

## Developing Some Life Skills for Students of Taibah University Through Student Activities: A Proposed Concept

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### Abstract

The study aimed to present a proposal for developing some life skills for students of Taibah University through student activities, where I followed the descriptive and inductive approach to know the views of students about the extent of the need for life skills. Life for students of Taibah University through student activities, and the most important skills are teamwork, leadership, social responsibility, will development, strategic thinking, brainstorming, decision-making, time management, use of body language, continuity Emotional. The study recommended the necessity of holding workshops that develop life skills for students, establishing a center for life skills in a good university affiliated with the Deanship of Student Affairs to develop life skills for students

**Keywords:** Development, Lfe skills, Students, Taibah University, Student Activities

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### 1. Introduction

Human wealth represents the most important ingredient of nations, and young people represent the heart from the body, so the formation of that group - with preparation, training and rehabilitation - was considered a requirement of all institutions that deal with them, and interest in them became a matter of social security issues, where the exploitation of energies and directing them is the best guidance. Which reflects positively on society.

Hence, contemporary education - especially in universities - has taken upon itself to direct the energies of youth in an educational way, by making use of their creative energies and capabilities that can be directed by sound guidance in making the present and the future The investment of leisure time for young people receives a great interest locally and globally through higher education, as most countries have established specialized bodies to care for and care for young people, in which there are specialized and qualified individuals who develop plans and programs to prepare and care for young people according to scientific foundations, to help young people meet their needs and achieve Their desires and confronting their problems, and thus benefiting from their spare time, especially "because the age group 15-24 years is estimated to be (1. 18%) of the population of the Kingdom of Saudi Arabia, which is approximately one fifth of Saudi society" (United nation, 1991, 320)

So the biggest challenge facing societies now is investing in free time, and developed countries have become concerned not only with providing free time for their children, but have become interested - mainly - with scientific planning for how to invest it, so that this time does not turn into a source of deviations and crimes, and from here I made sure Social institutions in these countries encourage their societies to engage in activities of all kinds (Younes et al., 2004).

Undergraduate courses, in the modern concept, include everything the university provides to its students in order to achieve its educational goals aimed at fostering their integrated growth in all mental, psychological and social aspects. To achieve these goals, university education programs should not be confined to the traditional relations between the professor and his students in the study halls, but beyond that these programs include various activities, events and situations so that the student through participation in it can refine his personality, develop his skills, and his capabilities to solve problems that Face it (Al-Othman et al., 1422).

The practice of student activities, caring for and expanding in them has become an urgent necessity to develop young people and protect them from the dangers that beset them, as it helps them to refine their instincts and transcendence and then protect them from any deviation (Awaida, 2011, 6486)

Student activities in contemporary educational systems contribute effectively and directly to the formation of the student's personality, the weight of his abilities, the development of his skills and the launch of his creativity, and this process is accomplished through the integration of courses with those activities (Al-Qutb, 2006, 97)

### 1-1- Literature Review

In one of the studies that was applied in France to identify the effect of recreational activities, the researcher

indicated that the practice of recreational activities increases academic achievement, and that practicing students are more self-reliant, more mature in relation to their age, and more in control of aggression (Nichols, Beverly, 1994, p.4)

In a study conducted on some American university students, the responses of the students seemed to be an indication of the importance of university programs and activities on students' decision to continue and continue to study (Armstrong, A. Hetal, 1991, p.33).

Some studies have found a positive and strong relationship between the practice of student activities and the achievement of psychological and social security, the achievement of social responsibility, academic achievement and increased achievement, building the leadership character of the university student, and developing political awareness (Al-Anazi, 1424, Al-Kharashi, 2004, Shehata, 1998, Owaida, 2011, Ahmed, 2005)

Student activity also plays an active role in exposing students' abilities and inclinations and honing their talents, and providing an opportunity for the distinguished among them to innovate and excel by participating in activities programs that are appropriate to their talents and abilities (Al-Zubayani, 2002, 2)

Student activities can also contribute to providing students with social skills (Al-Dayel, 1421). The Key Andrews study also indicated that students' participation in activities helped them serve their community by participating in the activities of NGOs in the neighborhood they inhabit (Key, Andrews, 2001)

The results of the "Mairi" study also indicated that students who participate in activities in various forms have increased their self-confidence and self-esteem (Mairi Ann, Gullen, 2000).

In light of what some studies have indicated in terms of a positive relationship between student participation in student activities and his success in study, as well as his discipline in the classroom (Julie Kay Bare 1992, 118.)

And in terms of the possibility that the different experiences that students gain outside the educational institution contribute to the formation of their social values, and to enhance the institutional style of the college and the surrounding environment in its impact on education and student development (Kuh, George 1995); the university student should not merely learn about the aspects of student activity Only, but also contribute to it, and this requires that the university give more attention to these activities "(Muhammad, 1998)

One of the researchers summarizes the importance of student activities in: achieving physical health, investing in leisure time, developing basic skills for self and continuous learning, developing social relationships, developing the capacity for self-reliance, developing the ability to plan, helping to discover student talents, developing citizenship (Rashid, 1998)

In the study of Al-Hilali, (2015) entitled the role of student activities for the Supreme Club in developing personal skills for Dammam University students. Discover students' talents, abilities, inclinations and development, so that students gain the appropriate experiences to face their working life. One of the important interpersonal skills that extra-curricular activities develop is communication skills, because of their social importance to students. The educational club of the College of Education provides some extra-curricular activities for university students, to develop their personal skills, especially communication skills. After reviewing previous studies, the current research studied the role of extra-curricular activities of the educational club in developing communication skills - as one of the personal skills - among students of the College of Education at Dammam University, through the programs presented by the educational club to its members of students during the academic year 1435/1436 AH corresponding to 2014 / 2015 m. The research used the descriptive method, its tools of identification and personal interview, to collect the necessary data, and the results of the study also showed the weakness of the participation of students of the College of Education in extra-curricular activities, and the absence of fundamental differences in general, between students participating in the educational club and non-participants in terms of communication skills.

As for the study of Al-Harbi, 2017 (which aimed to reveal the degree of realization of the life skills necessary for university students in the light of the principles of the knowledge economy, and to submit some proposals to improve them. The researcher used the descriptive approach and the research sample consisted of 132 students at the Faculty of Education at Umm Al-Qura University, and a questionnaire was prepared to collect data, which included five axes, namely: (communication skills with others, critical thinking skills, problem-solving skills, feelings management skills and coping with stress, skills Self-awareness and interaction with others). The degree of achievement of life skills for students came in light of the principles of knowledge economy medium. In light of the results of the research, the researcher submitted some proposals to develop the life skills of the students, in the light of the principles of knowledge economy.

As for the study of Al-Maammari (2018) entitled : Acquisition Level of Life Skills by Level Four Students and its Relationship with the Students' Application of those Skills during Practicum, *The aim of this study was to learn the acquisition level of life skills by level four students at the Faculty of Education, Taiz University, Al-Turba Branch. It also aims to learn to what extent the students applied what was acquired during their practicum. To achieve the aim of the study, Life Skills Scale and Observation Card were used. The scale consisted of 80( sub-skills, distributed among 11 main skills in 6 fields. The observation card consisted of (74) sub-skills, distributed to 8 main skills in 6 fields. The sample of the study consisted of (109) male and female students; from Physics,*

*Mathematics, Quranic Studies and Arabic. The results of this study also indicated that the level of acquisition was generally at the average level compared to the proposed level of the scale. The application level of the skills by students during practicum was below average. With regard to the students' sex or specialization, the study results did not show any statistically significant variations/differences in the level of their acquisition or their application of these skills. In addition, there was no correlational between the level of acquisition and the students' application of life skills. Based on the results, suggestions and recommendations have been made in this regard.*

Al-Qahtani's study, (2019), aimed to reveal the responsibility of Saudi universities in developing the life skills of their students from the perspective of Islamic education, with a proposed vision for their development. To achieve the research goals, the researchers used the descriptive approach, and the study questionnaire was applied to a sample of (36) experts to define a list Life skills and (1501) students in eight Saudi universities to determine the degree of the most important life skills and knowledge of the efforts of Saudi universities about their development in the first semester of the academic year 1438 AH-1439 AH, and non-parametric tests were used to reveal the significance of the differences between the sample responses that A uniform for the different variables of the research, and among the most important results of the research: 1- The care of Islamic education with the establishment of many life skills 2- The areas of the basic life skills that should be developed by the university student were limited to the mental, social and psychological fields and the management of self and vocational and technical including 33 skills 3- The approval of the education experts to a very large degree, and the students' approval to a large extent on the importance of life skills that Saudi universities must develop among their students. 4- There are no statistically significant differences between the average levels of responses of the sample of Saudi university students towards the most important life skills among students in the mental field, and in the field of self-management, due to the difference in nationality, while differences were found in life skills in general, and in the areas (social, psychological, professional and technical) in the form of In particular, the differences were in the direction of Saudi students compared to others 5 - The efforts of Saudi universities to develop life skills for their students were achieved at a moderate degree from the viewpoint of the students themselves, and the efforts of Saudi universities to develop life skills through the curricula came at the forefront of pain. Realized machines, followed by the development of life skills through programs and activities, finally the development of life skills through a faculty member, all of which were achieved at an average level 6- The presence of statistically significant differences between the average ranks of the responses of the sample of Saudi universities students towards the efforts of Saudi universities in developing life skills in their various fields, Attributed to the difference in the university, and the differences were in the direction of King Saud University students compared to other students.

## 1.2. The Study Problem

The universities of the Kingdom of Saudi Arabia give concrete attention in supporting student activity in them. The National Authority for Academic Assessment and Accreditation in the Kingdom has made the management of student activity one of the quality requirements, as it included the fourth standard dealing with student affairs management and support services related to student activities (the National Authority for Academic Assessment and Accreditation, 2020)

The Department of Student Activities in Saudi universities faces a number of difficulties that prevent the achievement of its goals. These difficulties and problems have multiplied, starting from students' reluctance to participate, and ending with not benefiting from them in developing life skills, through lack of knowledge of them, and their lack of correlation with the outputs of the curricula.

A study at King Saud University showed that the percentage of students not participating in student activities reaches about (93.6%) of the students' percentages in the university (Al-Subaie, 2003). And Abdul Haseeb's study found that the percentage of Qassim University's students participating in student activities was low and at a rate of (9), 7%) of the total students (Abdul Haseeb, 2010). Which means that about (91.3%) of the university students do not participate in student activities.

The study of Al-Aidarous (2007), which was applied to female students of Umm Al-Qura University, found that about (42.5%) of the study sample are not aware of the existence of student activities practiced inside the university (Al-Aidarous, 2007, 248).

And about (59.6%) of the members of the same study sample confirmed that they do not participate in student activities (Al-Aidarous, 2007). The study also found that about (57.4%) of the study sample members are female students who confirmed that the supervisors do not possess The skill of supervising student activities (Al-Aidarous, 2007). The Al-Ali study also found that about (55.9%) of the study sample preferred to watch TV than to practice student activities. (Al-Ali, 2001, 586) Bakhit's study (2011) concluded that there is a lack of university study in developing life skills for students of colleges of education for girls at King Abdulaziz University, and at Taibah University, the study of the pole showed that about (83%) of university students They do not participate in any student activity, and the student participation rate is much greater than that of female students, and most faculty members of the university do not participate in student activities (Al-Qutb, 2006). The study also concluded that the most important obstacles to students' practice of student activities from the point of view of supervisors and

members The faculty consisted of: Low awareness of students about the importance and necessity of practice For activities, the lack of sufficient time for students to participate in activities, the weakness of the adequacy of the media about the activities available to the university, the lack of appropriate places to practice activities of the university (Pole, 2006)

Through studies that dealt with student activity, whether at the level of Saudi universities or a good university, none of them was interested in employing student activity in life skills, as there is an absence of local studies that dealt with this topic, as the International Calendar for Education Conference in 2019 indicated that there is a need to adopt universities Saudi Arabia for the skills of the future and perhaps its development and evaluation in order to achieve success for university students in their career and career and increase competitive opportunities for employment (Education Evaluation Authority, 2019) Hence the study problem can be identified in answering the following main question:

What is the proposed vision for developing some life skills for students of Taibah University through student activities?

### 1.3. Objectives Study:

By implementing the proposed scenario, the study can achieve the following objectives:

Presenting a suggested vision for those in charge of managing student activities according to which students can develop life skills for male and female students through student activity by contributing to:

- Achieve physical health through the exercise of various types of physical exercise, scouts, and roving, and these activities all educate the body and develop it.

- Development of a group of neglected life skills such as (team work, decision making, leadership, strategic thinking, time management, brainstorming, using body language, emotional listening).

To develop students' social and moral relationships and values, such as: developing the will, social responsibility, respecting the law.

- Discovering students' inclinations and developing them in the correct positive way, as well as developing skills, abilities, refining and benefiting from them.

- Investing students' free time and freeing their energies in something beneficial to them and their society in the affirmative.

To develop social relations through direct communication and communication between students and each other, and between them and supervisors and faculty members

To develop citizenship by sensing the Kingdom's support to students to improve their training and build their personalities.

### 1.4. Importance Study

There is no doubt that it draws the attention of students to the practice of student activities and their demand, which can increase their academic achievement. It helps those in charge of student activities to reveal students' abilities and inclinations and refine their talents, and provide an opportunity for the distinguished among them to innovate and excel by participating in activities programs that suit their talents and abilities. It helps students to serve their community by participating in the activities of NGOs in their residential surroundings. This is in addition to the psychological and social security activities it achieves and the achievement of social responsibility. And academic achievement. Building the leadership personality of the university student, developing political awareness, time management, and other important skills.

At the end of the study, it is useful to present a proposed vision for those responsible for managing student activities according to which the life skills of male and female students can be developed through student activity.

### 1.5. Study Terminology

Student activities:

Student activities can be defined as "programs that students practice by choosing them according to their preferences, preparations, and abilities within or outside the university walls, through student union committees, under the supervision of the university administration with the aim of achieving the goals of the educational process." (Abdel-Fattah, 12, 2011)

Or it is "a set of cultural, social, sports, scouting and theatrical practices that students should practice according to their inclinations, under the supervision of faculty members to contribute to achieving the full growth of students" (Abdul Haseeb, 2010, 183)

These activities in their various forms practiced by students, according to their desires and needs through a group of committees, with the aim of developing and refining their talents until the integrated and balanced personality is achieved (Musa, 2008, 1580)

The American Encyclopedia defines student activity as: "Those programs that are implemented under the supervision and guidance of educational institutions that deal with everything related to educational life and its

various activities, whether related to school subjects or social and environmental aspects or with special interests such as aspects of scientific or practical applications” (Rashid, 1408 , 285: 284).

Saad defined her as "those programs that students practice voluntarily and are not included in the curricula, by self-motivation from the personal satisfaction that results from it, and these programs are offered for the purpose of individual and group growth, and achieving the desired social goals related to the goals of the individual and the goals of the educational institution" (Saad, 1992 , 179)

Life Skills:

Those skills that help the student to manage his life and live with its requirements and problems b Positive, and to face the challenges posed by the times and effective communication with others (Abdel-Gawad, Abdel-Qawi, 2012).

### **1.6. Study limits**

The study will be limited to the following life skills: (team work, leadership, social responsibility, will development, strategic thinking, brainstorming, decision making, time management, use of body language, emotional listening).

## **2. Method**

### **2-1- Study methodology**

The study followed the descriptive approach through the survey method and the inductive approach according to the following

1- The descriptive approach: the views of the students were explored to determine the life skills they need in their studies.

2- The Inductive Approach: The researchers developed a proposed concept for developing life skills that students identified in the survey that was applied to them.

The study population is a good university student who do not participate in student activities during the academic years 2018-2019

### **2-2- The study sample:**

A random cluster sample was chosen from Taibah University students, numbering 50 students, to solicit their opinions regarding determining the life skills that they need to develop.

### **2-3- Study Tool**

The Al-Maamari Tool (2018) was used to measure students 'opinions of the degree of need for life skills in their studies, which measures the following skills: Teamwork, leadership, social responsibility, willpower, brainstorming, decision making, strategic thinking, time management, use of body language, emotional listening.

## **3. Results & Discussion**

This section presents the results of the study, and the following is an overview of them:

### **3.1- Results of answering the first question:**

To answer this question, the researchers used the arithmetic means and standard deviations to measure the study sample's life skills responses according to its tool, and the following table 1 :



**Table 1. The computational means and standard deviations of the study sample response**

N.S	Skill	M	SD	Rnak
1.	Teamwork	4.30	0.79	1
2.	Leadership & Management	4.15	0.80	2
3.	Social responsibility	4.12	0.70	3
4.	Developing Will	4.11	0.69	4
5.	Strategic Thinking	4.08	0.65	5
6.	Brainstorming	4.04	0.67	6
7.	Decision Making	4.03	0.66	7
8.	Time Management	4.01	.079	8
9.	Use body language	3.99	0.89	9
10.	Emotional listening	3.98	0.85	10
Total Average		4.09	0.68	High

Table 1 shows the degree of the most important skills that appeared to be the most needed for development among Taibah University Students as it came in the first place the skills related to Teamwork and in the last order, Emotional listening

### 3.2. Results of the answer to the second question

What is the proposed vision for developing some life skills for students of Taibah University through student activities?

The researchers built the proposed perception in the light of previous studies and conducted a survey to measure the life skills needed by Taibah University students. The results of the study were as follows:

First - the justifications for the proposed scenario to develop some life skills for Taibah University students through student activities:

Second - The premises of the proposed vision for the development of some life skills for Taibah University students through student activities:

Third - Elements of the proposed vision for the development of some life skills for Taibah University students through student activities:

Fourth: Activities and the mechanism for achieving the targeted life skills

Fifth - Requirements for applying the proposed scenario.

Below is an overview of it in detail

#### **First - The justifications for the proposed vision for developing some life skills for students of Taibah University through student activities:**

There are a set of factors that justify the development of a proposed concept for developing some life skills for students of Taibah University through student activities as follows:

- The various challenges facing our society, such as the scientific, technological, and knowledge revolutions, communications, economic blocs, and so on, which necessitates preparing students to possess sustainable skills with them throughout life.

The time, effort, and money spent on university student activity is inconsistent with what the activities achieve as a result of the lack of planning for them.

- What is confirmed by the results of the various studies regarding the importance and necessity of student activities, and the need for those skills that can be achieved through them.

**Second** - The proposed vision for the development of some life skills for Taibah University students through student activities:

The proposed perception stems from the idea that life skills can be deeply rooted and deeply rooted in that stage, in which student activities are the focus of attention of students and the university alike, which makes devoting those skills to students easier and more effective than any other educational stage.

#### **Third - Elements of the proposed scenario for developing some life skills for students of Taibah University through student activities:**

The proposed scenario is based on developing a number of life skills: (teamwork, leadership, social responsibility, will development, strategic thinking, brainstorming, decision-making, time management, use of body language, emotional listening). Here is an introductory profile for each of these skills:

##### 1. Teamwork:

A group of individuals join hands and help each other to increase their learning so that each learner is responsible for what each has done according to their abilities to achieve a common goal.

##### 2. Leadership and Management

It is the ability to influence and motivate individuals to do something conducive to achieving goals. Leadership is one of the most important elements that must be available in the administrative person, to be the reason for

achieving the goals of the group with the highest degree of efficiency and effectiveness.

### 3. Social responsibility

It is a moral theory that any entity, be it an organization or an individual, has a duty to act in the interest of society as a whole. This responsibility can be negative, by refraining from engaging in harmful or positive actions, by taking actions that directly achieve the goals of society.

### 4. Developing Will

Determination and determination to choose after differentiating between several alternatives, controlling the mind and body in order to do what the individual wants, even if it is difficult without being forced to do so, and this work may be in the form of physical movement or mental processes or prevent a certain behaviour from appearing.

### 5. Strategic Thinking

It is a special way of thinking, concerned with treating insight, and it is a multi-angle and multi-angle thinking that takes into consideration the past, present and future, and employs quantitative methods and the language of numbers in understanding independent variables and understanding the relationships of things with each other.

### 6. Brainstorming

It is an advanced process for producing and generating new ideas, using a set of specific rules and principles that motivate and encourage new ideas that are not obtained in the usual circumstances.

### 7. Decision Making

A dynamic process that includes in its various stages multiple interactions that start from the design stage and end with the decision-making stage, and in all these stages involves careful and careful choice of one of the alternatives from two or more groups of alternatives.

It means all the steps required for a decision to come into being. It includes steps: identifying the problem, identifying it, analyzing the problem, assessing it, setting standards for measurement, collecting data and information, proposing appropriate solutions, and codifying each one separately to find the best solutions.

### 8. Time Management

A process derived from the continuous planning, analysis and evaluation of all activities carried out by a person during a specific period of time, aimed at achieving high effectiveness in utilizing this available time to reach the desired goals.

Those movements that some individuals make using their hands, facial expressions, feet, pitches of voice or shaking the shoulder or head, to better understand the addressee with the information he wants to reach. There are some people who are cautious and more careful and those who can fix facial features and those who do not want to disclose what is inside them are conservative but their impressions can also be known through other means.

In a study by a psychologist, he discovered that only 7% of the communication is in words, 38% in the tone of the voice, and 55% in the body language, and if the words and body language differ, the individual tends to believe the body language

### 10. Emotional listening

It is the situation in which the listener is in a state of complete communication from the audible text in a way that allows him to identify with him, and then understand it and be able to analyze, criticize and evaluate it.

## **Fourth: Activities and the mechanism for achieving the targeted life skills**

The team will focus on the following activities: (team sports, roving and excursions, seminars and cultural gatherings)

### **A. Activity from group games (football, volleyball, hand, basketball)**

Through these group activities, a number of life skills can be achieved (Teamwork, leadership, will development, respect for the law, strategic thinking).

1. Teamwork

2. Leadership

3. Will development

4. Respect for the law.

5. Strategic thinking

### **As for the mechanism for achieving the previous skills through group sports activity, they are:**

1. Teamwork: :The student - trained in the activity - draws the attention of students during the exercise of the activity to the fact that the game is collective, and that the most important thing is to achieve harmony between the team, and that there is a common language between them, and that the player who plays the play significantly alone draws his attention to the fact that The game is team and not a single game, and the most important thing is team play, not achieving individual goals.

2. Leadership: The supervisor focuses on the necessity for the team to lead the opinion of the captain - the leader - and work as much as possible not to disagree with him in the way of playing, and to be present where the captain refers, which enhances the leadership on the leader - the captain - and the soldiers when the players "stand up as I ordered."

3. Will Development: The supervisor works to develop the motivation that motivates players - students - when

their goal is hit by a goal, and that they do not collapse or despair creeps into them, and hope remains for the last moment.

4. Respect for the law: The supervisor obliges the players - students - to adhere to the referee's decisions, and not to object to them in any way. He pointed out that this compliance with the decisions of the judgment would create a personality that is in compliance with the provisions of the law, and not to violate it or object to it except by legal means.

5. Strategic thinking: by setting a game plan that takes into account the capabilities of the team (its strength, its weakness), completion of rows, shortages, cases of suspension, arrangement in the group ..... as well as the capabilities of the other team (its strength, its weakness), and stand on the opportunities Available as playing on home soil and between his fans and threats that could affect the outcome of the meeting, such as the opponent's possession of the best players in the league or his possession of the goals of the tournament, or he has players playing in first-class clubs ..... This method is called in strategic thought Environmental analysis using the SWOT method

**2- Scouting and excursions:** Through this activity, a number of life skills can be achieved (decision making, social responsibility, time management)

1. Decision making
2. Social responsibility
3. Time management
4. Brainstorming

**As for the mechanism for achieving the previous skills through the activity of scouts and excursions, it is:**

1. Decision-making: The supervisor asks students to specify the place where the camp takes place, and the places for the construction and construction of tents, and that this is done after they go through the decision-making stages. That is, they specify their goals, which is to choose a suitable place to construct the camp tools, and to collect information about the different places where the camp can be set up, then they choose between the places and each other, and in the end the most appropriate place is chosen, then they are asked to write a report after the camp ends on the pros and cons In the place chosen for consideration in the coming camps.

This procedure would help students to follow the scientific method in making any decision they meet in their life in general.

2. Time Management: The supervisor asks students to schedule their times in a program in which before each trip begins, the timing of each step is precisely timed, starting from the move and ending with going back through the different program times for the trip: gathering time, meal times, activities dates, instructions dates. ... etc with full commitment to it.

This activity helps students to schedule their times, and thus helps them to effectively manage their times.

3. Social Responsibility: The supervisor distributes all students to different tasks, specifies the roles of each individual, and is responsible to the group for the tasks assigned to it, whether they are individual tasks, or in small sub-groups.

This activity helps directly to take responsibility for students, which develops their social responsibility.

4. Brainstorming: If there is a situation in the journey - which is many - that calls for unconventional solutions, that it be a problem - be it accurate or large - the supervisor collects the students, and brings with him a small moving patience, on which he puts a paper board, and calls one of them Students are quick to write and are asked to jot down all the ideas emanating from colleagues, then all students are asked to express each individual's point of view in solving the problem. It draws attention that no student will comment on what is proposed by any colleague, whatever his suggestion.

It is advised here to use the method of throwing the ball, which is summarized in "students sitting in the form of a circle. The first student with a hand in hatred will come up with an idea to solve the problem. The ball remains in his hand throughout it, so if the time has passed and he does not present his idea, he leaves the group and transfers the ball to those around him, and he is in a position to receive the ball, hold it, and then submit the proposal. This is done without commenting on any proposal submitted by the students, and the student standing at the time of sleep They write down all the proposals, then the traditional and stereotypical ideas are excluded, retaining strange ideas, and trying to open a discussion and dialogue around them, and they can be reduced to three or four ideas, the discussion revolves around them to benefit from them.

**4- Activity helps develop the skill of brainstorming and thinking outside the box.**

C. Cultural seminars and meetings

Through this activity, a number of life skills can be achieved (using body language and emotional listening).

1. Use body language
2. Emotional listening

**As for the Mechanism to achieve previous skills through the activity of seminars and cultural meetings:**

1. Using body language: The supervisor explains to students that body language, or so-called verbs of speech, convey the message More than words and words, and therefore their body must be used in expression, and make



it play a role that can not be done through words. The frowning of the face, its detachment of the beds, the movement of the hands, and the gesture ..... All this confirms the delivery of the message that the speaker wants. This activity would help students not to neglect their body during the dialogue, especially if it was an official dialogue, such as a lecture, giving a speech, explaining a lesson .....

2. Emotional listening: The supervisor explains to the students that listening is degrees and that emotional listening can only take place with a strong focus with the speaker. Then they are asked to write down the most important thing of the word - if the activity is a sermon, or a word dumped - or specify the bottom line, if the activity is a poem.

This activity would put the recipient in an emotional connection with the sender and would develop an emotional listening skill.

#### **Fifth - Requirements for applying the proposed scenario.**

To ensure the effectiveness of applying the proposed vision, a culture of student activity should be spread among male and female students and faculty members, and it should be considered an integral part of the curriculum. Those in charge of managing student activity at the university should be trained to plan well for student activities, and develop long, medium and short-term programs, allowing the managers of those activities to stand up. On what results are achieved on the ground.

#### **4- Conclusion**

The presence of life skills in the daily life of the individual lies in his ability to adapt to all circumstances, and succeed in the renaissance and prosperity of societies, and this stems from the fact that the outputs of educational institutions must contribute to the development of life skills for their students, as many graduates fail in their professional and personal lives; Because they lack these skills. Hence, this study came to show the most important life skills that students need, it presents a vision of its development and reached the following results

1- The importance of applying the proposed concept to develop some life skills for students of Taibah University through student activities

2- That Taibah University students need a program to develop the following life skills:

Teamwork, leadership, social responsibility, willpower development, strategic thinking, brainstorming, decision making, time management, use of body language, emotional listening.

#### **5- Recommendations:**

1- Holding workshops that develop life skills for students

2- Establishing a center for life skills at Taibah University affiliated with the Deanship of Student Affairs to develop students 'life skills.

3- Linking the learning outcomes in the academic curricula to the life skills specified in the proposed vision at Taibah University.

4- Adding a special course entitled Life skills, which is compulsory for all students at Taibah University

5- Developing awareness of the importance of life skills for faculty members and students at Taibah University>

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