular activities program, faculty involvement, rules and regulations, and the importance of college extracurricular activities to students' education?

6. Do differences exist in the perceptions of students from different levels of study regarding the importance of certain types of activities, the quality of the extracurricular activities program, faculty involvement, rules and regulations, and the importance of college extracurricular activities to students' education?

7. Do differences exist in the perceptions of students from different major areas of study regarding the importance of certain types of activities, the quality of the college extracurricular activities program, faculty involvement, rules and regulations, and the importance of college extracurricular activities to students' education?

In this chapter, the results of the data analysis are reported in three sections. The first section contains demographic and personal data about the respondents. Factors influencing students' participation in extracurricular activities are also reported. In section two,

the relationship between students' demographic and personal characteristics and their participation in extracurricular activities is examined.

The importance of cultural, social, and athletic activities to the study participants is presented in the third section. Respondents' perceptions of the quality of the extracurricular activities program at KSU, faculty involvement, rules and regulations, and the importance of college extracurricular activities to students' education are also reported. Cultural, social, and athletic activities, as well as the extracurricular activities program, were evaluated by students who did and did not participate in such activities, students from different major areas of study, and students at different academic levels.

Demographic Characteristics of Respondents and Factors Affecting Their Participation in Extracurricular Activities

Demographic Characteristics

In this section, frequency distributions are used to report demographic and personal characteristics of the respondents. As shown in Table 2, 227 (46%) of the respondents were between 21 and 22, 153 (31%) were between 23 and 24 years old, 85 (17.2%) were between 19 and 20, and 27 (5.5%) were 25 and over. Only one student in the sample (.2%) was 18 or younger.

Table 3 shows that 446 (90.5%) of the respondents were single; only 47 (9.5%) were married.

Table 2.--Distribution of respondents by age.

Age	Number	Percent
18 years or less	1	.2
19-20 years	85	17.2
21-22 years	227	46.0
23-24 years	153	31.0
25 and over	27	5.5
Total	493	99.9

Note: Percentages do not total 100.0% due to rounding.

Table 3.--Distribution of respondents by marital status.

Marital Status	Number	Percent
Married	47	9.5
Single	446	90.5
Total	493	100.0

Forty percent (197) of the respondents' fathers had had no formal education, 27.2% (134) had completed elementary school, 6.9% (34) had completed middle school, 9.5% (47) had finished high school, 4.7% (23) had had some college education, 7.9% (39) had earned a bachelor's degree, and 3.9% (19) had a master's degree or higher. (See Table 4.)

As shown in Table 5, 72.4% (357) of the respondents' mothers had had no formal education. This high percentage is partially explained by the fact that women's formal education did not begin until

1960 in some Saudi Arabian cities. Seventeen percent (84) of the respondents' mothers had completed elementary school, 4.7% (23) had completed middle school, 3.7% (18) had finished high school, .8% (4) had had some college education, 1% (5) had earned a bachelor's degree, and .4% (2) had a master's degree or higher.

Table 4.--Distribution of respondents by father's level of education.

Level of Education	Number	Percent
No formal education	197	40.0
Elementary school	134	27.2
Middle school	34	6.9
High school	47	9.5
Some college	23	4.7
Bachelor's degree	39	7.9
Master's degree or higher	19	3.9
Total	493	100.1

Note: Percentages do not total 100.0% due to rounding.

Table 5.--Distribution of respondents by mother's level of education.

Level of Education	Number	Percent
No formal education	357	72.4
Elementary school	84	17.0
Middle school	23	4.7
High school	18	3.7
Some college	4	.8
Bachelor's degree	5	1.0
Master's degree or higher	2	.4
Total	493	100.0

As revealed in Table 6, 196 (38.8%) of the respondents' fathers were businessmen, 206 (41.8%) were government employees, 23 (4.7%) were nongovernment employees, 9 (1.8%) were unemployed, and 59 (12%) were retired.

Table 6.--Distribution of respondents by father's occupation.

Occupation	Number	Percent
Businessman	196	38.8
Government employee	206	41.8
Nongovernment employee	23	4.7
Unemployed	9	1.8
Retired	59	12.0
Total	493	99.1

Note: Percentages do not total 100.0% due to rounding.

The overwhelming majority of the respondents' mothers (480 or 97.4%) were homemakers. (See Table 7.) Just five (1%) of the mothers were businesswomen, 4 (.8%) were government employees, and 2 (.4%) were nongovernment employees. Two mothers (.4%) were retired.

Concerning family income, as shown in Table 8, 120 (24.3%) respondents' parents received a monthly income less than SR 3500, 138 (28%) received SR 3500-6000, 80 (16.2%) received SR 6001-8000, 68 (13.8%) received SR 8001-10,000, 58 (11.8%) received SR 10,001-16,000, and just 29 (5.9%) received more than SR 16,001.

Table 7.--Distribution of respondents by mother's occupation.

Occupation	Number	Percent
Businesswoman	5	1.0
Government employee	4	.8
Nongovernment employee	2	.4
Homemaker	480	97.4
Retired	2	.4
Total	493	100.0

Table 8.--Distribution of respondents by parents' monthly income.

Monthly Income	Number	Percent
Less than SR 3500[a]	120	24.3
SR 3500-6000	138	28.0
SR 6001-8000	80	16.2
SR 8001-10,000	68	13.8
SR 10,001-16,000	58	11.8
SR 16,001 and over	29	5.9
Total	493	100.0

[a]One U.S. dollar equals approximately 3.6 Saudi riyals (SR).

The questionnaire responses indicated that the high school achievement of 246 (49.9%) of the respondents was classified as very good; 191 (38.7%) had good high school achievement, 48 (9.7%) had excellent achievement, and just 8 (1.6%) had acceptable achievement. (See Table 9.)

Table 9.--Distribution of respondents by high school achievement.

High School Achievement	Number	Percent
Acceptable	8	1.6
Good	191	38.7
Very good	246	49.9
Excellent	48	9.7
Total	493	99.9

Note: Percentages do not total 100.0% due to rounding.

As shown in Table 10, 357 respondents (72.4%) had participated in high school extracurricular activities, whereas 136 (27.6%) had not participated.

Table 10.--Distribution of respondents by participation in high school extracurricular activities.

High School Participation	Number	Percent
Participated	357	72.4
Did not participate	136	27.6
Total	493	100.0

Table 11 shows the distribution of respondents according to their major areas of study. Of the 493 study participants, 108 (21.9%) were from the College of Education, 105 (21.3%) were from the College of Arts, 103 (20.9%) were from the College of Engineering, 95 (19.3%)

were from the College of Agriculture, and 82 (16.6%) were from the college of Human Medicine.

Table 11.--Distribution of respondents by major area of study.

Major Study Area	Number	Percent
Agriculture	95	19.3
Education	108	21.9
Engineering	103	20.9
Arts	105	21.3
Human Medicine	82	16.6
Total	493	100.0

Table 12 indicates that 278 (56.4%) of the 493 respondents lived off campus, whereas 215 (43.6%) lived on campus.

Table 12.--Distribution of respondents by place of residence.

Place of Residence	Number	Percent
On campus	215	43.6
Off campus	278	56.4
Total	493	100.0

The questionnaire responses indicated that 441 (89.5%) of the respondents were full-time students. The remaining 52 (10.5%) respondents held part-time jobs in addition to attending college. (See Table 13.)

Table 13.--Distribution of respondents by work/study status.

Work/Study Status	Number	Percent
Part-time work	52	10.5
Full-time study	441	89.5
Total	493	100.0

The respondents were fairly evenly distributed according to academic level. (See Table 14.) One hundred sixty-seven (33.9%) were sophomores, 157 (31.8%) were juniors, and 169 (34.3%) were seniors.

Table 14.--Distribution of respondents by academic level.

Academic Level	Number	Percent
Sophomore	167	33.9
Junior	157	31.8
Senior	169	34.3
Total	493	100.0

Concerning the respondents' college achievement, the findings indicated that a majority of the students (309 or 62.7%) had good achievement, 88 (17.8%) had acceptable achievement, and 80 (16.2%) had very good achievement. Just 16 (3.2%) had excellent achievement. (See Table 15.)

Table 15.--Distribution of respondents by college achievement.

College Achievement	Number	Percent
Acceptable	88	17.8
Good	309	62.7
Very good	80	16.2
Excellent	16	3.2
Total	493	100.0

Factors Influencing Students' Participation in Activities

Frequency distributions were used to examine students' reasons for participating in extracurricular activities at KSU. Six factors that could encourage participation were listed in the questionnaire. Students who participated in extracurricular activities were asked to choose the one factor that was most important in encouraging them to participate in these activities. Table 16 lists the six factors encouraging participation and the number of students choosing each factor as most encouraging them to participate. In order of importance, the factors encouraging participation were getting work experience, developing leadership skills and special interests, understanding community problems, helping academic work, and providing a sense of autonomy.

Table 16.--Frequency distribution of students' reasons for participating in extracurricular activities.

Factor	Number	Percent
I can experience working life through the activities	44	27.8
I can develop leadership skills through participation in extracurricular activities	36	22.8
I can develop my special interests through extracurricular activities	31	19.6
I can understand community problems through the activities	24	15.2
Extracurricular activities refresh me and help me to conduct my academic work effectively	15	9.5
Extracurricular activities can provide me with a sense of autonomy	8	8.1
Total	158	100.0

In addition, six factors that could cause students not to participate were listed. Students who did not participate in extracurricular activities were asked to choose the one factor that was most important in influencing them not to participate. Table 17 shows the frequency distribution of responses concerning reasons for not participating in extracurricular activities. About one-third of the students (112) said the activity time clashed with their class schedule; the reason cited by 59 respondents (17.6%) was lack of publicity of the activities. The remaining reasons, according to frequency of mention,

were living off campus, time consuming, shyness, and activities not meeting their desires and needs.

Table 17.--Frequency distribution of students' reasons for not participating in extracurricular activities.

Factor	Number	Percent
Activity time clashes with class schedule	112	33.4
Lack of publicity	59	17.6
Off-campus resident	51	15.2
Extracurricular activities are time consuming	49	14.6
Shyness	37	11.0
Students are not consulted to determine the extracurricular activities that meet their desires and needs	27	8.1
Total	335	99.9

The Relationship Between Students' Demographic and Personal Characteristics and Their Participation in Extracurricular Activities

Null Hypotheses 1 through 12 were formulated to analyze the relationship between students' demographic and personal characteristics and their participation in extracurricular activities. Null Hypotheses 13 through 15 were formulated to analyze students' perceptions regarding the importance of certain types of activities, the quality of the extracurricular program at KSU, faculty involvement, rules and regulations, and the importance of college activities to students' education. In the following pages, each null hypothesis is restated, followed by a

discussion of the findings and a tabular presentation of the data for that hypothesis.

Ho 1: There is no relationship between the age of students and their frequency of participation in college extracurricular activities.

A nonparametric correlational test was used to examine the relationship between students' ages and the frequency of their participation in extracurricular activities. Table 18 shows the correlation coefficients (r) and the actual significance levels (p) for that test. The results indicated that there was a significant relationship between age and frequency of participation in theatrical and athletic activities. Frequency of participation in theatrical activities was positively related to age, whereas frequency of participation in athletic activities was negatively related to age.

Table 18.--Relationship between age and frequency of participation in extracurricular activities.

Activity	r	p
Overall participation	-.0220	.31
Cultural activities	.0277	.27
Students' associations	.0371	.21
Social activities	.0365	.21
Theater activities	.0746	.05*
Athletic activities	-.1008	.00**

*Significant at the .05 level.

**Significant at the .01 level.

Ho 2: There is no difference in the frequency of participation in college extracurricular activities between single and married students.

A chi-square test was used to examine the difference between single and married students regarding frequency of participation in college extracurricular activities. As shown in Table 19, no significant difference was found between single and married students in frequency of participation in extracurricular activities.

Table 19.--Relationship between marital status and frequency of participation in college extracurricular activities.

Activity	X^2	df	p
Overall participation	.03	2	.99
Cultural activities	.52	2	.77
Students' associations	.63	2	.73
Social activities	1.88	2	.39
Theater activities	1.69	2	.43
Athletic activities	4.12	2	.13

Ho 3a: There is no relationship between fathers' education and students' frequency of participation in college extracurricular activities.

A nonparametric correlational test was used to examine the relationship between fathers' education and students' frequency of participation in college extracurricular activities. As shown in Table 20, frequency of overall participation and frequency of participation in cultural and athletic activities were positively related to father's education.

Table 20.--Relationship between fathers' education and frequency of participation in extracurricular activities.

Activity	r	p
Overall participation	.1150	.00**
Cultural activities	.0981	.02*
Students' associations	.0406	.19
Social activities	.0320	.24
Theater activities	.0218	.32
Athletic activities	.0723	.05*

*Significant at the .05 level.

**Significant at the .01 level.

Ho 3b: There is no relationship between mothers' education and students' frequency of participation in college extracurricular activities.

A nonparametric correlational test was used to examine the relationship between mothers' education and students' frequency of participation in college extracurricular activities. As shown in Table 21, frequency of overall participation and frequency of participation in athletic activities were positively related to mother's educational level.

Ho 4a: There is no relationship between fathers' occupation and students' frequency of participation in college extracurricular activities.

A chi-square test was used to examine the relationship between fathers' occupation and students' frequency of participation in college extracurricular activities. No significant relationship was found

between fathers' occupation and frequency of participation in extracurricular activities. (See Table 22.)

Table 21.--Relationship between mothers' education and frequency of participation in extracurricular activities.

Activity	r	p
Overall participation	.0755	.05*
Cultural activities	.0450	.16
Students' associations	.0267	.28
Social activities	.0433	.17
Theater activities	.0193	.34
Athletic activities	.0802	.04*

*Significant at the .05 level.

Table 22.--Relationship between fathers' occupation and frequency of participation in extracurricular activities.

Activity	X^2	df	p
Overall participation	3.99	6	.68
Cultural activities	4.42	6	.62
Students' associations	4.55	6	.60
Social activities	1.97	6	.92
Theater activities	2.84	6	.83
Athletic activities	2.85	6	.83

Ho 4b: There is no relationship between mothers' occupation and students' frequency of participation in college extracurricular activities.

A chi-square test was used to examine the relationship between mothers' occupation and students' frequency of participation in college

extracurricular activities. As shown in Table 23, no relationship was found between mothers' occupation and students' frequency of participation in extracurricular activities.

Table 23.--Relationship between mothers' occupation and frequency of participation in extracurricular activities.

Activity	X^2	df	p
Overall participation	4.28	2	.12
Cultural activities	1.39	2	.50
Students' associations	2.28	2	.32
Social activities	2.72	2	.26
Theater activities	5.23	2	.07
Athletic activities	2.77	2	.25

Ho 5: There is no relationship between parents' income and students' frequency of participation in college extracurricular activities.

A nonparametric correlational test was used to examine the relationship between parents' income and students' frequency of participation in college extracurricular activities. No relationship was found between parents' income and frequency of participation in extracurricular activities. (See Table 24.)

However, the chi-square test on the relationship between participation/nonparticipation and parents' income indicated that the relationship was significant at the .05 level ($X^2 = 11.3$, $df = 4$, $p = .02$). Thirty-six percent of the students whose parents' incomes were less than SR 8000 participated in extracurricular activities, as

compared to 24% of the students whose parents' incomes were over SR 8000.

Table 24.--Relationship between parents' income and frequency of participation in extracurricular activities.

Activity	r	p
Overall participation	.0111	.40
Cultural activities	-.0033	.47
Students' associations	.0416	.18
Social activities	-.0606	.09
Theater activities	-.0181	.35
Athletic activities	-.0060	.45

Ho 6: There is no relationship between students' high school achievement and their participation in high school extracurricular activities.

A nonparametric correlational test was used to examine the relationship between students' high school achievement and their participation in high school extracurricular activities. There was a positive relationship between high school achievement and participation in high school extracurricular activities. The correlation coefficient of .1501 was significant at the .001 level.

Ho 7: There is no relationship between students' participation in high school extracurricular activities and their frequency of participation in college extracurricular activities.

A nonparametric correlational test was used to examine the relationship between students' participation in high school extracurricular activities and their frequency of participation in college

activities. As shown in Table 25, there was a positive significant relationship between participation in high school activities and frequency of participation in college activities. However, the correlation coefficient between participation in high school extracurricular activities and participation in theatrical activities was very low compared to that for other activities.

Table 25.--Relationship between participation in high school extracurricular activities and frequency of participation in college extracurricular activities.

Activity	r	p
Overall participation	.2661	.00**
Cultural activities	.2652	.00**
Students' associations	.1654	.00**
Social activities	.1817	.00**
Theater activities	.0964	.02*
Athletic activities	.1867	.00**

*Significant at the .05 level.

**Significant at the .001 level.

Ho 8: There is no relationship between students' major areas of study and their frequency of participation in college extracurricular activities.

A chi-square test was used to examine the relationship between students' major areas of study and their frequency of participation in college extracurricular activities. As shown in Table 26, the only significant relationship was between students' major area of study and participation in students' associations. Just 7% of the students in

the College of Agriculture participated in students' association activities, as compared to 15% of the students in the Colleges of Education, Engineering, and Arts and 22% of the students in the College of Human Medicine.

Table 26.--Relationship between students' major area of study and frequency of participation in extracurricular activities.

Activity	X^2	df	p
Overall participation	5.26	8	.73
Cultural activities	4.55	8	.80
Students' associations	13.09	8	.05*
Social activities	8.83	8	.36
Theater activities	5.79	8	.67
Athletic activities	8.42	8	.39

*Significant at the .05 level.

A chi-square test on the relationship between participation/nonparticipation and the frequency of overall participation in college extracurricular activities yielded a significant result at the .01 alpha level. The percentages of students in terms of overall participation, according to college, were as follows: Education (43%), Agriculture (38%), Arts (31%), Human Medicine (25%), and Engineering (21%).

Ho 9: There is no difference between students who live on campus and those who live off campus, regarding their frequency of participation in college extracurricular activities.

A chi-square test was used to examine the differences between students who lived on campus and those who lived off campus, regarding their frequency of participation in college extracurricular activities. As shown in Table 27, the only significant difference between students living on and off campus was in relation to participation in social activities. Thirty-seven percent of the students who lived on campus participated in social activities, as compared to 23% of those who lived off campus.

Table 27.--Relationship between place of residence (on or off campus) and frequency of participation in extracurricular activities.

Activity	X^2	df	p
Overall participation	4.57	2	.10
Cultural activities	3.07	2	.22
Students' associations	2.25	2	.32
Social activities	12.23	2	.00*
Theater activities	3.48	2	.18
Athletic activities	2.92	2	.23

*Significant at the .01 level.

Ho 10: There is no relationship between students' study status (full or part time) and their frequency of participation in college extracurricular activities.

A chi-square test was used to examine the relationship between study status of students (full or part time) and their frequency of

participation in college extracurricular activities. A significant relationship was found between study status and frequency of participation in social activities. (See Table 28.) Twenty-eight percent of the full-time students participated in social activities, as compared to 39% of the part-time students.

Table 28.--Relationship between study status and frequency of participation in extracurricular activities.

Activity	X^2	df	p
Overall participation	.53	2	.77
Cultural activities	1.37	2	.50
Students' associations	1.34	2	.51
Social activities	9.36	2	.00*
Theater activities	.68	2	.71
Athletic activities	1.77	2	.41

*Significant at the .01 level.

Ho 11: There is no relationship between students' level of study and their frequency of participation in college extracurricular activities.

A chi-square test was used to determine whether there was a relationship between students' level of study and their frequency of participation in college extracurricular activities. No significant relationship was found between level of study and frequency of participation in extracurricular activities. (See Table 29.)

Table 29.--Relationship between students' level of study and frequency of participation in extracurricular activities.

Activity	X^2	df	p
Overall participation	2.25	4	.69
Cultural activities	4.77	4	.31
Students' associations	5.33	4	.25
Social activities	1.19	4	.88
Theater activities	2.83	4	.59
Athletic activities	3.56	4	.47

Ho 12: There is no relationship between students' college achievement and their frequency of participation in college extracurricular activities.

A nonparametric correlational test was used to examine the relationship between students' college achievement and their frequency of participation in college extracurricular activities. As shown in Table 30, a significant positive relationship existed between college achievement and frequency of participation in cultural activities.

Table 30.--Relationship between college achievement and frequency of participation in extracurricular activities.

Activity	r	p
Overall participation	.0582	.09
Cultural activities	.1389	.00*
Students' associations	.0274	.27
Social activities	-.0612	.09
Theater activities	-.0382	.19
Athletic activities	.0005	.50

*Significant at the .001 level.

Ho 13: There are no differences in the perceptions of students who do participate and those who do not participate in college extracurricular activities regarding the importance of certain types of activities, the quality of the extracurricular activities program, faculty involvement, rules and regulations, and the importance of college extracurricular activities to students' education.

To test this hypothesis, analysis of variance (ANOVA) was used on composite measures of the importance of certain types of activities, the quality of the extracurricular activities program, faculty involvement, rules and regulations, and the importance of college extracurricular activities to students' education. A chi-square test was used to test the relationship between individual items and participation level.

Table 31 shows the results of the ANOVA on the importance of cultural, social, and athletic activities for nonparticipating and participating students. Included in the table are the number of nonparticipants and participants (n), the mean and standard deviation (S.D.) of the importance of these types of activities, the F-ratio (F), and the actual level of significance (p). The results indicated that significant differences existed between participating and nonparticipating students in terms of their ratings of the importance of cultural, social, and athletic activities. Participants rated the importance of cultural, social, and athletic activities higher than did nonparticipants.

Table 31.--ANOVA of the importance of cultural, social, and athletic activities according to level of participation.

Participation	n	Mean	S.D.	F	p
Cultural					
Nonparticipants	335	2.21	.45	8.25	.00*
Participants	158	2.33	.39		
Social					
Nonparticipants	335	2.17	.43	9.21	.00*
Participants	158	2.30	.40		
Athletic					
Nonparticipants	335	2.09	.55	28.22	.00**
Participants	158	2.36	.47		

*Significant at the .01 level.

*Significant at the .001 level.

A chi-square test showed that the importance of nine specific extracurricular activities was significantly related to level of participation. (See Table 32.) Participants in extracurricular activities rated these activities significantly higher in importance than did nonparticipants.

As shown in Table 33, there was a significant difference between participants and nonparticipants regarding their ratings of the quality of the extracurricular activities program at KSU.

Table 32.--Results of chi-square test on the relationship between the importance of cultural, social, and athletic activities and level of participation.

Activity	X^2	df	p
Cultural			
21. Participating in planning and organizing cultural activities	6.10	2	.05*
22. Participating in theater activities	7.87	2	.02*
Social			
23. Participating in local visits (government agencies, etc.)	7.24	2	.03*
26. Participating in traveling to see other countries	8.75	2	.00**
28. Participating in Boy Scouts	8.32	2	.02*
31. Participating in planning and organizing social activities	6.44	2	.04*
Athletic			
32. Playing on department's competition team	34.95	2	.00***
33. Playing on a college team	36.37	2	.00***
35. Participating in an individual champion competition (tennis, boxing, etc.)	10.21	2	.00**

*Significant at the .05 level.

**Significant at the .01 level.

***Significant at the .001 level.

Table 33.--ANOVA of the quality of extracurricular activities program according to level of participation.

Participation	n	Mean	S.D.	F	p
Nonparticipants	335	2.77	.64	6.26	.00*
Participants	158	2.92	.62		

*Significant at the .01 level.

A chi-square test showed that four items concerning the quality of the extracurricular activities program were significantly related to level of participation. (See Table 34.) Further analysis indicated that participants rated these four items significantly higher than did nonparticipants.

Table 34.--Results of chi-square test on the relationship between quality of extracurricular activities program and level of participation.

Activity Item	X^2	df	p
51. At KSU extracurricular activities are creative and intellectually stimulating	12.35	4	.00**
52. At KSU extracurricular activities staff make an effort to attract students' participation in college activities	21.38	4	.00***
53. At KSU places for extracurricular organizations are convenient for most students	12.08	4	.02*
54. At KSU extracurricular activities organizations have been friendly and comfortable things to participate in	32.30	4	.00***

*Significant at the .05 level.

**Significant at the .01 level.

***Significant at the .001 level.

With respect to faculty involvement, the results shown in Table 35 indicate that students' ratings of faculty involvement in the extracurricular activities program were not significantly related to level of participation.

Table 35.--ANOVA of faculty involvement in extracurricular activities program according to level of participation.

Participation	n	Mean	S.D.	F	p
Nonparticipants	335	2.36	.77	3.54	.06
Participants	158	2.50	.76		

A chi-square test, however, showed that two items concerning faculty involvement were related to level of participation. As shown in Table 36, students' ratings of faculty informal interaction and faculty involvement with students in extracurricular activities were significantly related to level of participation. Further analysis indicated that participants rated these two items higher than did nonparticipants.

Regarding rules and regulations concerning extracurricular activities, the analysis showed that students' ratings of rules and regulations were related to level of participation. As shown in Table 37, there was a significant difference between nonparticipants and participants in terms of ratings of rules and regulations. Participants rated rules and regulations concerning extracurricular activities significantly higher than did nonparticipants.

Table 36.--Results of chi-square test on the relationship between faculty involvement and level of participation.

Activity Item	X^2	df	p
56. Faculty make genuine attempts in providing as many opportunities as possible for informal interaction with students	9.68	4	.05*
57. Faculty are personally involved with students in extracurricular activities	17.53	4	.00**

*Significant at the .05 level.

**Significant at the .001 level.

Table 37.--ANOVA of rules and regulations concerning extracurricular activities according to level of participation.

Participation	n	Mean	S.D.	F	p
Nonparticipants	335	2.70	.51	4.66	.03*
Participants	158	2.82	.58		

*Significant at the .05 level.

A chi-square test showed that four items concerning rules and regulations were significantly related to level of participation. (See Table 38). Nonparticipants rated "The affairs of the extracurricular activities are run cooperatively by representatives of students, faculty, and administrators" and "At KSU students are free to select and organize their extracurricular activities" significantly higher

than did participants. On the other hand, participants rated "Students who participate in the organization of extracurricular activities are protected by these activities' rules and regulations" and "At KSU students are represented sufficiently in the administration of extracurricular activities" significantly higher than did nonparticipants.

Table 38.--Results of chi-square test on the relationship between rules and regulations and level of participation.

Activity Item	X^2	df	p
59. The affairs of the extracurricular activities are run cooperatively by representatives of students, faculty, and administrators	18.99	4	.00*
60. At KSU students are free to select and organize their extracurricular activities	20.19	4	.00*
61. Students who participate in the organization of extracurricular activities are protected by these activities' rules and regulations	34.93	4	.00*
62. At KSU students are represented sufficiently in the administration of extracurricular activities	26.29	4	.00*

*Significant at the .001 level.

Regarding the importance of extracurricular activities to students' education, the analysis showed that the ratings of the importance of these activities were related to level of participation. As shown in Table 39, there was a significant difference between nonparticipants and participants in terms of ratings of the importance

of extracurricular activities to students' education. Participants rated the importance of extracurricular activities to students' education significantly higher than did nonparticipants.

Table 39.--ANOVA of the importance of extracurricular activities to students' education according to level of participation.

Participation	n	Mean	S.D.	F	p
Nonparticipants	335	3.53	.69	13.59	.00*
Participants	158	3.77	.61		

*Significant at the .001 level.

A chi-square test showed that three items concerning the importance of extracurricular activities to students' education were significantly related to level of participation. (See Table 40.) Further analysis indicated that participants rated the importance of meeting and interacting with other students with similar interests, involvement in such activities being an important educational experience, and participation preparing students for future jobs significantly higher than did nonparticipants.

Table 40.--Results of chi-square test on the relationship between the importance of extracurricular activities to students' education and level of participation.

Activity Item	X^2	df	p
66. Meeting and interacting with other students with similar interests is an important part of one's education	20.77	4	.00**
67. Involvement in extracurricular activities is an important part of educational experience	21.06	4	.00**
71. Participation in college extracurricular activities prepares students for future jobs	11.86	4	.02*

*Significant at the .05 level.

**Significant at the .001 level.

Ho 14: There are no differences in the perceptions of students from different major areas of study regarding the importance of certain types of activities, the quality of the extracurricular activities program, faculty involvement, rules and regulations, and the importance of college extracurricular activities to students' education.

To test this hypothesis, ANOVA was used on composite measures of the importance of certain types of activities, quality of the extracurricular activities program, faculty involvement, rules and regulations, and the importance of college extracurricular activities to students' education. A chi-square test was used to test the relationship between individual items and major area of study.

Regarding the importance of specific activities, the analysis showed that students' ratings of the importance of specific activities

were not significantly related to the major area of study. As shown in Table 41, ratings of the importance of cultural, social, and athletic activities were found to be affected by the major area of study.

Table 41.--ANOVA of the importance of specific activities according to major area of study.

Activity	N	Mean	S.D.	F	p
Cultural	493	2.25	.41	.81	.52
Social	493	2.21	.42	.72	.58
Athletic	493	2.18	.54	.78	.54

However, a chi-square test showed that five items concerning the importance of cultural and social activities were related to major area of study. (See Table 42.) Further analysis indicated that students from the College of Engineering rated scientific exhibitions significantly higher than did students in other areas of study. Students from the College of Agriculture and the College of Education rated traveling to see some cities inside the country significantly higher than did students in other areas of study. Likewise, students from the Colleges of Agriculture, Arts, and Human Medicine rated voting in student elections significantly higher than did their counterparts from the Colleges of Engineering and Education.

Table 42.--Results of chi-square test on the relationship between importance of cultural and social activities and major area of study.

Activity Item	X^2	df	p
Cultural			
18. Participating in a visit to an art gallery and museum	18.58	8	.02*
19. Participating in scientific exhibitions produced by students	18.15	8	.02*
Social			
23. Participating in local visits (government agencies, etc.)	26.36	8	.00***
25. Participating in traveling to see some cities inside the country	19.60	8	.00**
30. Voting in student elections	19.44	8	.00**

*Significant at the .05 level.

**Significant at the .01 level.

***Significant at the .001 level.

Regarding the quality of the extracurricular activities program at KSU, students' ratings of quality were significantly related to their major area of study. As shown in Table 43, students in different major areas of study differed significantly in their ratings of the quality of the extracurricular activities program at KSU. Tukey's test indicated that students from the Colleges of Education and Agriculture

rated the program quality significantly higher than did students from the College of Human Medicine.

Table 43.--ANOVA of the quality of extracurricular activities program according to major area of study.

Major Area of Study	n	Mean	S.D.	F	p
Agriculture	95	2.89	.63	3.87	.00*
Education	108	2.95	.55		
Engineering	103	2.85	.64		
Arts	105	2.76	.69		
Human Medicine	82	2.62	.62		

*Significant at the .01 level.

A chi-square test showed that five items concerning quality of the extracurricular activities program were significantly related to major area of study. (See Table 44.) Further analysis indicated that students from the College of Education rated the opportunity to elect their leaders to students' associations, students' associations representing students' views, and extracurricular activities meeting students' needs significantly higher than did students in other major areas of study. Conversely, students from the College of Agriculture rated staff efforts to attract students and convenience of locations of extracurricular organizations significantly higher than did students in other major areas of study.

Table 44.--Results of chi-square test on the relationship between the quality of the extracurricular activities program and major area of study.

Activity Item	X^2	df	p
48. At KSU students have the opportunity to elect their leaders to students' associations	52.12	16	.00**
49. The students' associations effectively represent students' ideas and views	27.52	16	.04*
50. At KSU extracurricular activities meet the needs and desires of the students	27.44	16	.04*
52. Extracurricular activities staff make an effort to attract student participation in college activities	28.02	16	.03*
53. At KSU places for extracurricular organizations are convenient for most students	27.87	16	.03*

*Significant at the .05 level.

**Significant at the .001 level.

With respect to faculty involvement in extracurricular activities, the analysis showed that significant differences existed between students in different major areas of study regarding their ratings of faculty involvement. (See Table 45.) Tukey's test indicated that students from the College of Agriculture and the College of Education rated faculty involvement significantly higher than did students from the College of Human Medicine.

Table 45.--ANOVA of faculty involvement in extracurricular activities according to major area of study.

Major Area of Study	n	Mean	S.D.	F	p
Agriculture	95	2.59	.74		
Education	108	2.54	.76	4.66	.00*
Engineering	103	2.37	.86		
Arts	105	2.28	.72		
Human Medicine	82	2.20	.66		

*Significant at the .01 level.

A chi-square test showed that four items concerning faculty involvement were related to students' major area of study. (See Table 46.) Further analysis indicated that students from the College of Agriculture and the College of Education rated each of the items concerning faculty involvement significantly higher than did their counterparts in other areas of study.

With regard to rules and regulations of extracurricular activities, the analysis showed that students' ratings of rules and regulations were significantly related to their major areas of study. (See Table 47.) Tukey's test indicated that students from the Colleges of Agriculture, Education, and Engineering rated the rules and regulations pertaining to extracurricular activities significantly higher than did students from the College of Human Medicine.

Table 46.--Results of chi-square test on the relationship between faculty involvement in extracurricular activities and major area of study.

Activity Item	X^2	df	p
55. Students are encouraged by the faculty to develop cultural, social and athletic interests beyond their classroom work	26.5	16	.05*
56. Faculty make genuine attempts in providing as many opportunities as possible for informal interaction with students	28.52	16	.03*
57. Faculty are personally involved with students in extracurricular activities	37.52	16	.00**
58. Students who participate in extracurricular activities are recognized by the faculty	26.67	16	.05*

*Significant at the .05 level.

**Significant at the .01 level.

Table 47.--ANOVA of rules and regulations of extracurricular activities according to major area of study.

Major Area of Study	n	Mean	S.D.	F	p
Agriculture	95	2.79	.59		
Education	108	2.84	.48		
Engineering	103	2.79	.45	4.14	.00*
Arts	105	2.70	.57		
Human Medicine	82	2.55	.56		

*Significant at the .01 level.

A chi-square test showed that one item concerning rules and regulations was significantly related to major area of study. (See Table 48.) Students' rating of the freedom to select and organize their activities was significantly related to major area of study. Further analysis indicated that students from the Colleges of Education and Engineering rated this item significantly higher than did students in the other three areas of study.

Table 48.--Results of chi-square test on the relationship between rules and regulations and major area of study.

Activity Item	X^2	df	p
60. At KSU students are free to select and organize their extracurricular activities	27.58	16	.04*

*Significant at the .05 level.

With respect to the importance of college extracurricular activities to students' education, the analysis showed that students' ratings of the importance of such activities to students' education was not found to be significantly related to their major area of study. (See Table 49.)

Table 49.--ANOVA of importance of extracurricular activities to students' education according to major area of study.

Major Area of Study	n	Mean	S.D.	F	p
Agriculture	95	3.62	.65		
Education	108	3.64	.60		
Engineering	103	3.62	.66	.343	.85
Arts	105	3.60	.75		
Human Medicine	82	3.53	.73		

Ho 15: There are no differences in the perceptions of students from different levels of study regarding the importance of certain types of activities, the quality of the extracurricular activities program, faculty involvement, rules and regulations, the importance of college extracurricular activities to students' education.

To test this hypothesis, ANOVA was used on composite measures of the importance of certain types of activities, quality of the extracurricular activities program, faculty involvement, rules and regulations, and the importance of college extracurricular activities to students' education. A chi-square test was used to test the relationship between individual items and level of study.

Table 50 presents the results of the ANOVA of students' ratings of the importance of cultural, social, and athletic activities according to level of study. The results indicated that students at different levels of study were not found to differ significantly in their ratings of the importance of cultural, social, and athletic activities.

Table 50.--ANOVA of the importance of specific activities according to level of study.

Activity	n	Mean	S.D.	F	p
Cultural	493	2.25	.36	1.98	.14
Social	493	2.21	.34	2.66	.07
Athletics	493	2.18	.37	.03	.97

However, a chi-square test showed that students' ratings of three items concerning the importance of cultural and social activities were significantly related to level of study. (See Table 51.) Further analysis indicated that seniors rated the importance of participation in lectures, symposiums, art exhibitions, and traveling significantly higher than did sophomores and juniors.

Table 51.--Results of chi-square test on the relationship between the importance of cultural and social activities and level of study.

Activity	X^2	df	p
Cultural			
15. Participating in lectures and symposiums	10.21	4	.04*
17. Participating in art exhibitions of students' interest productions	9.62	4	.05*
Social			
25. Participating in traveling to see some cities inside the country	16.34	4	.00**

*Significant at the .05 level.

**Significant at the .01 level.

With respect to program quality, the analysis showed that students' ratings of the quality of the extracurricular activities program at KSU were significantly related to level of study. (See Table 52.) Tukey's test indicated that sophomores rated the quality of the extracurricular activities program significantly higher than did seniors.

Table 52.--ANOVA of the quality of the extracurricular activities program according to level of study.

Level of Study	n	Mean	S.D.	F	p
Sophomore	167	2.92	.61		
Junior	157	2.81	.62	4.14	.02*
Senior	169	2.72	.65		

*Significant at the .05 level.

A chi-square test showed that students' ratings of one item concerning program quality was significantly related to level of study. As shown in Table 53, students at different levels of study differed significantly in their ratings of the effort of staff to attract student participation. Further analysis indicated that sophomores rated this item significantly higher than did juniors and seniors.

Regarding faculty involvement, the analysis results indicated that students at different levels of study differed significantly in their ratings of faculty involvement in the extracurricular activities program. (See Table 54.) Tukey's test showed that sophomores and

juniors rated faculty involvement significantly higher than did seniors.

Table 53.--Results of chi-square test on the relationship between the quality of the extracurricular activities program and level of study.

Activity Item	X^2	df	p
52. Extracurricular activities staff make an effort to attract student participation in college activities	15.93	8	.04*

*Significant at the .05 level.

Table 54.--ANOVA of faculty involvement in extracurricular activities according to level of study.

Level of Study	n	Mean	S.D.	F	p
Sophomore	167	2.52	.75		
Junior	157	2.48	.77	7.58	.00*
Senior	169	2.22	.74		

*Significant at the .001 level.

A chi-square test showed that students' ratings of two items concerning faculty involvement were significantly related to their level of study. As shown in Table 55, students at different levels of study differed significantly in their ratings of faculty involvement in extracurricular activities and faculty recognition of students who participate. Further analysis indicated that juniors rated faculty

involvement significantly higher than did sophomores and seniors. Seniors rated faculty recognition of participants significantly lower than did juniors and sophomores.

Table 55.--Results of chi-square test on the relationship between faculty involvement in extracurricular activities and level of study.

Activity Item	X^2	df	p
57. Faculty are personally involved with students in extracurricular activities	18.79	8	.02*
58. Students who participate in extracurricular activities are recognized by faculty members	16.38	8	.04*

*Significant at the .05 level.

With respect to rules and regulations of extracurricular activities, the analysis showed that students at different levels of study differed significantly in their ratings of items concerning rules and regulations of these activities. (See Table 56.) Tukey's test indicated that sophomores rated rules and regulations of extracurricular activities significantly higher than did juniors and seniors.

Regarding the importance of college extracurricular activities to students' education, the analysis showed that students at different levels of study were not found to differ significantly in their ratings of the importance of such activities to students' education. (See Table 57.)

Table 56.--ANOVA of rules and regulations of extracurricular activities according to level of study.

Level of Study	n	Mean	S.D.	F	p
Sophomore	167	2.81	.56		
Junior	157	2.76	.49	3.19	.04*
Senior	169	2.66	.55		

*Significant at the .05 level.

Table 57.--ANOVA of importance of extracurricular activities according to level of study.

Level of Study	n	Mean	S.D.	F	p
Sophomore	167	3.59	.65		
Junior	157	3.60	.65	.11	.89
Senior	169	3.62	.72		

However, a chi-square test showed that students at different levels of study differed significantly in their ratings of one item concerning the importance of extracurricular activities. As shown in Table 58, students at different levels of study differed significantly in their ratings of involvement in extracurricular activities being an important part of students' educational experience. Further analysis indicated that seniors rated this item significantly more important than did sophomores and juniors.

Table 58.--Results of chi-square test on the relationship between the importance of extracurricular activities and level of study.

Activity Item	X^2	df	p
67. Involvement in extracurricular activities is an important part of educational experience	20.64	8	.00*

*Significant at the .01 level.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The primary purpose of this study was to determine whether there was a relationship between students' demographic and personal characteristics and their participation or nonparticipation in extracurricular activities. Another purpose was to identify factors influencing students' participation in these activities, as well as to evaluate students' perceptions regarding the extracurricular activities program at King Saud University (KSU) in Saudi Arabia. Specifically, this study was designed to answer the following research questions:

1. Do relationships exist between frequency of participation in college extracurricular activities and parents' education, occupation, and income?

2. Do relationships exist between high school achievement and participation in high school extracurricular activities, and between participation in high school activities and participation in college activities?

3. Do relationships exist between frequency of participation in college extracurricular activities and students' age, marital status, and place of residence?

4. Do relationships exist between frequency of participation in college extracurricular activities and students' full- or part-time status, college achievement, level of study, and major area of study?

5. Do differences exist in the perceptions of students who do and those who do not participate in college extracurricular activities regarding the importance of certain types of activities, the quality of the extracurricular activities program, faculty involvement, rules and regulations, and the importance of college extracurricular activities to students' education?

6. Do differences exist in the perceptions of students from different levels of study regarding the importance of certain types of activities, the quality of the extracurricular activities program, faculty involvement, rules and regulations, and the importance of college extracurricular activities to students' education?

7. Do differences exist in the perceptions of students from different major areas of study regarding the importance of certain types of activities, the quality of the college extracurricular activities program, faculty involvement, rules and regulations, and the importance of college extracurricular activities to students' education?

Study Population and Sample

The target population of undergraduate male students from which the sample was drawn comprised 19,922 students, including freshmen, whom the researcher excluded for reasons explained under delimitations of the study in Chapter I. Representative male students

in five major areas of study at KSU were selected for the sample. As stated earlier, the study sample was delimited to male students at the sophomore, junior, and senior levels of study.

Cluster sampling was used to obtain a representative sample of students from five colleges within KSU: the College of Agriculture, the College of Education, the College of Engineering, the College of Arts, and the College of Human Medicine. Within each college, one class was selected at random from each level of study (sophomore, junior, and senior), which give a total of three classes per college. Thus 15 classes were randomly chosen from the five colleges combined. This sampling procedure yielded a total of 493 respondents for the study.

Respondent Characteristics

Forty-six percent of the respondents were between 21 and 22 years old, 31% were between 23 and 24, 17.2% were between 19 and 20, and 5.5% were 25 and over. Only .2% were 18 or younger. Single students constituted 90.5% of the sample; 9.5% were married.

Forty percent of the respondents' fathers had had no formal education, 27.2% had completed elementary school, 6.9% had completed middle school, 9.5% had completed high school, 4.7% had some college education, 7.9% had a bachelor's degree, and 3.9% had a master's degree or higher. As for mothers' level of education, 72.4% of the respondents' mothers had had no formal education, 17% had completed elementary school, 4.7% had completed middle school, 3.7% had completed high

school, .8% had some college education, 1% had earned a bachelor's degree, and .4% had a master's degree or higher. Concerning parental income, 24.3% of the respondents' parents received a monthly income less than SR 3500, 28% received SR 3500-6000, 16.2% received SR 6001-8000, 13.8% received SR 8001-10,000, 11.8% received SR 10,001-16,000, and 5.9% received more than SR 16,000.

Just 1.6% of the respondents were classified as acceptable in terms of high school achievement; 38.7% were classified as good, 49.9% were classified as very good, and 9.7% were classified as excellent. While in high school, 72.4% of the respondents had participated in extracurricular activities, whereas 27.6% had not.

Distribution of the sample according to major area of study was as follows: 19.3% were from the College of Agriculture, 21.9% were from the College of Education, 20.9% from the College of Engineering, 21.3% from the College of Arts, 16.6% from the College of Human Medicine. Forty-three and six-tenths percent of the respondents lived on campus; 56.4% lived off campus. Just 10.5% of the respondents were working in addition to attending college; the remaining 89.5% were full-time students.

Concerning level of study, 33.9% of the respondents were sophomores, 31.8% were juniors, and 34.3% were seniors. College achievement of the respondents was as follows: 17.8% had acceptable achievement, 62.7% had good achievement, 16.2% had very good achievement, and 3.2% had excellent achievement.

Methodology

The five-part research questionnaire used in this study was designed to elicit students' perceptions regarding various aspects of extracurricular activities (see Appendix A). The researcher administered the instruments to all students in the 15 classes selected at random for the study at KSU.

Frequency distribution was used in examining the reasons students did or did not participate in extracurricular activities. A nonparametric correlation procedure was used to test the relationship between frequency of participation in college extracurricular activities and students' age, parents' level of education, family income, high school achievement, participation in high school extracurricular activities, and college achievement.

A chi-square procedure was used to test for statistically significant differences in frequency of participation in college activities between single and married students, among students whose parents had different occupations, among students in different major areas of study, between on-campus and off-campus students, between full- and part-time students, and among students at different levels of study (sophomore, junior, or senior).

One-way analysis of variance (ANOVA) and Tukey's test were used to test for statistically significant differences in perceptions between students who did and did not participate in college extracurricular activities, among those from different major areas of study, and among those from different levels of study regarding the importance

of certain types of activities, the quality of the extracurricular activities program at KSU, faculty involvement, rules and regulations, and the importance of college extracurricular activities to students' education. The chi-square procedure was also used to test similar relationships for individual items.

Major Findings

The major findings for each of the research questions are discussed in this section.

Research Question 1. Do relationships exist between frequency of participation in college extracurricular activities and parents' education, occupation, and income?

The findings revealed that frequency of overall participation and frequency of participation in cultural and athletic activities were positively related to father's education; that is, the higher the father's level of education, the more frequent the overall participation and participation in cultural and athletic activities. Similar results held true for mother's level education, except that the frequency of participation in cultural activities was not significantly related to mother's education. The relationships between parents' occupations and income and frequency of participation in college extracurricular activities were not significant. A comparison between participants and nonparticipants showed that a significantly higher percentage of students whose parents earned less than SR 8000 per month participated in extracurricular activities than did those whose parents earned more.

Research Question 2. Do relationships exist between high school achievement and participation in high school extracurricular activities, and between participation in high school activities and participation in college activities?

The findings indicated that there was a positive relationship between high school achievement and participation in high school extracurricular activities. That is, the higher the respondents' achievement, the greater their frequency of participation in extracurricular activities. It was also found that frequency of overall participation and frequency of participation in college cultural, students' association, social, theatrical, and athletic activities were positively related to students' participation in high school extracurricular activities.

Research Question 3. Do relationships exist between frequency of participation in college extracurricular activities and students' age, marital status, and place of residence?

A positive relationship was found between students' age and frequency of participation in theatrical activities, and a negative relationship was found between students' age and frequency of participation in athletic activities. That is, the older the respondents, the more they participated in theatrical activities and the less they participated in athletic activities. No significant difference was found between single and married students in terms of frequency of participation in college extracurricular activities. As for place of residence, the findings indicated that no significant difference was found between students who lived on campus and those who lived off campus regarding participation in extracurricular activities, except

for social activities. Students who lived on campus participated more frequently in social activities than did off-campus students.

Research Question 4. Do relationships exist between frequency of participation in college extracurricular activities and students' full- or part-time status, college achievement, level of study, and major area of study?

The findings indicated that no relationship was found between full- and part-time students and frequency of participation in college extracurricular activities, with the exception of social activities. Part-time students participated more frequently than full-time students in social activities. The findings also indicated that no relationship was found between college achievement and frequency of participation in college extracurricular activities, with the exception of cultural activities. However, frequency of participation in cultural activities was positively related to college achievement. That is, the higher the respondents' achievement, the more frequently they participated in cultural activities.

Level and major area of study were not found to be significantly related to frequency of participation, with the exception of students' associations, which was related to major area of study. Students in the College of Human Medicine participated more frequently in students' association activities than did students in the Colleges of Education, Engineering, Arts, and Agriculture. A chi-square test on the relationship between students who did and those who did not participate and the frequency of overall participation in college extracurricular activities yielded significant results. The ranking of colleges, according to percentage of overall student participation,

were as follows: Education (43%), Agriculture (38%), Arts (31%), Human Medicine (26%), and Engineering (21%).

> Research Question 5. Do differences exist in the perceptions of students who do and those who do not participate in college extracurricular activities regarding the importance of certain types of activities, the quality of the extracurricular activities program, faculty involvement, rules and regulations, and the importance of college extracurricular activities to students' education?

The findings indicated that significant differences existed in students' ratings of importance of cultural, social, and athletic activities according to level of participation. Participants rated cultural, social, and athletic activities significantly more important than did nonparticipants. Likewise, participants rated the quality of the extracurricular activities program significantly higher than did nonparticipants. Two items concerning faculty involvement were related to level of participation. Participants rated faculty informal interaction and faculty involvement with students in college extracurricular activities higher than did nonparticipants. The ratings of rules and regulations of extracurricular activities were related to level of participation. Participants rated rules and regulations significantly more positively than did nonparticipants. Finally, participants rated the importance of college extracurricular activities to students' education significantly higher than did nonparticipants.

> Research Question 6. Do differences exist in the perceptions of students from different levels of study regarding the importance of certain types of activities, the quality of the extracurricular activities program, faculty involvement, rules and regulations, and the importance of college extracurricular activities to students' education?

The findings indicated that students' ratings of the importance of cultural, social, and athletic activities were not found to be affected by students' level of study. However, participation in lectures and symposiums, participating in arts exhibitions of students' interests productions, and traveling inside the country were related to level of study. Seniors rated the importance of those activity items significantly higher than did sophomores and juniors. Ratings of the quality of the extracurricular activities program at KSU were also related to level of study. Sophomores rated the quality of the program higher than did seniors.

In addition, students' ratings of faculty involvement in extracurricular activities were related to level of study. Sophomores and juniors rated faculty involvement higher than did seniors. The results also indicated that students at different levels of study differed significantly in their ratings of rules and regulations. Sophomores rated rules and regulations significantly more positively than did juniors and seniors. One item regarding the importance of extracurricular activities to students' education was related to level of study; seniors rated the importance of extracurricular activities experiences to students' education significantly more important than did sophomores and juniors.

> Research Question 7. Do differences exist in the perceptions of students from different major areas of study regarding the importance of certain types of activities, the quality of the college extracurricular activities program, faculty involvement, rules and regulations, and the importance of college extracurricular activities to students' education?

Students' ratings of the importance of cultural, social, and athletic activities were not found to be related to major area of study. However, five items concerning the importance of cultural and social activities were related to major area of study. Students from the College of Engineering rated the importance of participating in scientific exhibitions produced by students significantly higher than did students in other areas of study. On the other hand, students from the Colleges of Agriculture and Education rated traveling to see some cities inside the country significantly higher than did students in other areas of study. Students from the Colleges of Agriculture, Arts, and Human Medicine rated voting in student elections significantly higher than did students from the Colleges of Education and Engineering.

The findings also indicated that significant differences existed among students in different major areas of study regarding ratings of the quality of the extracurricular activities program at KSU. Students from the Colleges of Education and Agriculture rated the program quality significantly higher than did students from the College of Human Medicine. Students in different major areas of study also differed significantly in their ratings of faculty involvement in extracurricular activities. Students from the Colleges of Agriculture and Education rated faculty involvement significantly higher than did their counterparts from the College of Human Medicine.

The results indicated that significant differences existed among students in different major areas of study regarding ratings of

rules and regulations. Students from the Colleges of Agriculture, Education, and Engineering rated the rules and regulations significantly more positively than did students from the College of Human Medicine. The importance of college extracurricular activities to students' education was not significantly related to major areas of study.

Information for Knowledge Base

A positive relationship existed between students' age and frequency of participation in theatrical activities. However, a negative relationship existed between students' age and frequency of participation in athletic activities. That is, the older the respondents, the more they participated in theatrical activities but the less they participated in athletic activities. Confirming the finding regarding participation in theatrical activities, Williamson et al. (1954) found that the older the students, the more they participated in campus activities. The finding related to participation in athletic activities was in agreement with that of Holmstrom (1973b), who found that older students participated less in campus activities than did younger ones.

In this study, marital status was not found to be related to frequency of participation in college extracurricular activities. In contrast, Williamson et al. (1954) found that 69% of the single men in their study participated in such activities, as compared with 57% of the married men. The findings of the two studies might have differed because the present study included only 9.5% married students.

The findings of this study revealed that the frequency of overall participation was positively related to parents' level of education. That is, the higher the level of fathers' and mothers' education, the more frequent was students' overall participation. These findings confirmed those of Williamson et al. (1954). However, the relationship between frequency of overall participation in college extracurricular activities and parents' occupation was not found to be significant. This finding, too, was similar to Williamson et al.'s.

Parents' income was not found to be related to frequency of overall participation in college extracurricular activities. This result differed from the findings of Daly (1975), Krumboltz (1957), and Roskens (1960). The reason for the discrepancy in findings may be explained by the differences in cultural and social norms between the two settings. Comparison of participants and nonparticipants showed that significantly more students whose parents earned less than SR 8000 per month participated in extracurricular activities than did students whose parents earned more. This finding also conflicted with those of previous researchers. Krumboltz (1957) found a statistically significant positive relationship between parents' income and participation in college extracurricular activities.

High school achievement was positively related to participation in high school extracurricular activities. This finding was similar to those of Kapp (1979), Cofer (1965), and Mueller (1961). In addition, participation in high school activities was positively related to frequency of overall participation in college activities and

participation in cultural, social, students' association, theatrical, and athletic activities. These findings confirmed those of Cofer (1965) and Hands and Eckland (1976). Frequency of overall participation in college extracurricular activities was not found to be related to major area of study.

Place of residence was significantly related to participation in social activities; that is, students who lived on campus participated more frequency in social activities than did off-campus students. This finding confirms those of Astin (1985) and Kapp (1979). In addition, frequency of participation in college social activities was related to study status. That is, part-time students participated more in social activities than did full-time students. However, frequency of participation was not related to level of study (sophomore, junior, or senior).

In the present study, frequency of participation in college cultural activities was positively related to college achievement. This finding confirmed those of Chapin (1929), Bennett (1946), and Twining (1957), who found that participation in campus activities was related to high academic achievement in college.

Students' ratings of the importance of the cultural, social, and athletic activities; the quality of the extracurricular activities program at KSU; rules and regulations; and the importance of extracurricular activities to students' education were directly related to level of participation. Participants rated the foregoing aspects significantly more positively than did nonparticipants. These findings

were similar to those of Astin (1977), Kapp (1979), and Rich and Rich (1978). On the other hand, ratings of faculty involvement in extracurricular activities were not related to students' level of participation.

The following factors were identified as influencing or discouraging students' participation in college extracurricular activities. In order, the factors influencing students to participate in such activities were: (1) to experience working life through the activities (similar findings were noted by Kapp, 1979); (2) to develop leadership skills through participation in extracurricular activities (similar findings were documented by Allen, 1980, and Kapp, 1979); (3) to develop special interests through extracurricular activities; (4) to understand community problems through the activity; (5) to refresh and help students conduct their academic work effectively; and (6) to provide students with a sense of autonomy. In order, the factors discouraging participation were: (1) activity time clashed with class schedule; (2) lack of publicity; (3) off-campus residence (similar findings were noted by Chickering, 1974); (4) extracurricular activities are time consuming; (5) shyness; and (6) students were not consulted to determine the activities that meet their desires and needs.

Conclusions

The following conclusions were based on the study findings. The results may be generalized to the entire population of

undergraduate students at KSU in particular, and to students at similar types of institutions throughout Saudi Arabia.

1. Factors that caused students to participate in extracurricular activities, listed in order of importance, were (1) getting work experience, (2) developing leadership skills, (3) developing special interests, (4) understanding community problems, (5) refreshing and helping students to conduct their academic work effectively, and (6) providing a sense of autonomy.

2. Factors that discouraged students from participating in extracurricular activities, listed in order of importance, were (1) clashes between activity and class schedules, (2) lack of publicity, (3) living off campus, (4) time consuming, (5) shyness, and (6) less appropriate forms of activities for students' needs and desires.

3. Frequency of overall participation in college activities and frequency of participation in cultural and athletic activities were positively related to father's level of education.

4. Frequency of overall participation in college extracurricular activities and frequency of participation in cultural activities were positively related to level of mother's education.

5. Frequency of overall participation in college extracurricular activities and frequency of participation in cultural, students' association, social, theatrical, and athletic activities were not found to be related to fathers' or mothers' occupation, parental income, marital status, or level of study.

6. More students whose parents had low incomes participated in extracurricular activities than did students whose parents had higher incomes.

7. Participation in high school extracurricular activities was positively related to high school achievement.

8. Participation in high school extracurricular activities was positively related to participation in college extracurricular activities.

9. Frequency of overall participation in college extracurricular activities and frequency of participation in cultural, students' association, and social activities were not found to be related to age of students. Frequency of participation in theatrical activities was positively related to students' age, whereas frequency of participation in athletic activities was negatively related to age.

10. Frequency of overall participation in college extracurricular activities and frequency of participation in cultural, students' association, theatrical, and athletic activities were not found to be related to students' study status or place of residence. However, frequency of participation in social activities was related to study status and students' place of residence. Part-time students and those who lived on campus participated more frequently in social activities than did full-time and off-campus students.

11. Frequency in overall participation in college extracurricular activities and frequency of participation in students' association, social, theatrical, and athletic activities were not found to be

related to college achievement. Frequency of participation in cultural activities was positively related to college achievement.

12. Frequency of overall participation in college extracurricular activities and frequency of participation in cultural, social, theatrical, and athletic activities were not found to be related to students' major area of study. Frequency of participation in students' associations was related to students' major area of study. That is, students in the College of Human Medicine participated more frequently in students' associations than did students in other colleges.

13. Students' perceptions of the importance of cultural, social, and athletic activities were related to level of participation. Participants rated the importance of these types of activities higher than did nonparticipants.

14. Students' perceptions of the quality of the extracurricular activities program at KSU were related to level of participation. Participants rated the program's quality higher than did nonparticipants.

15. In general, students' perceptions of faculty involvement in extracurricular activities were not found to be related to level of participation. However, two items concerning faculty involvement were related to level of participation. Participants rated faculty informal interaction and involvement with students in extracurricular activities higher than did nonparticipants.

16. Students' perceptions of rules and regulations governing extracurricular activities were related to level of participation.

Participants rated rules and regulations of extracurricular activities more positively than did nonparticipants.

17. Students' perceptions of the importance of extracurricular activities to students' education were related to level of participation. Participants rated the importance of such activities to students' education higher than did nonparticipants.

18. In general, students' ratings of the importance of cultural, social, and athletic activities were not found to be affected by level of study. However, three items concerning the importance of cultural and social activities were related to level of study. Seniors rated the importance of participating in lectures and symposiums, art exhibitions, and traveling higher than did sophomores and juniors.

19. Students' ratings of the quality of the extracurricular activities program were related to level of study. Sophomores rated the quality of the extracurricular activities program higher than did seniors.

20. Students' ratings of faculty involvement in extracurricular activities were related to level of study. Sophomores and juniors rated faculty involvement higher than did seniors.

21. Students' ratings of rules and regulations governing extracurricular activities were related to level of study. Sophomores rated rules and regulations of extracurricular activities more positively than did juniors and seniors.

22. In general, students' ratings of the importance of college extracurricular activities to students' education were not found to be

related to the level of study. However, one item concerning importance of such activities to students' education was related to level of study. Seniors rated "Involvement in extracurricular activities is an important part of educational experience" as more important than did sophomores and juniors.

23. In general, students' ratings of the importance of cultural, social, and athletic activities were not found to be related to major area of study. However, five items concerning these types of activities were related to major area of study. Students from the College of Engineering rated participating in scientific exhibitions produced by students higher than did students in other areas of study. Students from the Colleges of Agriculture and Education rated traveling to cities inside the country higher than did their counterparts in other areas of study. Students from the Colleges of Agriculture, Arts, and Human Medicine rated voting in student elections higher than did those from the Colleges of Education and Engineering.

24. Students' ratings of the quality of the extracurricular activities program were related to major area of study. Students from the Colleges of Education and Agriculture rated program quality higher than did those from the College of Human Medicine.

25. Students' ratings of faculty involvement in extracurricular activities were related to major area of study. Students from the Colleges of Agriculture and Education rated faculty involvement higher than did their counterparts from the College of Human Medicine.

26. Students' ratings of rules and regulations of extracurricular activities were related to major area of study. Students from the Colleges of Agriculture, Education, and Engineering rated rules and regulations more positively than did students from the College of Human Medicine.

27. Students' ratings of the importance of college extracurricular activities to students' education were not found to be related to major area of study.

28. In general, students who participated in extracurricular activities were more positive in evaluating cultural, social, and athletic activities; quality of the extracurricular activities program at KSU, faculty involvement, rules and regulations; and the importance of extracurricular activities to students' education than were nonparticipants, who were less positive in their evaluations of these aspects.

Recommendations

For Program Implementation

Based on the findings of this study, the researcher recommends that personnel at King Saud University in particular, and at other universities of its type throughout Saudi Arabia, consider the following recommendations.

1. Participation in high school extracurricular activities and high school achievement were positively related. Also, students' participation in high school extracurricular activities was positively related to college participation. In addition, college achievement was

related to participation in cultural activities. That is, some students have achieved a combination of high achievement and participation in extracurricular activities. This information can be used by admission officers in designing new procedures for selecting students who had high achievement and participated in high school extracurricular activities. It is predicted that students with a record of both high academic achievement and participation would be successful in college studies and experiences.

2. Through students' associations, young people should be given an opportunity to practice leadership skills by selecting student leaders and deciding on the extracurricular activities that meet their needs and desires. By having such input, students might develop more positive attitudes about extracurricular activities, have greater loyalty to their university, and participate more in these activities.

3. Rules and regulations governing extracurricular activities should be revised and stated clearly by representatives of students, faculty members, and student affairs personnel, and approved by university authorities. It is highly recommended that these rules and regulations be officially documented as an essential part of the university's mission and goals, which must satisfy all concerned: students, faculty, administrators, and the community.

4. Extracurricular activities should be publicized and their purposes clarified. A group comprising students, faculty members, and student personnel staff should meet occasionally to discuss appropriate ways to convey to all concerned individuals in the

institution the message of how important extracurricular activities are to students' education and to the university's reputation.

5. Students need faculty members' recognition and encouragement to participate in extracurricular activities. Therefore, faculty members should help their students by emphasizing the importance of those activities in their classes, by recognizing participating students, and by serving as faculty advisors to such activities.

6. Student affairs personnel should be well qualified and prepared to promote students' development socially, emotionally, physically, and morally, as well as to help them plan, administer, and evaluate their activity programs. KSU needs to develop a good program for Saudi personnel who are interested in working with students as helpers. Such a program might combine courses from the fields of social studies, psychology, and educational management.

For Further Research

Based on the findings of this study, further research is recommended in the following areas:

1. This study was conducted on students' perceptions of extracurricular activities at KSU. Further research should be conducted to assess the extracurricular activity facilities available in the environment surrounding KSU.

2. Similar studies should be done at other universities throughout Saudi Arabia to determine whether students' perceptions of and participation in extracurricular activities at those universities are similar to what was found at KSU.

3. In this study, a positive relationship existed between participation in high school extracurricular activities and participation in college activities. Further research should be undertaken to determine whether there is a relationship between participation in high school and college extracurricular activities and persistence in college until graduation.

4. In this study, a positive relationship was found to exist between participation in extracurricular activities and high achievement. Further study should be done to determine whether there is a relationship between students' participation in college extracurricular activities and their professional success after graduation.

APPENDICES

APPENDIX A

THE QUESTIONNAIRE

Dear Student:

For the past few years King Saud University has directed much attention to the issue of increasing student participation in the university extracurricular activities. Therefore, the researcher is interested in studying this phenomenon for the following purposes:

1. It will serve as the foundation for a Ph.D. dissertation in in the Department of Educational Administration at Michigan State University; and

2. It may help decision makers at King Saud University to determine any necessary changes needed due to the improvement activities.

Specifically, you are requested to carefully read the directions in each of the five parts of the questionnaire and to respond to the statements in the appropriate place. Be assured that your opinions will be kept in the strictest confidence and will be used only for research purposes.

The researcher is looking forward to some type of information based on the group's responses randomly selected--not individual responses. Please do not identify yourself in any way. Also, please understand that you are not obligated to participate; you may stop responding to this questionnaire at any time without penalty, and you may stay in or leave the room.

The questionnaire will take approximately 35 to 45 minutes to complete

Thank you for your consideration and cooperation in this matter.

Sincerely yours,

Ali S. Al-Karni

PART I

Please place an "X" on the appropriate line as it applies to you.

1. My age group category is:

____ a. 18 years or less
____ b. 19-20 years
____ c. 21-22 years
____ d. 23-24 years
____ e. 25 and over

2. My marital status is:

____ a. Married
____ b. Single

3. My father's level of education is:

____ a. No formal education
____ b. Elementary school
____ c. Middle school
____ d. High school
____ e. Some college
____ f. Bachelor's degree
____ g. Master's degree or over

4. My mother's level of education is:

____ a. No formal education
____ b. Elementary school
____ c. Middle school
____ d. High school
____ e. Some college
____ f. Bachelor's degree
____ g. Master's degree or over

5. My father's occupation is:

____ a. Businessman
____ b. Government employee
____ c. Nongovernment employee
____ d. Unemployed
____ e. Retired

6. My mother's occupation is:

____ a. Businessman
____ b. Government employee
____ c. Nongovernment employee
____ d. Unemployed
____ e. Retired

7. My parents' monthly income is:

____ a. Less than SR 3500
____ b. SR 3501-6000
____ c. SR 6001-8000
____ d. SR 8001-10,000
____ e. SR 10,001-16,000
____ f. SR 16,001 and over

8. My high school achievement was:

____ a. Acceptable
____ b. Good
____ c. Very good
____ d. Excellent

9. Did you participate in high school extracurricular activities:

____ a. Yes
____ b. No

10. My college is:

____ a. Agriculture
____ b. Education
____ c. Engineering
____ d. Arts
____ e. Human Medicine

11. Place of residence:

____ a. On campus
____ b. Off campus

12. Do you work besides going to school?

____ a. Yes
____ b. No

13. Student classification level is:

____ a. Sophomore
____ b. Junior
____ c. Senior

14. My college achievement is:

____ a. Acceptable
____ b. Good
____ c. Very good
____ d. Excellent

PART II

Directions: In your opinion, how important is it to you to participate in certain types of the following extracurricular activities (cultural, social, athletic) during you study at KSU? Use the following scales to rate your responses. (Please respond to these extracurricular statements by placing an "X" in the appropriate box.)

1 = Unimportant
2 = Undecided
3 = Important

Example:

	1	2	3
1. Participation in volunteer services such as blood donation.			X

The respondent in this example selected scale number 3 (Important) to represent his opinion about the statement.

	1	2	3
15. Participating in lectures and symposium activities			
16. Participating in cultural competitions (deliver a speech, poetry, short story, publications, etc.)			
17. Participating in art exhibitions of students' interests productions			
18. Participating in a visit to an art gallery and museum			

1 = Unimportant
2 = Undecided
3 = Important

	1	2	3
19. Participating in scientific exhibitions produced by the students			
20. Participating in journalism activity (the college newspaper or magazine, etc.)			
21. Participating in planning and organizing activities			
22. Participating in theater activities			
23. Participating in local visits (government agencies, institutions, manufacturers, etc.)			
24. Participating in community service (blood donations, traffic week, social awareness, etc.)			
25. Participating in traveling to see some cities inside the country			
26. Participating in traveling to see other countries			
27. Participating in welcome parties			
28. Participating in Boy Scouts			
29. Participating in entertainment parties			
30. Voting in student elections			

1 = Unimportant
2 = Undecided
3 = Important

	1	2	3
31. Participating in planning and organizing social activities			
32. Playing on a department's competition team			
33. Playing on a college team			
34. Playing on a university team			
35. Participating in an individual champion competition (tennis, boxing, etc.)			
36. Participating in swimming meets			
37. Participating in shooting competitions			
38. Participating in equestrian events			

PART III

Directions: Listed below are statements regarding student participation in extracurricular activities. Please use one of the following scales to rate certain aspects of the following questions as they apply to you. (Place an "X" in only one column per question.)

1 = Do not participate
2 = Participate once or less per month
3 = Participate two to three times per month
4 = Participate one to three times per week
5 = Participate four or more times per week

	1	2	3	4	5
39. How often do you participate in cultural activities?					
40. How often do you participate in the students' association?					
41. How often do you participate in social activities?					
42. How often do you participate in theater activities?					
43. How often do you participate in athletic activities?					

PART IV

Directions: If you are participating in extracurricular activities, please answer Question 44. If you do not participate in extracurricular activities, please answer Question 45.

44. Six factors that may cause you to participate in extracurricular activities are listed below. Please choose only one of them, according to its importance to you.

When I do participate in extracurricular activities,

____ a. I can develop leadership skills through participation in extracurricular activities.

____ b. I can understand community problems through the activities.

____ c. I can experience working life through the activities.

____ d. I can develop my special interests through extracurricular activities.

____ e. Extracurricular activity refreshes me and helps me to conduct my academic work effectively.

____ f. Extracurricular activities can provide me with a sense of autonomy.

45. Six factors that may cause you not to participate in college extracurricular activities are listed below. Please chooose only one of them, according to its importance to you.

I do not participate in extracurricular activities because of:

____ a. Activity time clashes with class schedule.

____ b. Lack of publicity.

____ c. Students are not consulted to determine the extracurricular activities that meet their desires and needs.

____ d. Extracurricular activities are time consuming.

____ e. Off-campus resident.

____ f. Shyness.

PART V

Directions: Listed below are statements intended to describe the extracurricular activities program (quality, faculty involvement, rules and regulations, and importance) as you perceive it at King Saud University. In general, which of the following statements represent your opinion? Please use the following scales to rate your responses. (Please place an "X" in only one column per question.)

5 = Strongly agree
4 = Agree
3 = Undecided
4 = Disagree
5 = Strongly disagree

Example:

	1	2	3	4	5
1. Student extracurricular activities reinforce classroom activities				X	

The student in this example selected number 4 to represent his opinion that he agreed with the statement.

	1	2	3	4	5
46. At KSU there is enough publicity given to the extracurricular activities program					
47. At KSU extracurricular activities' purposes are sufficiently understood by students					
48. At KSU students have the opportunity to elect their leaders to students' associations					
49. The students' associations effectively represent students' ideas and views					

5 = Strongly agree
4 = Agree
3 = Undecided
4 = Disagree
5 = Strongly disagree

	1	2	3	4	5
50. At KSU extracurricular activities meet the needs and desires of the students					
51. At KSU extracurricular activities are creative and intellectually stimulating					
52. Extracurricular activities staff make an effort to attract student participation in college activities					
53. At KSU places for extracurricular organizations are convenient for most students					
54. At KSU extracurricular activities organizations have been friendly and comfortable things to participate in					
55. At KSU students are encouraged by the faculty to develop cultural, social, and athletic interests beyond their classroom work					
56. Faculty make genuine attempts in providing as many opportunities as possible for informal interaction with students					
57. Faculty are personally involved with students in extracurricular activities					
58. Students who participate in the organization of extracurricular activities are recognized by the faculty					

5 = Strongly agree
4 = Agree
3 = Undecided
4 = Disagree
5 = Strongly disagree

	1	2	3	4	5
59. At KSU the affairs of the extracurricular activities are run cooperatively by representatives of all involved groups (students, faculty, and administrators)					
60. At KSU students are free to select and organize their extracurricular activities					
61. Students who participate in the organization of extracurricular activities are protected by these activities' rules and regulations					
62. At KSU students are represented sufficiently in the administration of the extracurricular activities					
63. Rules and regulations that affect extracurricular activities are made by the administration with consultation with students					
64. Students have more control over the students' extracurricular activities than administrators					
65. At KSU college and departmental requirements do not leave room for students to develop interests other than academic ones					
66. At KSU meeting and interacting with other students with similar interests is an important part of one's education					

5 = Strongly agree
4 = Agree
3 = Undecided
4 = Disagree
5 = Strongly disagree

	1	2	3	4	5
67. Involvement in extracurricular activities is an important part of educational experience					
68. At KSU involvement in community problems and issues is an important part of the extracurricular activities program					
69. At KSU students' leadership skills are promoted through participating in the extracurricular activities program					
70. At KSU health and recreation awareness is developed through participation in extra-curricular activities					
71. Participation in college extracurricular activities prepares students for future jobs					
72. Participation in extracurricular activities is one way to refresh students for activity in academic work					

APPENDIX B

CORRESPONDENCE

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
ERICKSON HALL

EAST LANSING • MICHIGAN • 48824-1034

September 17, 1985

Advisor
King Saud University
Saudi Educational Mission
8700 West Bryn Mawr
Suite 900N
Chicago, IL 69631

Dear Sir:

Mr. Ali Al-Karni will be conducting his dissertation research in the area of student perceptions of the Extracurriculum at King Saud University. In order for him to gather the data for the research it will be necessary for him to return to Saudi Arabia.

I would appreciate any assistance you might give him in helping him in his research. He has satisfactorily completed his course work and all that remains to be done is to complete the dissertation in order to receive his doctorate.

Sincerely,

Eldon R. Nonnamaker
Professor

ERN/bh

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
ERICKSON HALL

EAST LANSING • MICHIGAN • 48824-1034

November 12, 1985

Dr. Henry Bredek
Chair, UCRIHS
Office of the V.P. for Research
238 Administration Bldg.
Campus

Dear Dr. Bredek:

On Wednesday, November 6, 1985 Ali Al-Karni's doctoral guidance committee met to review his dissertation proposal. His proposal was approved and he is now submitting it to UCRIHS for review.

Your kind attention to this matter is appreciated.

Sincerely yours,

Eldon R. Nonnamaker
Professor

ERN/bh

MICHIGAN STATE UNIVERSITY

UNIVERSITY COMMITTEE ON RESEARCH INVOLVING
HUMAN SUBJECTS (UCRIHS)
250 ADMINISTRATION BUILDING
(517) 355-2186

EAST LANSING • MICHIGAN • 48824-1046

November 13, 1985

Mr. Ali S. Al-karni
P.O. Box 6547
East Lansing, Michigan 48824

Dear Mr. Alkarni:

Subject: Proposal Entitled, "Student Perceptions of the Extracurricular Activities at King Saud University"

I am pleased to advise that I concur with your evaluation that this project is exempt from full UCRIHS review, and approval is herewith granted for conduct of the project.

You are reminded that UCRIHS approval is valid for one calendar year. If you plan to continue this project beyond one year, please make provisions for obtaining appropriate UCRIHS approval prior to November 13, 1986.

Any changes in procedures involving human subjects must be reviewed by the UCRIHS prior to initiation of the change. UCRIHS must also be notified promptly of any problems (unexpected side effects, complaints, etc.) involving human subjects during the course of the work.

Thank you for bringing this project to my attention. If I can be of any future help, please do not hesitate to let me know.

Sincerely,

Henry E. Bredeck
Chairman, UCRIHS

HEB/jms

cc: Dr. Eldon Nonnamaker

بسم الله الرحمن الرحيم

المملكة العربية السعودية

كلية التربية
مكتب العميد

جامعة الملك سعود
King Saud University

COLLEGE OF EDUCATION
Dean's Office

الرقم: ٦٥٥/ ٢٠ No. التاريخ: ١٤٠٦/٥/١٤ Date

سعادة الدكتور عميد كلية المحترم

السلام عليكم ورحمة الله وبركاته وبعد

يقوم مبتعث قسم التربية بالكلية السيد/ علي سعد القرني برحلة علمية للمملكة لجمع المعلومات الخاصة برسالته لمرحلة الدكتورة.

وحيث ان المذكور يحتاج الي تطبيق دراسته الخاصة باستطلاع اراء الطلاب فيما يتعلق بالأنشطة الطلابية ... لذا أرجو التكرم بالموافقة والايعاز لمن يلزم لمساعدته في تطبيق الاستبيان علي العينة التي يختارها من الطلاب.

ولكم خالص تحياتي وتقديري

عميد كلية التربية

د. عبدالله بن ابراهيم الحمداد

نواف

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