



ISSN: 1817-6798 (Print)

Journal of Tikrit University for Humanities

available online at: <http://www.jtuh.tu.edu.iq>
JTUH
 مجلة جامعة تكريت للعلوم الانسانية
 Journal of Tikrit University for Humanities

The Role of School Activities in Creating Active Students

ABSTRACT

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Keywords:

Educational Institutions
 Extracurricular Activities
 Institutional Theory

ARTICLE INFO

Article history:

Received 1 Mar. 2020
 Accepted 9 Nov 2020
 Available online 2 Mar 2021

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The students, as members of the community, come to school with many ethics and behaviours, and certainly, these behaviours vary from one individual to another. Among these students, we find the smart and the little intelligence, the talented and the dull, the sensitive and the stolid, the sports and the lazy, as well as the rich and the poor, and the villager and the civilized, and the worker. Besides, many students have been forced to change their areas of residence due to wars and social conditions, thus, we find the displaced, the immigrant, the orphan, and the homeless. To deal with all those students in the same way, i.e., the method of the curriculum is almost unfair to many of them, because they may not have the same means of studying equally. Hence, the benefit of extracurricular activities comes as an equitable factor, for those who did not get any simple facilities in life, and a means of development and treatment at the same time. The 'activity' in general makes a state of mental and physical stimulation of the individual through which new information can be introduced to him/her easily, as there is a close relationship between the state of activity that the student has, and the process of receiving information. It was confirmed by the various studies and theories that the process of education is actually a process of influencing, and changing the behaviour of the learner who will be affected by the way the teacher, his method, his behaviour, and his morals. The main goal of the school should be affecting the student through the curriculum and stimulating activities because the process of creating an effective student is one of the main objectives that educational institutions claim to seek, but actually, they focus on academic subjects only ignoring other activities, thinking that they will do the job properly. The purpose of this research is to shed light on extracurricular activities and their effective role in creating a balanced generation capable of taking responsibility towards itself and its society. The results showed that extracurricular activities are as important as the curriculum, and there is considerable neglect by educational institutions in this aspect.

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DOI: <http://dx.doi.org/10.25130/jtuh.28.2021.2>

دور الأنشطة المدرسية في إيجاد طلبة فاعلين

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الخلاصة:

الطالب فرد من أفراد المجتمع يأتي إلى المدرسة، وهو محمل بأخلاقيات وسلوكيات عديدة، وبالتأكيد فإن هذه السلوكيات تختلف من فرد إلى آخر، فنجد فيهم الذكي وقليل الذكاء، والموهوب والبليد،

ومنهم مرهف الاحساس والفض، والرياضي والكسول، كذلك الغني والفقير، والقروي وابن المدينة، والعامل المكد، والمدلل، هذا بالإضافة إلى العديد من الطلبة الذين اضطروا لتغيير مناطق سكنهم بسبب الحروب والظروف الاجتماعية فنجد النازح، والمهجر، واليتيم، والمشرد. إن التعامل مع جميع هؤلاء الطلاب بنفس الطريقة، أي طريقة المنهاج الدراسي المتعارف عليها تكاد تكون غير منصفة لكثير منهم، فقد لا تتوفر لدى البعض سبل الدراسة بصورة صحيحة ومتساوية. وهنا تأتي فائدة الأنشطة اللامنهجية كعامل منصف، لمن لم تتصفه ظروف الحياة، ووسيلة تطويرية وعلاجية في نفس الوقت. فالنشاط بصورة عامة يؤدي الى حالة من التحفيز العقلي والجسدي للفرد والتي يتم عن طريقها ادخال معلومات جديدة له، حيث ان هناك علاقة وثيقة بين حالة النشاط التي يكون عليها الطالب، وبين عملية استقبال المعلومات، وهذا ما أكدت عليه الدراسات والنظريات المتعددة، والتي بينت أن عملية التعليم هي بالحقيقة عملية تأثير، وتغيير سلوك المتعلم الذي سيتأثر بطريقة المعلم، ومنهجه، وسلوكه، وأخلاقه. ان التأثير على الطالب يجب أن يكون هو الهدف الرئيس للمدرسة من خلال المنهاج الدراسي والأنشطة المحفزة، فعملية خلق طالب فعال ومؤثر هي احدى الأهداف الرئيسية التي تدعي المؤسسات التربوية والتعليمية انها تسعى اليها، ولكنها تقوم بالتركيز على المواد الاكاديمية فقط متجاهلين الأنشطة الأخرى ظناً منهم انها ستؤدي عملها بشكل صحيح. ان الغرض من هذا البحث هو تسليط الضوء على الأنشطة المدرسية ودورها الفعال في انشاء جيل متزن قادر على تحمل المسؤوليات تجاه نفسه، ودينه، ووطنه، ومجتمعه، وقد أوضحت النتائج أن الأنشطة المدرسية لا تقل أهمية عن المنهاج الدراسي فكلاهما مكمل للآخر، ولكن وفي ذات الوقت هناك اهمال كبير من قبل المؤسسات التعليمية في هذا الجانب.

Introduction

There is a wrong view that extracurricular activities add only some interest for the students in the class when/if there is free time for practicing them. Most of the schools don't pay attention to the importance of these activities in developing not only the scientific proficiency of the students but also their social proficiency. In fact, extracurricular activities affect the institutional level and broader community level in addition to the individual (student) level.

It is known that the long periods the students spent in multiple stages of education from the primary to the university bring statues of boredom for them from the curriculum and the long time of the study. Thus, in some cases, it is noted that their effectiveness starts to descend gradually until they reach the preparatory stages. Hence, it is the responsibility of the teacher to motivate the student and to raise the state of activity through the practice of some

extracurricular activities which prepare the mind and body of the student to receive, understand and manage any new information without boredom. On this basis, the educational institutions must take this issue into consideration especially when developing the annual circular plan to achieve those lofty goals. This paper assures the importance of extracurricular activities and proposes some means of developing the application of these activities at schools.

Definition of extracurricular activities

Extracurricular activities have various definitions according to different aspects. Holloway, (2000) defines the term 'extracurricular activities' as any activities that take place outside of the regular (compulsory) school curriculum) and students do not receive grades for academic credit for them" (Holloway, 2000, 87). Similarly, Cadwallader, et al. (2002), define extracurricular activities as the activities in which the students participate after the regular school day has ended. Through the above two definitions, we understand one aspect that is extracurricular school activities take place outside the regular (compulsory) school curriculum.

Al-Agha and Abdulminem (1990:20) define 'activity' as every action or effort performed by the teacher or the student to transfer some experiences. From the same point, Al-Farraji (2006) defines the activity as "the educational learning practices performed by learners inside and outside the school environment as part of the teaching and learning process intended by the teacher to build experiences and acquire the necessary skills in the educational process in the cognitive and psycho-social and emotional areas. The educational dictionary defines the activity as a mental or physical effort exerted by the learner and participate in it by his desire to achieve a goal, and satisfy his needs according to a planned and deliberate plan, which is not separated from the curriculum but is part of its elements under the modern concept of it, and it may be directed to enrich certain parts of the curriculum, or it may be free.

Because of the three definitions above, we understand more aspects of the school activities, that they are efforts of the student and the teacher in an orderly manner and under the supervision of the teacher and the teaching staff to transfer the necessary experiences from the teacher to the learner as a part of the educational.

Theoretical Foundation

The practice of school activities is not merely an arbitrary work done by the school in leisure time or to add pleasure to the rigid school atmosphere but in fact, is a policy and the application of theories connected in our societies.

Participation in extracurricular activities can be studied by the Institutional Theory and Institutional Logics theory which examines the relationship of how one organization interacts with another organization (Selznick, 1957).

For Reeves, 2008, the relationship of these theories to extracurricular activities and student achievement is based on the premise the extracurricular activities must operate under the control of the individual schools and school districts. According to Friedland and Alford (1991), the central concept of the Institutional Logics theory is that each organization has a central purpose, vocabulary, principles, values, motivation, and identity.

Thus, through its use of school activities, educational institutions can instill in the minds and bodies of participants in these activities the principles, values, and objectives required. Therefore, as students are an institution, and schools are another institution trying to influence them, this impact must be positive and constructive in educational processes because the misuse of school activities may lead to damage in the student institution and therefore will bring harm to society as a whole. The correct and positive use of these activities will benefit both the participant and the non-participant, as Whitley (1998) reported that participation in extracurricular activities can have positive impacts on the students that participate in them, but the extracurricular activities can also have impacts on the school culture, the students that do not participate in them, and the school community.

Historical background

'Activity' as its name indicates, is to make a person in a state of mental and physical activity to receive new teachings, tips, and ideas, as the mind is fully prepared to receive any new information. The educational activities have historical roots that extend to the 6th century when the Messenger Muhammad (pbuh) was taking into account and choose the appropriate times for the sermon when a man is in a state of activity, to receive the sermon without boredom because lacking enthusiasm and boredom are the obstacles that stand against the process of learning.

In Europe and North America, Interest in educational activities has appeared since the 18th century, and the most obvious evidence is The John Dewey Experimental School at the University of Chicago, USA, which was based on four basic motives:

1 - Social motivation: It is evidenced by the desire of the child to share the experiences of others through play, movement, activity, and action.

2 - Structural motivation: crystallizes through the love of the child to form things and build.

3 - Research motivation and investigation: appears through the attempts of the child to discover and identify the results of his activities and attempts.

4 - Expressive or artistic motivation is represented in the abilities of the child to communicate and creativity and the photographic side.

Then, in 1904, a broader practice of the Merriam School experience emerged at the elementary school attached to the Missouri State University in Columbia. The curriculum was free from the traditional subjects, and was organized around four activities:

1 – Noting (Such as observing changes that occur around the learner such as human, animal, and plant life)

2 – Playing (Includes games and physical exercises)

3 - Story activity (Includes stories, singing, painting, and other arts)

4 - Manual work. (Includes craftworks)

Literature review

Most of the studies to be addressed in this paper have had positive results on the practice of school activities ranging from its positive impact on the moral and social behaviour to the academic level of the learner. For example, Massoni (2011) describes the role of ECA and their possible positive effects on students' life by improving behaviour, school performance, school completion, individual aspects (prepare successful adults), and social aspects.

Moreover, Richard and Aries (1999), conducted a study on the athlete student and the results revealed that athletic participation did not impede academic success, did not prevent involvement in most other ECA or with non-athletic. Also, athletes' personal growth positively correlated with the time spent with teammates in games and practice.

Within the same context, Silliker and Quirk (1997) have focused on the effect of extracurricular activity participation (EAP) on the academic performance of male and female high school students. This study examined whether EAP enhances the academic performance of high school students, and revealed that EAP does not affect, and may enhance academic performance (Male athletes showed in-season improvement in academic performance).

The study of (Von Aufschnaiter, C.; Von Aufschnaiter, S., 2007) also found that there is a steady relationship between student activities and the development of thinking and learning for students while participating in activities.

School activities have a major role in raising the level of health awareness of students, and that what is confirmed by the study of (Fairclough, S. J.; Stratton, G., 2006) which shows that student activities in general and physical sports education, in particular, have a significant impact in raising the levels of health awareness among students. Similarly, Burnette, (2001) has assured that students who take part in school sports activities tend to make positive choices about smoking, drinking, and the use of legal and illegal drugs.

Other studies also showed the importance of school activities in promoting school affiliation and commitment to attendance, such as Finn 1993; Lamborn et al., (1992) who suggest that participation in extracurricular activities may increase students' sense of engagement or attachment to their school, and thereby decrease the likelihood of school failure and drop out. McCarthy (2000, 411), as well, highlights that “Those [students] who participate in [extracurricular] activities have significantly higher GPA’s and significantly lower absenteeism. Holloway, (2000:87) has assured one more positive aspect of the involvement in extracurricular activities, as these activities may support the at-risk student by maintaining, enhancing, and strengthening the student-school connection”.

The number of students of this type is very huge nowadays in the world in general, and in Iraq as a special case, especially after the bad situation that many Iraqi families have faced because of the wars, forced displacement, poverty and lawlessness, and the disability of the law for the accountability of the promoters of corruption and illegal drugs that left a generation of at-risk students. Hence, we must pay attention to this important part in an attempt to save them from this painful reality, so it can be said that school activities have an active role in making students more adherent and interested in school, and the lack of them may be a reason for students to escape from schools to entertainment clubs, billiard and electronic games because of the students' need to practice hobbies that they may find hard things to do as a result of the school and the family refusal to such hobbies.

Socially, (Hurme, T .; Jarvela, S.,, 2005) have shown the importance of student activities, which are formed as groups that carry out cooperative activities in solving psychological problems such as introversion, shyness, social phobia, and communication among the students involved. Similarly, Kuh (1995), studied out-of-class experiences associated with student learning and personal development. This study explored learning from out-of-class college experiences such as leadership, peer interaction, faculty contact, work and

travel, and found that many different experiences potentially contribute to valued college outcomes and that institutional type and context influence learning and personal development. Within the same context, Eccles et al., 2003; Mahoney et al., 2005; Bonhert et al., 2010; Eccles & Roeser, 2011) have found that the structured extracurricular activities, in which adolescents are actively involved, provide a favorable context for their psychological growth and development

The motivational aspect of school activities is not less than other aspect and that what is proved by Fredricks (2006: 712) who asserts that youths in schools reported low intrinsic motivation, difficulty concentrating, and high rates of boredom, whereas youths in structured voluntary activities had the high intrinsic motivation and reported that concentration was easier and that they experienced a high challenge. Besides motivation, attendance, and academic achievement, “extracurricular activities serve a large purpose in the [...] social, physical, and cognitive development of children” (Fujita, 2005: 10).

Other studies have addressed aspects that are not less important than academic levels, such as Clegg et al. (2009) research which directly addressed the question of what constitutes ECA; the extent to which students should engage in ECA; and how students experience and conceptualize the benefits from such engagements.

The focus of developed societies on the involvement of students in multiple classroom activities is almost noticeable as shown by Mahoney and Stattin (2000), that about 75 % of Sweden 14 years old students are involved in some kind of extracurricular activities. In Australia, up to 91 % of 12 to 16 years, students are involved in such activities (Blomfield, Barber, 2009).

It is worth mentioning here the studies that highlight the negative effects of extracurricular activities. These studies have found that the positive and negative effects of participation depend both on factors such as the nature of the activity and the background of the student concerned. Reeves (2008) highlights the idea that participation in extracurricular activities does not create academic disadvantage, and that these activities can be seen to improve the academic performance of students. Instead, students who are struggling academically should be encouraged because of the merits of these activities.

Hence, it becomes urgent to encourage and motivate students who face academic difficulties to participate in extracurricular activities because of their many benefits. In other words, the success of the application of school activities depends on the good organization and the appropriate choice of both the activity

and the student because the interaction of the student with the desired activity will lead to the success of the experiment.

To conclude, if participation in extracurricular activities can lead to success in school, society, and daily life, the availability of these activities to students from all backgrounds becomes an important equity issue because of the positive relationship that extracurricular participation leaves on student participation in school. Besides, a key aspect of education that can be achieved through school activities is to ensure that more students leave secondary education with a useful qualification for their future lives.

Kinds of Extracurricular Activities

Researchers, such as; Fujita (2005), Lareau & Weininger (2008) distinguish organized and unstructured extracurricular activities. Organized activities include all types of activities that take place on schedule, under the guidance of experienced adults. Typically, such activities are aimed at developing some specific skills or abilities. They include various clubs, teams, art, and sports schools. Unstructured activities have no schedule, no leader, and no well-defined group of participants: students get together to play football, roller skate, or just kill the time.

Extracurricular activities, according to the field they deal with, can be classified into several main types: cultural, scientific, social, sporting, scouting, and artistic activities, as described below:

- 1- Cultural activity: This includes lectures, seminars, reading newspapers, magazines, and competitions of a cultural nature.
- 2 - Scientific activity: This includes scientific competitions aimed at the development of scientific innovations and creative ideas, and to nurture talented and distinguished students and to encourage them to think scientific excellence.
- 3- Social Activity: This includes field visits, summer centres, inbound and outbound trips, environmental service, participation in public awareness weeks, and Ramadan month activities.
4. Sports Activity: This includes group and individual games such as football, basketball, volleyball, hand, suburb, table tennis, cycling, swimming, athletics, self-defence, and other miscellaneous games. This activity aims to find people with sports skills, creating the spirit of cooperation, cooperating, and maintaining good health and fitness of the body.
- 5 - Scouting activity: It includes activities that include tours carried out by educational units to develop educational, intellectual, cultural, scouting, and physical competence.

6. Artistic activity: This includes activities related to artistic works such as theatre and fine arts, photography, calligraphy, and handicrafts.

General aims of Extracurricular Activities

One of the general aims of extracurricular activities is to create a mentally, physically, psychologically, and socially completed student, and to make him an active, constructive, and positive human being to be able to take his positive actions, and appropriate position in society in the future and to be able to take his responsibilities towards himself and his family first, and towards his society and his country secondly.

The importance of Extracurricular Activities

One of the most common constants of most studies and researches that dealt with the importance of extracurricular activities is the belief in the constructive role of education and extracurricular activities. The school curriculum and extracurricular activities complete each other and are indispensable to each other if the school or educational institution wants to raise its students' education because school activities are the means through which the objectives of the curriculum are achieved. The researchers summarize the importance of extracurricular student activities in the following aspects:

1- **Improved academic performance:** According to Marsh and Kleitman (2002), students who participate in extracurricular activities have a marked improvement in their **academic performance**. This can be attributed to the skills they learn during practicing these activities, such as better time management to accommodate their hobbies and class activities, better organizational skills, and a boost in their self-esteem.

2- **Time management skills:** The students who take part in extracurricular activities have to make a balance between their academic lives with their hobbies. The ability of time management they learn from the school activities could last with them even in their daily life. They will learn how to plan out their day to include study time and co-curricular activities time and will know how to make use of any free time they may have in the future.

3- **Learn new and useful skills:** Students can learn new skills that are useful in their school life, such as teamwork, better social skills, and critical thinking. Metzl & Shookhoff (2002) have proved that extracurricular activities have personal benefits include the teaching of preparation, resilience, leadership, time management, and balance in life.

4- **Sense of commitment:** Students who participate in extracurricular activities have a sense of commitment to whatever they are involved in.

5- Sense of individual and social responsibility: A student who is given a task such as leading a scouts group, or First Aid, will with time be very efficient in that task. This will improve a sense of accountability, self-reliance, and responsibility. This also will raise their courage, the spirit of initiative in the performance of lessons, and self-confidence in them.

6- Discovering students' talents and inclinations, and satisfy their needs: some students have great talents, but they do not pay attention to that, and these talents are not discovered only through participation in some school activities, and this is important for the student himself and the teacher as well. The student in the youth stage has a lot of energy and power that needs to be used and spent in his inclinations and desires. Hence the role of school activities comes to invest these young energies in the service of the student himself to satisfy his desires and to save him from practicing other forbidden or dangerous hobbies.

7- Build-up of social relations: Participating in school activities gives the student a good opportunity to meet new people, spend some fun time with them, and thus make new friends. This would have different perspectives on things and some diverse issues, because the new friends they make may see life from a different perspective. Besides, school activities develop the skill of speaking, which is one of the foundations of strengthening social relations, and enrich the learner's repertoire of linguists, words, vocabulary, structures, and new formulas, as well as a collective and individual competition.

8- Maintaining a positive relationship and active communication between the student and the educational institution after graduation because of the sense of belonging and intimacy to the school that the activities leave in the hearts of students. The continuation of this positive relationship has its benefits in keeping the student under the attention of educational institutions even after graduation, which ensures the student's maintenance from deviation from the right path and falling into the hands of unknown organizations.

9- Maintaining physical health: It is noted that high school students who participate in sporting events achieve a reduction in the proportion of obesity when compared to other individuals who do not participate in those events (Yancey, 2007). They are generally healthy and have sufficient capacity to make appropriate personal decisions.

10- Introduction to new activities: Students who engage in extracurricular activities are exposed to a wide range of new activities such as sports, painting, drama, scouts, and singing. Though these activities may be hobbies, some

students take them up and pursue them in their adult lives, turning their hobby into their career.

11- Give more opportunities: For secondary school students, engaging in extracurricular activities boosts their chances of gaining admission into universities.

Therefore, it can be said that extracurricular activities allow the development of tiny skills of life that cannot be repeated in the classroom. One of the important benefits is to build a strong relationship and high skill in dealing with others, especially in clubs and joint activities with teams, where give enough space to develop the skills of dealing with others in addition to the development of work skills, because the ability to manage extracurricular activities in addition to school work requires the development of time management and organizational skills as well.

Conditions and criteria of Extracurricular Activities

The most important criteria for selecting school activities can be summarized as follows:

- 1- It could be linked to other elements of the curriculum such as; the objectives, content, means, and methods of evaluation.
- 2- It should be linked to the needs of the learner in terms of his ideas, needs, tendencies, and desires.
- 3- It should be linked to the needs of the teacher in terms of the content, means, and style.
- 4- It should be based on the share planning between the teacher and the learner to allow the student to choose the appropriate activities without imposing them on him.
- 5- It should be suitable for school conditions and environment, for example, extracurricular activities in rural schools may differ from activities in schools located in urban areas.
- 6- The teacher should be enabled to practice the activity freely by reducing the number of her weekly lessons.
- 7- It should be suitable for the school's financial and human abilities to be applicable.
- 8- The activities should be in keeping with the development and modernity of the world, and appropriate to the wishes and the inclination of the student for modern things that fit the requirements of the age.
- 9- It should serve as many students as possible and should not be limited to a specific number of them.

10- As many as possible learners, teachers and administrators should participate in these activities to be an opportunity to break the barriers between them, and to build human relations and broader social communication, which helps to raise the scientific level of students.

11- There should be a continuous evaluation and follow-up of the school activity by the teacher, supervisor, and specialists based on the educational values which should be achieved and not on the material results that obtained, or the results of winning and losing.

12- Have its value in terms of raising the marks and the grade of the student in other academic lessons.

13- It should be directed either individually or in a group because some activities can be practiced individually and others in groups.

14- It should be attended by parents, visitors, and specialists to encourage the practitioners and to give them the appropriate value and evaluation.

15- It should be various and multifaceted in order to give the student the freedom to choose the appropriate activity.

The role of teacher and supervisor in building and designing school activities

The teacher has a great role in the success of the learning process through the curriculum and school activities, by helping the learner through planning, organizing, and supervision of the educational process. Although recent studies confirm that the successful learning process is where the learner is the main focus, the role of the teacher has become more developed by planning, design, and preparation of the learning process, in addition to what she was as a supervisor, director, mentor, guide and evaluator. Modern trends confirm the teacher role, and that she seeks to promote herself and her profession, as she is innovative, open, and believes in the principle of gradual work, through the steps of educational activities (Faraji, 2006: 46, Arabic source).

The role of the supervisor is in the participation in the design of models of extracurricular activities which constitute a model to be followed by the teacher and to stimulate him to design multiple educational activities after that. These activities can have more dimensions beyond the school environment; they may include a set of elements such as community, religion, health, environment ... etc.

This kind of activity achieves what the general educational goals seek to, such as assuring the importance of scientific proficiency, proper behaviours,

fostering the spirit of citizenship, and creating opportunities for creativity among members of society to achieve sustainable development.

Difficulties in applying Extracurricular Activities in schools

It should be noted here that many obstacles and reasons limit the expansion of school activities. Those obstacles may relate to the student, the teacher, educational institution, or the society itself. Many teachers, parents, and students themselves do not understand the importance of extracurricular activities. That is because parents feel that these activities distract students from their studies, or make them late to go home. Some students also feel that they do not need these activities, and they only need to focus on their books and curriculum.

This idea is incorrect because extracurricular activities are as important as the academic study itself. Both of them complement each other to develop a good and balanced student with more social skills. Thus, the student should not focus on his curricular books only and neglect these activities because real education must go beyond the four walls of the classroom. Many studies have shown the obstacles that may adversely affect or hinder the implementation of extracurricular activities and can be summarized in the following points (Al-Harbi: 2001, Arabic sources).

- 1- The organizational structure or job description of employees in the field of activities is unclear.
- 2- There is no real belief in the value and importance of extracurricular activities, and this is clear in the planning process for academic disciplines and programs, which is supposed to include space for diverse school activities that are closely related to the curriculum.
- 3- The lack of suitable material resources to meet the requirements of the activities, such as, the buildings are sometimes not appropriate to the required activities, and the budget which is allocated to these activities is insufficient.
- 4- The inability to organize activities because of focusing on teaching curricular books only.
- 5- Lack of administrative and technical staff with specialized competencies in the field of extracurricular activities.
- 6- Lack of scientific studies and research on extracurricular school activities.
- 7- The operators and principals on extracurricular school activities are not provided with the required studies, findings, and recommendations.
- 8- Lack of specialized training courses for schools staffs in the field of extracurricular activities.

9- There is no specific time in the schedule for practicing extracurricular activities.

10- The reluctance of faculty or school members and students to practice activities or participating in them.

Means of Developing Extracurricular Activities

To promote extracurricular school activities, some researchers, such as al-Subaihi (1422 A.H) and Shehata (1994), cite some factors that would support the advancement of extracurricular activities in a manner consistent with the desired aspirations:

1- Adopting the approach adopted in many countries which consider extracurricular activities as a part of the educational process and a requirement of the school plan, and should be taken into consideration when evaluating students that the student does not graduate until the completion of school activities. The competent authorities should develop a special course for extracurricular activities within the annual curriculum in a practical nature.

2- Work on the development of the appropriate mechanism to benefit from research, studies, and recommendations of extracurricular activities in quantity and quality.

3- Activate the role of the private sector in supporting school activities so that efforts are integrated to serve the community and the development of its young men.

4- The coordination with the academic departments in developing a plan for extracurricular activity, whether in the quality of programs or in determining the implementation times.

5- The diversification and inclusiveness of the extracurricular activities to contain interesting programs for students to meet their needs, desires, orientations, and trends.

6- Emphasize the importance of moral incentives for participating and distinguished students in their participation, and monitor annual awards and assessments for participating students, and develop the system of granting them.

7- Using the media for the announcement about the extracurricular activities and emphasizing their importance, and sensitizing students and the community about the necessity of these activities in building an all-rounded student in all aspects.

Conclusion and Recommendations

After the detailed explanation of the important role of extracurricular activities in building the student scientifically, culturally, religiously, and socially, this

study proposes some necessary recommendations to achieve the goals to which these activities transcend:

1- The purpose of the student's attendance at school should not be only for academic education, but also for the overall development of his / her abilities in all aspects. This includes the intellectual, spiritual, social, physical, and moral abilities of the student, all of which can only be achieved by achieving balance in all these aspects for the benefit of the student. Therefore, extracurricular activities, as an important element of the curriculum, cannot be considered as a recreational element only, but an important means to achieve the objectives of the curriculum.

2- There must be keenness from the schools in establishing these activities and allow students to participate more than the keenness to win in these activities. The purpose of these activities is to teach students how to practice hobbies in public life and cultivate in themselves high values and ethics.

3- The financial budgets of the schools should be reviewed and the extracurricular activities should be enhanced and take its financial proportion.

4- Extracurricular activities should be inserted within the annual plan and integrate with the curriculum and provided sufficient time to be set up.

5- The school facilities, such as; the building, the halls, the garage, and the schoolyard, should be prepared to facilitate the application of school activities.

6- The school library should be enriched with various sources related to the fields of school activities such as books, magazines, and references and activate them among teachers and learners.

7- Reducing the tasks assigned to the teacher to ease the application and practicing school activities with freedom and flexibility.

8- Training courses and workshops must be held to train teachers about the ways of practicing school activities.

9- The importance of the role of school activities should be clarified in the meetings of parents' councils to give a correct idea of the great benefits offered by those activities and encourage participation in them.

10- Principals, those who are in charge of educational institutions and parents should encourage establishing school activities continuously by announcing about them and provide presents and awards to participants.

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