

PalArch's Journal of Archaeology
of Egypt / Egyptology

FACTORS AFFECTING ADAPTATION TO UNIVERSITY LIFE FOR NEW
STUDENTS IN LIGHT OF THE CORONA PANDEMIC (DESCRIPTIVE
STUDY)

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**Dr. Nahed Elsayed Ahmed Nasr¹, Dr. Rasha abd alfatah mohammed faid²: Factors
affecting adaptation to university life for new students in light of the Corona pandemic
(Descriptive study) -- Palarch's Journal Of Archaeology Of Egypt/Egyptology 17(6). ISSN
1567-214x**

Abstract:

The study aimed to identify the factors affecting adaptation to university life among new students in light of the Corona pandemic, as the study focused on the role of classroom and extra-curricular activities in adapting to university life among preparatory year students, and the sample consisted of (120) preparatory year students. At Imam Abdulrahman bin Faisal University, the current study tools included a questionnaire that revealed the role of classroom and extra-curricular activities in adapting to university life among new students in light of the Corona pandemic, and the results of the study indicated that classroom and extra-curricular activities have a role in adapting to university life among preparatory year students, There are differences between the role of classroom and extra-curricular activities in adapting to university life among preparatory year students in favor of classroom activities. The study reached a set of recommendations and proposed research.

Introduction:

Since the end of 2019, the world has been facing a pandemic of the Coronavirus (COVID-19), which has represented a great challenge to humanity and a serious threat to life represented in the rapid and alarming rate of the epidemic that may lead to death in some cases. Although many countries of the

world have taken multiple and sometimes harsh measures to limit the spread of the virus and reduce its epidemic spread, the world's eyes are now turning to scientists, doctors and innovators from all scientific disciplines in the hope of finding a quick and successful treatment for this epidemic, especially its impact on the adaptation of new students to their lives. Undergraduate students have directed many universities to use distance learning.

Adaptation to the university atmosphere is considered as the cornerstone in the formation of a positive or negative experience for the student towards the university, as university study is an important and critical stage for the student where she faces many difficulties represented in moving from a limited school environment and a small community and clear expectations and known requirements to another environment whose features are greater than Specific, unclear expectations, unclear requirements, unknown and more varied requirements, and on the other hand, the university environment imposes on the student more freedom, followed by assuming many responsibilities and taking many decisions, especially in the conditions that students live during the Corona pandemic. (Atallah, 2012, 328).

This study will deal with the most important factors that affect adaptation to university life during the Corona pandemic, which are: classroom activities and extra-curricular activities. And the skills. (Abdel-Wahhab, 1986 AH, 41-49).

Classroom and extra-curricular activities are an essential part of continuing education and participating in comprehensive development, and through them, students' potential energies and talents can be properly and directedly exploited, especially during the use of e-learning during the Corona pandemic. In it, he finds a room for his energies, whether they are mental or muscular skills. Activities are the mental or physical effort that the learner or teacher exerts in order to reach the desired goals (Musa and Hamid, 2016, 143-172).

Often problems of poor adaptation to university life appear in the first years of the university, as levels of anxiety reach their highest levels, and these problems have a bad effect on the personality of female students, so the poor adaptation of female students to university life leads to their leakage or dismissal from the university. , 2016) that educational activities contribute to the development of students' abilities to innovate and skills, as well as they encourage positive attitudes towards synergistic cooperation and love of work and entertainment, as it works to develop social values such as cooperation, competition, dialogue, acceptance of others' opinions and good listening to others, all of which contribute In improving students' adaptation to university life, so the researcher studied the role of classroom and extra-curricular activities in adapting to university life.

Research problem:

It has become certain that the integrated construction of the learner's personality in the mental, emotional and physical aspects can only take place through an environment that allows students to move and interact, whether inside or outside the classroom, inside or outside the school, in order to achieve this, it is necessary to provide colors of classroom and extra-curricular activities that help students On growth in all aspects (Al-Suwaidi, 1977, 137).

The problem of the current study stems from the conditions that the whole world is experiencing in light of the Corona pandemic and the tendency of most universities to use distance learning, which calls for the necessity to identify the factors that may help new students in the preparatory year to adapt to their new university life in light of that pandemic and the consequences thereof. A change in the learning methods provided to them. The classroom and extra-curricular activities may contribute to building and forming their personality and helping them to understand many new things for them and to identify their abilities, talents and knowledge exchange that helps them enrich their knowledge of it.

The topic of adaptation is one of the important topics that psychology deals in in general with study and analysis, especially in light of the Corona pandemic, and it is also one of the most important mental health topics, to the point that some have defined mental health as the ability to adapt, where the individual faces new situations and experiences, and he must learn how to cope. And he adapts to it, otherwise he will suffer from disturbance and anxiety, and from these new attitudes and experiences joining the university, where the characteristics of the individual play a big role in his university adjustment, so whenever there are features that help the individual to adapt there are also features that hinder his adaptation, as the university differs in its academic requirements in terms of what it requires The student from self-reliance, research and exploration for information, as well as social life and from a small community to a large community (Atallah, 2012, 233-234).

And since the university's job is to prepare the student for social growth by modifying his behavior and providing him with the skills and experiences that help him adapt successfully, and since the school curricula do not include all the experiences and attitudes that students need, one of the methods that help universities achieve their goals are classroom and extra-curricular activities (Hassan , 1994,57).

In view of the lack of studies that have been interested in studying the factors affecting adaptation to university life among new students in light of the Corona pandemic (within the limits of the researchers). Therefore, the researchers conducted the current study to identify the factors affecting the adaptation to university life among new students in light of the Corona

pandemic and perhaps adapt to life University is a very important matter that all educational institutions seek

.1What is the role of classroom activities in adapting to university life for female preparatory year students in light of the Corona pandemic?

.2What is the role of extra-curricular activities in adapting to university life for female preparatory year students in light of the Corona pandemic?

.3What is the role of extra-curricular activities in revealing the talents and capabilities of preparatory year students in light of the Corona pandemic?

.4What is the role of extra-curricular activities in meeting the social and psychological needs of preparatory year students in light of the Corona pandemic?

The importance of the current study is represented in two aspects: They are the theoretical side and the practical side

First: the theoretical side:

-The importance of the study appears in its handling of a very important topic for preparatory year students, as failure to adapt to university life affects the student's continuation at the university level.

-The importance of the study is also represented in its approach to an important educational stage, where female students face new experiences and have to adapt to them, especially in light of the Corona pandemic.

-The importance of this study is also that it attempts to inform educators and preparatory year officials about the importance of classroom and extra-curricular activities to adapt to university life.

-This study is considered an addition to the theoretical heritage in this field, as a questionnaire was designed to identify the role of classroom and extra-curricular activities in adapting to university life in light of the Corona pandemic.

Second: the application side:

Providing the precious library with a questionnaire on classroom and extra-curricular activities, adapting to university life, calculating its psychometric characteristics, and ensuring the validity of its application.

-Work to develop classroom and extra-curricular activities to help adapt to university life, especially in times of crisis.

-The importance of the study lies in the aspect it deals with, as it is one of the important studies that provide knowledge on the factors affecting the adaptation to university life of new students in light of the Corona pandemic. The results obtained may help increase the interest of those responsible for the educational process and students in classroom and extra-curricular activities.

Research aims:

The current study aims to achieve the following objectives:

Disclosure of the factors affecting the adjustment to university life of new students in light of the Corona pandemic.

-Exposing the role of extra-curricular activities in adapting to university life for preparatory year students.

-Exposing the role of extra-curricular activities in revealing the talents and capabilities of female students? I have preparatory year students.

-Exposing the role of extra-curricular activities in meeting the students' social and psychological needs, such as the need for social belonging, friendship, self-realization and appreciation, and helping the students to get rid of some of the problems they suffer from anxiety, disorder and isolation.

Search terms:

Extracurricular activities: It is every activity that students practice outside the classroom that includes the mental, psychological, social and physical aspects, and helps to express opinions and reveal the talents and capabilities of the students. It is also known as artistic, sports, cultural, and social works not included in the academic curricula, which students practice voluntarily according to their abilities, preferences, desires and hobbies outside the classroom and under the supervision of the university, with the aim that these activities contribute to the achievement of the university's mission and goals that it seeks to achieve represented in the development A character I asked from in all its aspects (Al-Miqdadi, 2012)

Classroom activities: They are the activities carried out by the teacher and the learner as an essential part of the teaching system, and they take place in the classroom (Al-Helah, 2003, 466).

University adaptation: the student's ability to form good relations with his professors and classmates, in order to coexist with the university environment and satisfy the needs (Azzam, 2010, 22)

A theoretical framework and previous studies

First: classroom and extra-curricular activities

-1The concept of classroom and extra-curricular activities

Shehata (2007) defined classroom activity as part of the modern learning environment curriculum, as it helps in forming habits, skills, values and ways of thinking necessary to continue education and to participate in comprehensive development, and students who participate in the activity have the ability to academic achievement, and they have an IQ They are high, and they are positive to their peers and teachers. Frame (2007) defines classroom activities as activities that take place during a regular school day.

Extra-curricular activities can be defined as “activities that students participate in after the end of the regular school day” (Cadwallader, Garza, & Wagner, 2002). The Merriam-Webster (2010) dictionary defines extra-curricular activities as all educational activities that fall outside the scope of the main curriculum. Al-Jarjawi (2002) defines extra-curricular activities as a group of educational methods directed to learners with the aim of providing them with a set of skills, experiences, knowledge and sciences in all aspects of social, educational, psychological, aesthetic and value aspects in order to refine their behavior and build their personalities to serve their nation and homelands.

Activity goals:

The extracurricular activity has multiple goals that can be summarized as follows:

Provide opportunities for constructive interaction between students, the environment, and adaptation to society.

Providing students with the opportunity to experiment, choose, create and innovate.

Seeking to increase environmental interest in and support for the school (Al-Zaki, 2016, 94-97)

Exposing students' tendencies and potential talents:

Helping curricula achieve their goals.

Occupation of leisure time with a useful and beneficial.

-Development of students socially, mentally, and health (Hassan, 1994.57).

-3Fields of activities and their types:

The extra-curricular activities vary to include the following types of activities:

- .1Sports activities: aiming to develop mental, mental and physical competence.
- .2Service activities: aim to give students the value of cooperation, patience, and helping others.
- .3Tour and club activities (Mahoney & Cairns, 2003).
- .4Craft activities: where students participate in doing some handicraft such as wood and ceramics.
- .5Scouting activity: It depends on training students to rely on self, rigidity and strength.
- .6Scientific Activity: It aims to link work with science, as it trains students to do simple projects that generate profit for them.
- .7Artistic activity: It aims to train students to express their artistic tendencies and desires (Al-Halawati, 2011, 242-245).

Second: - University adaptation:

Adaptation in students has two basic categories: social adaptation and includes some forms of replacement and renewal in the components of socialization and academic adjustment, which requires a major change in academic behavior and future expectations of the individual (Pascarella and Terenzini 1991).

Adaptive dimensions:

Adaptation has two main dimensions- :

- 1Personal adaptation: It includes happiness with oneself, satisfaction with it and the satisfaction of primary motives.
- 2Social adjustment: It includes happiness with others, adherence to the laws of society, the value of proper social interaction, work, marital happiness and professional comfort, and this type of adaptation appears in the following areas, the field of study and it is called academic or academic adjustment, which is the success of the individual in educational institutions and the cognitively correct growth Socially, as well as appropriate achievement and solving various academic problems, the field of the family: it is called family adaptation, which is if harmony prevails between husband, wife and children, the field of work and it is called professional adaptation and includes choosing the profession suitable to his abilities, preparations, acceptance and satisfaction with it and his continuous attempts to develop and innovate in it and his sense of happiness and satisfaction (Abdullah, 2001).

Third: Corona pandemic:

The concept of a pandemic: A general epidemic is an epidemic that spreads among humans in a large area, such as a continent, for example, or it may expand to include all parts of the world. The widespread disease among animals is called overwhelming. An endemic epidemic is widespread that is stable in terms of knowing how many people become sick from it is not considered a pandemic.

Coronaviruses are a widespread family known to cause diseases ranging from common colds to more severe ailments such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS).

What is Covid-19 disease?

Covid-19 is the disease caused by the emerging corona virus called Corona-SARS-2 virus. The organization discovered this emerging virus for the first time on December 31, 2019, after a group of viral pneumonia cases were reported in Wuhan, the People's Republic of China.

What is the emerging corona virus?

The new Corona virus is a new strain of Coronavirus, with which humans have not previously been detected.

What are the symptoms of Covid-19?

The most common symptoms of COVID-19 are:

- fever

Dry cough

Stress

Other less common symptoms that may affect some patients include:

Loss of taste and smell,

- Nasal congestion,

Conjunctivitis (also known as red eyes),

- Sore throat,

- Headache,

Muscle or joint pain,

Various types of rashes,

Nausea or vomiting,

Diarrhea,

Tremors or dizziness.

Symptoms are usually mild, and some people become infected but only have very mild symptoms or no symptoms at all.

Signs of severe Covid-19 disease include:

- shortness of breath,

Lack of appetite,

Confusion or confusion,

Persistent pain or a feeling of pressure in the chest,

High temperature (more than 38 ° C).

Other less common symptoms include:

Irritability,

Confusion / disorientation,

Decreased level of consciousness (sometimes associated with seizures),

Anxiety,

- Depression,

- Sleep disorders,

• More severe and rare neurological complications, such as strokes, encephalitis, delirium, and nerve damage.

People of all ages who have a fever and / or cough associated with difficulty breathing or shortness of breath, pain or pressure in the chest, or loss of speech or movement should seek medical attention immediately. If possible, contact your health care provider, hotline, or health facility first to direct you to the appropriate clinic. (World Health Organization, October 12, 2020).

Previous studies:

First: Studies dealing with classroom and extra-curricular activities:

The study of Lauer, Akiba, Wilkerson, Apthorp, Snow, and Martin-Glenn (2004) aimed at addressing the effectiveness of extra-curricular activities in supporting students' achievement in reading and mathematics subjects among low-achieving students. The current research relied on the descriptive and analytical approach, where an analytical study was conducted. For previous studies that examined the effectiveness of various activities and events, their number is (371). The study reached a set of results, the most important of which is the positive aspect of extra-curricular activities on the achievement of students with high and low achievement levels. The results also showed the importance of organizational matters that precede the implementation of class activities, such as the duration of the program, the estimated cost, and organizational matters such as the teaching staff and the place of application of the program. The results also indicated that primary school students benefit greatly from reading activities, while higher education students benefit more from mathematics activities.

Also the study of Lipscomb (2007) aimed to address the feasibility of participating in academic activities and achievement. The research was based largely on addressing the different types of activities and the effects that can be achieved. The researcher used the strategy of fixing some variables to test the usefulness of activities regardless of the individual differences between students. . The results of the study resulted in the feasibility of extra-curricular activities in the learning of students at the secondary level. Sports extra-curricular activities affect by 2% on the degrees of mathematics and science, affiliation to activity clubs affects 1% on the average of mathematics scores, and in total participation in previous activities affects by 5% The results of the study also showed that the extra-curricular activities are a short-term investment that benefits them on the outputs and grades, and therefore it must be taken into account when distributing school assignments.

As for Abdul Karim's study (2013), it aimed to reveal the effectiveness of school activity in raising the level of performance among the different components of the educational institution and the effect of this activity on the psychological and social stability of the student in the school environment, which is positively reflected on school results. The study relied on a questionnaire consisting of 30 items distributed on five dimensions, whose validity and reliability were confirmed. The study sample consisted of 120 individuals in charge of the educational process. The results of the study resulted in the effectiveness of various activities in raising the level of performance within the educational institution, and these activities had an impact on the psychological and social stability of the student within the classroom environment.

The study conducted by Gibbs, Erickson, Dufur and Miles (2015) aimed at addressing the benefits obtained from integrating students into extra-curricular

activities and shed light extensively on student enrollment within the university community, where he studied the correlation between participation in classroom activities and university enrollment. The study relied on extensive data collected from 80 schools regarding participation in extra-curricular activities in the United States of America. The study designed a new measure aimed at linking peers within extra-curricular activities. The results of the study found that participation in extra-curricular activities with high-achieving students has a close relationship that cannot be overlooked or underestimated with regard to university enrollment after addressing individual, peer, and school considerations. This, in turn, indicates that school policies aim to encourage students' exposure to their high-achieving peers in extra-curricular activities, which may have an impact on future learning outcomes.

The study conducted by Al-Ansari, Al-Harbi, AbdelAziz, AbdelSalam, El Tantawi, and ElRefae, (2016) aimed to address the participation rates of university students in extra-curricular activities and the factors affecting this participation. The study sample consisted of 199 students enrolled in the Faculty of Dentistry at Alexandria University, Egypt, and 146 students enrolled in the College of Dentistry at the University of Dammam, Saudi Arabia. The study relied on a questionnaire designed in order to collect data related to the study with regard to determining the time allocated to the performance of activities and the degree of student participation in the activities. The questionnaire also dealt with the relationship between participation in extra-curricular activities and academic performance, the reasons for participation in extra-curricular activities and the degree of satisfaction with the activities. The results of the study revealed that student participation rates in activities reached (27.1%) and (43.8%) in both universities. Students' participation was limited to public service activities, sports and social activities. The results stated that 60% of students are not aware that extra-curricular activities may affect their studies. The results also indicated that most of the students who participate in the activities desire social life and form friendships, and that most of the students were not satisfied with the classroom activities organized by the school. The study highlighted that student participation in activities was low and that there is a correlation between students' perception of the relationship between classroom activities and academic performance. The study emphasized the need for more planning in order to achieve the desired benefit from extra-curricular activities.

Commentary on previous studies:

By extrapolating what has been presented from the research literature dealing with the research variable, classroom and extra-curricular activities, and the role of each of them in developing the performance of the learner, it can be concluded that:

Activities represent an integral part of the university life components that cannot be ignored or diminished. Many literature has dealt with previous studies of many variables related to activities within the learning environment, and the most important of these variables are: reducing anti-social behaviors, improving achievement, and psychological and social stability for students Development and deepening of aesthetic values, the desire to join the university life, and motivation.

- Most of the research that dealt with activities within the aim of bringing about teaching and learning was based on extracurricular activities because of their many aspects and different types, and extra-curricular activities may be neglected in some learning environments that are strict and over-focus on indoctrination and deaf learning.

- It became clear (within the limits of the researcher's knowledge) that there are few studies that have focused on the role of classroom and extra-curricular activities in adapting to university life.

Second: Studies dealing with adaptation among university students:

The study of Mudhovozi (2012) aimed to investigate the social and academic experiences of first-year undergraduate students in the state of Zimbabwe, where the study sample consisted of an intentional sample made up of first-year undergraduate students of seven students, of whom three were males and four were females, with an average age of 24.4 General and their ages ranged from 18 to 36 years. The study relied on semi-structured interviews that were conducted with the study sample. The analysis of the content of the interviews that was conducted revealed that first-year students suffer from problems adapting to university life with social and academic dimensions. The study relied on social media and beliefs to deal with these challenges. The study indicated that students need exposure to many resources to deal with pressures in order to quickly adapt to a third with the new university life.

The study conducted by Clinciu (2012) also aimed to investigate the adaptation of university students and its relationship to stress in 157 students (48 males, 109 females) enrolled in the humanities departments of the University of Transylvania in Brasov. The study relied on a Baker and Circus questionnaire to measure the degree of adaptation of university students. The study also used a questionnaire of students 'stress for Godzilla. In addition, the study used a small scale to measure demographic factors in order to obtain accurate and honest information. The results of the data analysis resulted in a limited relationship between stress and adaptation to the university environment.

In another study, which dealt with adaptation among university students, being one of the important requirements, the study of Yang and Brown (2013) dealt with the role of social interaction media, foremost of which is Facebook, and

the activities that can be provided in enhancing social adaptation among university students. The study examined the association between different patterns of Facebook activity, the underlying motivations for Facebook, and adolescents' social adjustment within university life. The study relied on a self-survey on 193 students, most of whom were of European American descent, with an average age of 20.32 years, of whom 54% were females. The results of the study revealed that the motives and patterns of activities are directly related to social adaptation, and the degree of this correlation varies according to the type of activity presented, and then the study indicated that students' social adaptation is positively related to many factors, including activities provided through the social network Facebook.

Commentary on previous studies:

And based on the literature and research that dealt with adaptation among university students, the following points can be reached:

- Most of the research that dealt with the adaptation of university students has focused on first-year students or preparatory year students, as these students find many problems that result from changing the learning environment that may stand in the way of most students.

Most of the studies that dealt with the coping problems of university students are based on studying the problems that university students have that stand in the way of adaptation, and then most studies were based on measuring the current situation, which means that most studies are qualitative and the studies did not rely on the experimental method extensively in finding solutions to problems. Lack of adaptation.

- Most of the studies that dealt with adjustment problems among students confirmed that maladjustment may cause problems whose consequences cannot be predicted, the most important of which is rejection of university life and leaving university life in its entirety.

Third: Studies that dealt with the Corona pandemic:

- The study (Aljarrah 2020) aims to identify the reality of e-learning in the distance learning program in light of the emerging Corona pandemic "Covid 19" from the viewpoint of students in Jordan between theory and practice. To achieve the aim of the study, the researcher prepared an electronic questionnaire that included (20) items, which were distributed to the research sample electronically. Its validity and reliability were confirmed, and it was applied to a random sample of the study population consisting of (1200) male and female students, and the descriptive analytical approach was used. A

descriptive and analytical approach was used, and the study concluded the following results: The importance of using e-learning in distance learning programs, and the extent of using e-learning in distance learning programs. There are difficulties that prevent the use of e-learning in distance learning programs. There are no statistically significant differences at the level (α 05.0) between the responses of the sample individuals about the reality of e-learning in the distance learning programs due to gender variables.

The study (Al-Hoshan 020) also aimed to evaluate distance learning during the Corona pandemic using the multiple decision model (CIPP), by evaluating the context, inputs, processes and outputs of the experiment from the viewpoint of male and female students at the bachelor's level in Saudi universities. To achieve the objectives of the study, the descriptive survey approach and the questionnaire were used as a study tool consisting of (22) sentences divided into four axes (context, inputs, processes, and outputs). It was applied to a simple random sample consisting of (502) male and female students in the study community and included all students of public universities in the Riyadh region, their number (184,035). The study found that the axis of inputs was the highest achieved with a high score (3.52), followed by outputs with a medium degree (3.39), operations with a medium degree (3.26) and an assessment of the context with an average score (3.23). . A number of recommendations have been made, the most important of which are infrastructure development, academic accreditation for distance education programs, and support for students in financial need.

The study addressed Ziada. (2020) To identify the degree of high school mathematics teachers' practice of e-learning skills in Palestine (in light of the Covid-19 pandemic), and the impact of gender variables, educational qualification and teaching experience on the degree of practice. In order to achieve the objectives of the study, the researcher used the descriptive method, and a sample of (80) male and female teachers. The study tool consisted of a questionnaire consisting of (34) items distributed into four areas: "E-learning technical skills", "e-research skills", "e-learning management", and "e-learning evaluation". The results of the study showed that the degree of high school mathematics teachers' practice of e-learning skills in light of the Covid-19 pandemic was moderate.

Commentary on previous studies:

-The studies focused on the reality of e-learning or distance learning in light of the Corona pandemic and did not address adaptation to university life for new students in light of the Corona pandemic, and this is a reason to do this study.

Research hypotheses:

-1Classroom activities help adapt to university life for preparatory year students in light of the Corona pandemic.

-2Extra-curricular activities help adapt to university life for preparatory year students in light of the Corona pandemic.

-3Extra-curricular activities help reveal the talents and capabilities of preparatory year students in light of the Corona pandemic.

-4Extra-curricular activities help meet the social and psychological needs of preparatory year students in light of the Corona pandemic.

Research Methodology:

The current research is based on the Qualitative research, and the current research is in the Descriptive analytical research category

Search tools:

A questionnaire on the role of classroom and extra-curricular activities in adapting to university life:

The procedural definition of adaptation: it means the student's compatibility with the university atmosphere socially and personally - emotionally and academically, and this compatibility takes place after the student's enrollment in the university or any higher education institution. Adaptation to the educational institution includes the ability to organize and achieve goals, feeling and belonging.

Procedural definition: Extracurricular activities: It is every activity that students practice outside the classroom that includes mental, psychological, social and physical aspects. It helps to express opinion and reveal the talents and capabilities of the students.

Classroom activities: It is every activity that students practice in the classroom that includes the mental, psychological, social and physical aspects in order to simplify and diversify methods of accessing and understanding information correctly and also contributes to fixing the information in the mind of the student.

Sources for preparing the questionnaire:

The researcher prepared a questionnaire on the role of classroom and extra-curricular activities in adapting to university life by reviewing the theoretical literature and some measures of adaptation to university life and class and extra-curricular activities, including:

Adaptation to university life scale: (Atallah, Hanan, 2012)

-Henri Burrow's adaptation list: (Sahounah's translation, official 1989).

Questionnaire for classroom and extra-curricular activities: (Al-Dayel, Khaled Abdel-Razek 2000).

-Scale of social interaction with extra-curricular activities: Al-Waili, Nada bint Ibrahim bin Rashid, 2014.

-Extracurricular activities questionnaire: (Al-Suwaidi, Doha 1997).

The questionnaire consisted of four dimensions aimed at measuring the importance of classroom and extra-curricular activities in the students' adaptation to university life. These dimensions are:

The role of classroom activities in adapting to university life.

The role of extra-curricular activities in adapting to university life.

The role of extra-curricular activities in revealing and developing the talents and capabilities of female students.

The role of extra-curricular activities in meeting social and psychological needs.

Resolution Correction:

The total number of items in the questionnaire consists of 51 items, from (yes, to some extent, no), so that the answer is yes, to a certain extent, with 3 degrees, the answer to some extent 2 degrees and the answer without 1, except for negative expressions.

Then the researcher presented the initial image of the questionnaire to a group of experts in the field of education and psychology to ensure the suitability of the expressions to the concepts measured and also their relevance to the nature of the sample. Most of the experts' comments on the linguistic formulas came along with some amendments that were modified to make the questionnaire ready for field application to the research sample.

Stability of the tool: The stability of the questionnaire was confirmed, as the questionnaire was applied to an exploratory sample of 21 students. Then the statistical stability of the questionnaire **was calculated** through Cronbach Alpha, where the questionnaire achieved a high stability score of 0.865, and then the questionnaire became ready for application.

Research sample: The research sample consisted of (120) preparatory year students at Imam Abdul Rahman bin Faisal University.

Research results: the first hypothesis:

The first hypothesis states that “classroom activities help in adapting to university life.” To ensure the validity of this hypothesis, the researcher calculated the mean, standard deviation, mean, and the relative weight as follows:

Table (1)

The mean, standard deviation and relative weight of the role of classroom activities in adapting to university life

Relative weight	Hypothesized mean	standard deviation	Average	variable
%78.57	28	5.77	33.57	Classroom activities

*** Relative weight = average ÷ overall score x 100**

It is clear from Table (1) that the relative weight of the role of classroom activities in adapting to university life reached (78.57%), which is a higher value than the hypothesis average, which indicates a high level of adaptation to university life through assisting classroom activities. Thus, the alternative assumption is accepted, meaning that "classroom activities help in adjusting to university life."

The second hypothesis: The first hypothesis states that "extra-curricular activities help adapt to university life." To ensure the validity of this hypothesis, the researcher calculated the mean, standard deviation, mean of the hypothesis and the relative weight as follows:

Table (2)

The mean, standard deviation and relative weight of the role of extra-curricular activities in adapting to university life

Relative weight	Hypothesized mean	standard deviation	Average	variable
76.66%	26	6.30	29.90	Classroom activities

*** Relative weight = average ÷ overall score x 100**

It is evident from Table (2) that the relative weight of the role of extra-curricular activities in adapting to university life reached (76.66%), which is a higher value than the hypothesis average, which indicates a high level of adaptation to university life through the assistance of extra-curricular activities. Thus, the alternative assumption is accepted, meaning that "extra-curricular activities help adapt to university life."

The third hypothesis: The third hypothesis states that “classroom activities help in revealing the talents and abilities of the students.” To verify the validity of this hypothesis, the researcher calculated the mean, standard deviation, average, and the relative weight as follows:

Table (3)

The mean, standard deviation, and relative weight of the role of classroom activities in revealing the talents and abilities of students

Relative weight	Hypothesized mean	standard deviation	Average	Variable
72.87%	22	4.66	24.05	Classroom activities

* **Relative weight** = average ÷ overall score x 100

It is evident from Table (3) that the relative weight of the role of classroom activities in revealing the talents and capabilities of female students reached (72.87%), which is a value higher than the hypothetical average, indicating the high level of disclosure of students' talents and abilities through assisting classroom activities. Consequently, the alternative assignment is accepted, meaning that "classroom activities help reveal the talents and abilities of the students."

The fourth assignment

The fourth assumption states that "extra-curricular activities help meet the social and psychological needs of preparatory year students." To ensure the validity of this hypothesis, the researcher calculated the mean, standard deviation, mean of the hypothesis and the relative weight as follows:

Table (4)

The mean, standard deviation and relative weight of the role of extra-curricular activities in meeting social and psychological needs

Relative weight	Hypothesized mean	standard deviation	Average	variable
81.40%	20	3.69	24.42	Classroom activities

* **Relative weight** = average ÷ overall score x 100

It is evident from Table (4) that the relative weight of the role of extra-curricular activities in meeting social and psychological needs reached (81.40%), which is a higher value than the hypothetical average, which indicates an increase in meeting social and psychological needs through aiding extra-curricular activities. Thus, the alternative assumption is accepted, meaning that "extra-curricular activities help meet social and psychological needs."

The fifth hypothesis: The fifth hypothesis states that "there are no statistically significant differences between classroom and extra-curricular activities in adapting to university life." To verify this hypothesis, the researcher calculated the T Test for two independent samples as shown in the following table:

Table (5)

The value of "c" for the differences between classroom and extra-curricular activities in adapting to university life

Indication level	Values "T"	standard deviation	Average	NO	group	variable
0.01	2.717	5.77	33.57	40	Classroom activities	Adapt to university life
		6.30	29.90	40	Classroom activities	

- It is evident from Table (5) that the value of "t" for the differences between classroom and extra-curricular activities in adapting to university life amounted to (2.717), which is a statistically significant value at the level (0.01), and this means rejecting the zero hypothesis and accepting the alternative hypothesis, that is, there are statistically significant differences Between classroom and extra-curricular activities in adapting to university life in favor of classroom activities.

- Analyze research results:

- The results of statistical analyzes confirmed that classroom activities help adapt to university life in light of the Corona pandemic, and this indicates the role and effectiveness of classroom activities in helping preparatory year students in overcoming the many pressures faced by students, especially in those harsh conditions that the whole world is going through in In light of the Corona pandemic, as these activities worked to improve the mental, psychological, social and physical aspects of female students, which enabled them to deal with the pressures placed on them in its various academic, psychological, social and material forms. Hence, classroom activities are one of the educational components that are inseparable from the classroom learning environment, and this result is consistent with those reached by Lipscomb (2007).

- The results of the statistical analysis also indicated that the extra-curricular activities help in adapting to university life in light of the Corona pandemic, as extra-curricular activities have produced a development in many positive characteristics of preparatory year students depending on the nature of the extra-curricular activities and the opportunities they provide to explore talents, abilities and interests as well as have had a certain impact. It has enabled female students to unload the pressures imposed by the demands of university life. Hence, the extra-curricular activities had an effective effect in raising the level of adaptation of preparatory year students within the university environment, confirming the positive role of extra-curricular activities. The results of this study in the effectiveness of extra-curricular activities are consistent with the studies of Lauer, Akiba, Wilkerson, Apthorp, Snow, and Martin-Glenn (2004).), Gibbs, Erickson, Dufur and Miles (2015), Dobrescu, Mihaela, and Rata (2014).

- The results of the study also indicated the feasibility of extra-curricular activities in meeting the social and psychological needs of the female students, the study sample in light of the Coronavirus pandemic, and a descriptive study. The results achieved by the study may be due to the non-curricular activities provided by the extra-curricular activities that operate in a different context from the classroom activities, where the interest in the extra-curricular activities is focused on elements that complement the academic dimensions such as psychological and social needs that may not receive optimal attention within the academic environment that aims to achieve systemic goals. . Hence, extracurricular activities have a great impact on the development of personality components in its various dimensions, and then the results of the current study agree with the findings of the study of Gibbs, Erickson, Dufur and Miles (2015), Reynolds (1996), and Klesse (1994).
- In the end, the study confirmed the superiority of classroom activities over extra-curricular activities in achieving adaptation for preparatory year students. These results can be attributed to the image of classroom activities available in the school environment, which may achieve many goals and may overcome many difficulties, so do not put preparatory year students under great pressure that may affect In the adaptation of the study sample female students. The feasibility of classroom activities can also be attributed to the level of motivation available to students of the preparatory year, as the students have a degree of motivation that makes them more determined to achieve their goals and develop their academic levels in the available time. The results of the study can also be attributed to the limited time available to the students to implement the tasks assigned to them, which makes them keen to preserve their time. The results of this study are consistent with the findings of the study of Al-Ansari, Al-Harbi, AbdelAziz, AbdelSalam, El Tantawi, and ElRefae, (2016).

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