

The Role of Extracurricular Activities in the Development of Values, Ethics among Children Nahda School as a Model

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Abstract

The aim of the current study is to highlight the role of extracurricular activities in the development of values and ethics among students focusing on Ecole Nahda as a model. The study employed a descriptive approach and conducted field research at Nahda Education and Training Institution in Al-Attef Ghardaia, Algeria during the 2020-21 academic year. The study aimed at answering the following questions:

- What does extracurricular activities mean?
- How are ethics and values defined in the school environment?
- What is the status of extra-curricular activities at Nahda Institution?
- How do extracurricular activities contribute to the development of ethics and values among students?

Key words: extracurricular activities, values, ethics.

Introduction:

The school is considered the essential environment for education and learning, with social and educational dimensions that impact societal development. This is achieved through its educational and pedagogical role that aligns with social, economic, and technological advancements in life. Additionally, the school plays a role in shaping individual personalities, behavior patterns, instilling moral and national values. School activities, both curricular and extracurricular, contribute to achieving educational and values-related objectives. The purpose of extracurricular activities is not only to enable students to engage in activities they enjoy but also to serve as effective means for developing and enhancing the personalities of children. Through diverse activities, students are trained in habits, behaviors, and socially acceptable values that align with societal requirements, molding them into responsible citizens who understand their own interests and excel in achieving psychological and social harmony.

As time has progressed, education has evolved to prepare generations to take responsibility for themselves, their families, and their nations, keeping pace with continuous developments in all aspects of life. Islam has emphasized the pursuit of knowledge and the adoption of means for strength, success, and excellence.

According to Slim (2006: 53), the function of the school is to prepare students to adapt to the requirements of life, providing them with experiences and skills to overcome challenges in the future. Modern trends in education focus on connecting the school with the surrounding environment and preparing a balanced citizen saturated with societal values and ethics.

Observing the reality of education in developing countries leaves one perplexed between the inputs of education and the behavioral, intellectual, and values-related outcomes for children. Studies indicate an increase in school dropout rates and a lack of motivation for learning, in addition to other challenges.

Existence of new unsuitable behaviors and habits, from hairstyles to immodest clothing, in addition to aspects related to values and ethics, such as lack of respect for teachers, manifestations of authority, aggression towards others, impulsiveness, and lack of self-control.

Based on the above, the researcher felt the need to highlight the role of extracurricular activities in developing the ethical and moral aspects of children and contributing to the construction of a conscious, mature, balanced, independent personality capable of taking responsibility, loving itself, being proud of its identity, knowing its rights and duties, adhering to ethics and values, and seeking to contribute to the development of its society. This study aims to answer the following questions:

What is meant by extracurricular activities in the school environment?

What is the definition of values and ethics in the school environment?

What is the reality of extracurricular activities at Nahda Institution in Ghardaia?

How do extracurricular activities contribute to the development of ethics and values in children?

1. Concept of Extracurricular Activities:

They are defined by Al-Laqani and Al-Jamal (2003: 59) as "activities conducted outside the educational curriculum, planned and intentional, such as participating in school radio, competitions, organizing seminars and debates among students, organizing camps and trips. These activities develop various skills and attitudes in students, helping them adapt to the society they live in and participate in solving its problems and issues. They are conducted under the supervision and guidance of the school administration and teachers, each in their specialized field."

Al-Suwaidi (1997: 141) defines them as "the effort made by the learner to satisfy his cognitive and psychological needs, acquiring various skills that lead to achieving educational and learning goals. They are based on a specific school program and include various fields: sports, music, arts, scientific skills, in addition to forming different groups in cultural, sports, and social aspects. These activities are supervised by the administration and provide enjoyment for the students."

The American educational system recognizes school activities as programs implemented under the supervision and guidance of the school. These programs cover everything related to school life or the social environment. Based on the previous definitions, extracurricular activities are defined as all the skills and behaviors that students learn outside the educational program. They are organized, purposeful, and include social, cultural, sports, artistic, and scientific activities in which students participate. These activities aim to develop students' social skills, responsibility, commitment to social standards and values, laws, foster love and collaboration among students, adapt to environmental requirements, achieve the highest levels of psychological and social harmony, and help students discover their abilities and skills, providing a sense of enjoyment.

Importance of extracurricular activities

The importance of extracurricular activities arises from their educational value, evident in their achievement of academic and educational goals. These activities have a direct impact on various aspects of students' personalities, responding to their interests, desires, and needs. The significance of extracurricular activities can be summarized in the following points:

- Connecting school life to social life.
- Assisting students in utilizing their free time.
- Cultivating a love for cooperative work and developing human, ethical, and social values.
- Fostering self-esteem and self-confidence in students.
- Addressing certain psychological conditions such as shyness, introversion, hesitation, and aggressive behavior.
- Discovering and nurturing students' exceptional talents and abilities.
- Training students in initiative, responsibility, discipline, and commitment.
- Achieving deep and effective educational goals within the school, such as a sense of belonging to the community, promoting organized and fair competition, preserving values, ethics, national spirit, mutual respect, and achieving psychological stability.
- Contributing to improving academic achievement and learning motivation.

Concept of values and ethics: Values are defined as standardized judgments related to realistic content that individuals absorb through their interaction and experiences. These judgments must gain acceptance from a social group manifested in the individual's behavioral, verbal, or intellectual contexts.

The social dimension of values is evident in their influence on individuals within the community. Values have an obligatory quality, and deviation from them is not allowed. They represent a set of systems and laws emanating from a specific group, acting as guidelines for judging physical and moral actions. Any deviation from these values is considered a departure from the goals of the group and its ideals.

Values, according to Zahrān, are a set of thoughts and concerns formed by individuals through diverse practical experiences in society. They have acquired the standard characteristic for judging human behavior positively.

Al-As'hūr defines values as a set of beliefs derived from Islamic religious sources, positively affecting an individual's constant choices or behavioral approach in various situations. They can be inferred from verbal and non-verbal behavior.

The researcher understands that values are a set of standards that society seeks to present to its members, driving their behaviors, and represented in the attitudes, behaviors, and controls used to judge individuals.

Developing these values in students is achieved through participation and interaction in extracurricular activities inside and outside the school.

Importance of values: The importance of values revolves around several elements, including building a strong, mature, and balanced personality with stable principles and values.

Empowering individuals with the ability to self-regulate. Promoting stability and balance in social life. Equipping individuals with the ability to adapt and cope with circumstances convincingly. Working on modifying human behavior. Organizing relationships among members of society. Encouraging individuals to perform acts of kindness and help others. Motivating individuals to work efficiently and benefit from activities. Training individuals on values such as commitment, discipline, self-control, positive thinking, and independence. Preserving the cultural heritage of nations and reinforcing the values of identity and citizenship.

Methods of forming values: Various methods and influencing factors contribute to the formation of values, including the following:

- Positive role models.
- Enjoyable, practical, and convincing methods to instill values.
- Extracurricular activities and charitable projects.
- Media.
- School, cultural, social, and sports associations.
- Legislative laws that give value to ethics and morals.

Reality of extracurricular activities and accompanying projects at Al-Nahda School in Atfet, Ghardaia.

Definition of extracurricular activities: A set of experiences or practices undertaken by the learner within a specified program in a stimulating context to acquire complementary skills and abilities that complement educational and academic competencies, taking into account a balanced and integrated personality.

Objectives of extracurricular activities: Cementing values, ethics, and a love for teamwork. Instilling religious education through interactive programs. Building a balanced personality spiritually, scientifically, and socially. Enhancing loyalty and belonging to society and the nation. Assisting students in discovering their talents through extracurricular activities. Developing initiative and social work spirit.

Needs fulfilled by extracurricular activities for students:

- Need for praise, encouragement, and appreciation.
- Need for love and belonging.
- Need for responsibility and self-esteem.
- Need for listening.
- Need for companionship and guidance.
- Need for recognition and respect.
- Need for self-affirmation.

Definition of project-based learning: It is a fieldwork carried out by the learner characterized by scientific and practical aspects under the supervision of the teacher to achieve specific goals of significance.

Steps for project completion:

1. Choosing the project:

- Aligning with students' interests.
- Addressing important aspects of students' lives.
- Providing diverse and rich experiences.
- Suiting the students' level.
- Ensuring diversity in selected projects.
- Considering school and students' circumstances and resources.

2. Planning the project:

- Students, under the teacher's supervision, create a plan and discuss its details by preparing a technical card for the project.
- Students are divided into groups, and each group records its role in implementing the plan.
- The teacher's role is guidance, correction, and completing deficiencies.

3. Implementation stage:

- The phase where the plan and proposals are transferred from the realm of thought and imagination to existence.

- A stage of activity and vitality where students take on responsibilities and the teacher guides, supports, and observes.
- 4. Evaluation:
 - Assessing what students have achieved during the project.
 - Continuous evaluation throughout the project stages.
 - Students present their work, benefits gained, and challenges faced.
 - The teacher conducts a final evaluation, considering individual and collective aspects.

Examples of important activities and projects at Al-Nahda School for the academic year 2020/2021:

1. Arabic Calligraphy.
2. Mathematics.
3. English Language.
4. Talent Development

The General Census of Activities for the Academic Season 2020/2021 :

| Numbers | Activity Type | Number of the activities |
|---------|--|--------------------------|
| 1 | Cultural Activity | 74 |
| 2 | Morning Assemblies | 27 |
| 3 | Radio Activity | 21 |
| 4 | Honoring Events – Memorial Services | 12 |
| 5 | Volunteering - Cleanliness - Afforestation | 14 |
| 6 | Club Activities | 04 |
| 7 | Total Number of Extracurricular Activities | 152 |
| 8 | The total number of activities completed by male and female students | 48 |

The targeted values from extracurricular activities for the academic season

| Discipline | Role Model | Volunteering | Identity |
|------------|------------|--------------|----------|
| 10% | 10% | 20% | 60% |

The overall count of activities for the first semester of 2021/2022.

Targeted Values: Identity - Respect – Discipline

| The number | The Activities | The quantity |
|------------|---|--------------|
| 1 | Cultural activities for the evening Quranic school. | 23 |
| 2 | Trips for the administrative and educational staff of the association | 02 |
| 3 | Wedding ceremonies | 24 |
| 4 | Social Visits | 04 |
| 5 | Exhibitions | 04 |
| 6 | Training Programs | 06 |
| 7 | Morning Assemblies | 17 |

| | | |
|----|---------------------------|----|
| 8 | Radio Activity | 09 |
| 9 | Season Opening Activities | 09 |
| 10 | Total | 98 |

The Role of Non-Classroom Activities in Developing Values in Children.

Non-classroom activities are considered essential in contemporary education as they form the basis for building modern educational plans. They have a significant impact on the moral and behavioral aspects of children, and many researchers have focused on their influence on the development of values, ethics, and the personal growth of children.

In a study titled "The Impact of Free Educational Activities on Self-Esteem and Aggression," the results showed that increased participation in activities contributes to a decrease in aggression. Active participation channels energy positively and helps in self-expression in acceptable areas rather than manifesting aggression.

Another study titled "The Educational Activities and the Activation of the School of the Future" concluded that current educational policies have a positive orientation toward non-classroom activities. These diverse activities provide students with valuable educational experiences, contribute to the formation of a balanced and integrated personality, and build the complete and balanced personality of the learner.

The study also emphasized that non-classroom activities contribute to building an integrated and balanced personality, fostering positive values, and instilling a sense of responsibility, cooperation, and self-respect. Additionally, these activities help students develop important ethical and social values, enhancing awareness of respect for laws and regulations, fostering national identity and love for the homeland, and promoting volunteer work.

In conclusion, non-classroom activities play a vital role in the development of values and ethics in children. The educational process is fundamentally based on values, and fostering values is a shared responsibility among families, schools, media, and social institutions. These activities help children discover themselves, understand their characteristics, and promote their psychological, physical, intellectual, ethical, and social growth.

Recommendations:

1. Consider introducing project and community service as core subjects in various educational stages.
2. Conduct specialized studies on the subject of non-classroom activities and their role in building values.
3. Allocate a specific budget for non-classroom activities at the institutional level.
4. Adapt and utilize Arab and foreign curricula and programs in the field of non-classroom activities to suit the Algerian environment.

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