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The Role of Extracurricular Activities in Identifying the Leadership Traits of Secondary School Students in the Negev Region

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Abstract

The study aimed to identify the role of extracurricular activities in determining the leadership traits of secondary school students, as perceived by extracurricular activity coordinators in the Negev region. The study employed both quantitative and qualitative methods through tools such as questionnaires, focus groups, and open interviews. The study population included extracurricular activity coordinators from 43 secondary schools, 9 youth departments, and youth movements and organizations, totaling 443 coordinators. The quantitative sample consisted of a stratified random sample of 301 extracurricular activity coordinators, while the focus group sample included six individuals, and the interview sample comprised 12 supervisors, coordinators, and directors of education and extracurricular activity departments. The results revealed that the arithmetic means for the role of extracurricular activities in identifying leadership traits across the six domains of the questionnaire — democratic expression, learning, creativity and innovation (problem-solving), self-management, confidence-building, decision-making, and communication — were high. The findings also indicated statistically significant differences in the coordinators' responses regarding the role of extracurricular activities in determining leadership traits in favor of females. The results showed no significant differences in the average scores of coordinators' responses based on years of service or academic qualifications. However, there were statistically significant differences between the job title "Community Center Coordinator" and "Youth Movement and Organization Coordinator," in favor of the latter.

Keywords: Extracurricular Activities, Leadership Traits, Secondary Stage, Negev Region.

Introduction

Modern education is considered a continuous, comprehensive, dynamic, and human-centered process that emerges from a foundation of broad awareness of an individual's reality, shaping them in a holistic and integrated manner. This includes attention to intellectual and professional development, as well as the cultivation of proactive, creative, and influential personalities. Additionally, modern education fosters active adaptation to the surrounding environment — socially, culturally, and civically. [1] pointed out that the educational process includes extracurricular activities as an essential component, which positively influences various aspects of a student's personality. These activities are a vital element in modern education, necessitating the attention of researchers and officials to support extracurricular education [2].

The learning process does not end at the classroom door; it should be accompanied by purposeful and sustainable educational frameworks and activities. These activities enhance students' acquisition of difficult skills, academic abilities, and social-emotional learning. They also help develop and expand certain skills, such as empathy, communication, confidence, self-respect, self-regulation, and social skills [3]. Moreover, since the learner is the focal point of the

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educational process, the primary goal of education is to cultivate and develop a leadership personality. This allows students to be properly prepared for positive influences and develop a future vision that helps them meet the demands of modern life [4, 26]. Based on the researcher's professional experience in the field, the Department of Community and Youth Management in the Negev region, within the Green Line, focuses on value-based social education and extracurricular learning. This is achieved in partnership with Bedouin schools, local authorities, the civil sector, and youth organizations and movements. These extracurricular activities are centered on preparing students for socio-cultural life and equipping them for effective citizenship.

Various terms appear in the literature referring to a wide range of educational activities that are not part of the formal, systematic education system, such as informal learning and non-formal education. These terms encompass extracurricular activities within value-based social education, which are implemented in partnership with schools [5]. The characteristics of extracurricular activities often include a focus on individualized, optional participation for students both inside and outside the classroom. These activities ensure continuity over time, monitor participants, and address learning difficulties. They are not limited to students who are willing or those with high academic achievements [6].

[7] noted that extracurricular activities offer unique opportunities for learning outside the classroom, such as fostering learning, responsibility, self-discipline, and respect for teamwork. They also enable students to practice simulations, democratic exercises, and task performance, which can lead to changes in some negative and unacceptable behaviors. According [8], extracurricular activities hold significant educational value due to their effectiveness and the active participation of students in selecting and implementing these activities. These activities span various domains, including scientific, social, artistic, health-related, and cultural fields. On the other hand, the value of extracurricular activities is highlighted by their role in promoting Islamic values and shaping well-rounded personalities. They contribute to the development of personal traits and positive behavioral habits such as self-confidence, emotional balance, resilience, and perseverance. These activities also enhance social interaction, facilitate social adaptation, and foster leadership and a sense of belonging among students [9]. Moreover, [10] pointed out that the primary obstacles to implementing extracurricular activities include a lack of professional management and teachers' technical skills, as well as a lack of incentives for students and parental skepticism about the value of these activities. Additionally, challenges arise from the absence of specialized planning, diverse and integrated programs, financial resources, suitable venues, and the necessary equipment and tools.

The researcher believes there are numerous obstacles that hinder opportunities for practicing extracurricular activities in the Negev region. These obstacles include the prevailing culture regarding the consumption and importance of extracurricular activities among parents and students. Additionally, there is a strong emphasis on academic achievement driven by the hidden policies of the Ministry of Education and school principals. There is also a shortage of qualified professional staff for extracurricular activities. Furthermore, socio-cultural limitations play a role; the Negev is a conservative Arab Bedouin society where family and tribal influences impose restrictions when implementing any activity. Financial challenges also present significant hurdles, such as limited budgets and a lack of facilities necessary for these activities, like clubs and community centers. Moreover, many students reside in unrecognized villages, making their travel restricted in both time and location, often limiting their participation in extracurricular activities.

Extracurricular activities play a vital role in shaping students' personalities by developing their soft life, social, and psychological skills. In the past decade, the Negev region has witnessed significant development in these activities, with youth participating in youth movements and organizations, student councils, scouting activities, sports, arts, youth leadership groups, and the "Jinhan Al-Kermbo" groups that cater to individuals with special needs. As demonstrated in the studies by Saleh et al., and Ali and Abbas, these activities have a significant impact on participants. They enrich them, increase their effectiveness, influence their behavior, and develop leadership skills and traits to cope with obstacles and changes in society and life [11].

At the same time, some educators and many youths believe that extracurricular activities are merely a means of entertainment and leisure, failing to recognize their importance. These activities can fill their free time, enhance their leadership and personal skills, benefit the public and the community, and promote a culture of good and sincere citizenship and social participation. It is evident that the main focus and attention are directed towards academic achievement [12, 25], which reflects a state of neglect and ignorance, and a lack of understanding of the concepts of value education, personal development, and contribution to society. This overlooks the role of extracurricular activities in developing leadership traits among students, as well as their role as an educational tool that supports and enhances formal academic learning.

The researcher believes that there is a gap in the understanding and perception of the role of extracurricular student activities in the Negev region in shaping leadership qualities. Based on this, the study problem is to assess the extent to which extracurricular student activities contribute to defining leadership traits among students in grades 10 to 12 (secondary school) in the Negev. Addressing this problem requires finding answers to the following questions:

1. What is the role of extracurricular activities in defining leadership traits among secondary school students in the Negev from the perspective of extracurricular activity coordinators?
2. Are there statistically significant differences in the responses of the study sample regarding the role of extracurricular activities in defining leadership traits among secondary school students in the Negev, based on factors such as gender, years of service, job title, and academic qualifications?

However, the current study aims to identify the role of extracurricular activities in defining leadership traits among secondary school students in Negev, and to explore the differences in responses regarding the role of extracurricular activities in defining leadership traits among secondary school students in the Negev, based on gender, years of service, job title, and academic qualifications. Moreover, the research will be expected to provide theoretical and practical contributions. Theoretically, the study will support the theoretical material regarding the role of extracurricular activities in defining leadership traits, and in directing the attention of teachers, parents, and students toward the importance of extracurricular activities and their role in personality development. Practically, the study will focus is on the topic of leadership personality and its development through practice and participation in extracurricular activities. This is significant for its application to secondary school students, and for developing measures that can be used by researchers. The results and recommendations can be presented to the Ministry of Education, school principals, supervisors, and decision-makers in training centers, to help them in preparing future leaders and developing their personalities.

Previous Studies

Previous studies were reviewed according to the study variables, and some of them are presented below:

The study by [13] aimed to investigate the degree of participation in extracurricular student activities from the perspective of female students and to identify the extent of leadership skills practiced by students at the College of Pharmacy, Qassim University. The descriptive and survey methodology was adopted, with the study population comprising all female students in the College of Pharmacy. The sample included 179 students. The results confirmed that extracurricular student activities significantly contributed to the development of technical and intellectual leadership skills, and elevated human leadership skills to a moderate level. No statistically significant differences were found regarding the impact of student activities on the development of leadership skills among the study participants.

The study by [14] aimed to analyze the demographic and social factors influencing children's participation in arts and cultural activities, with a comparison between participation inside and outside of school. The study included 10,041 students, with a sample of 1,986 students aged between 11 and 15 years. The results showed that children from lower socioeconomic backgrounds were less likely to participate in activities outside of school, with parental social status being the most strongly correlated factor, along with other factors such as living in wealthier areas.

The study by [15] aimed to highlight the role of student activities at Sultan Qaboos University in developing and enhancing leadership skills from a student perspective. The descriptive research method was employed, and the study population consisted of 3,234 students involved in extracurricular activities. A questionnaire was designed to assess the following leadership skills: decision-making, creativity and problem-solving, time management, social interaction, negotiation skills, and responsibility. It was applied to a sample of 130 students. The study concluded that the overall performance, according to the gender variable, favored males, and no significant differences were found based on the other variable, the college.

On the other hand, [16] conducted a study aimed at understanding the reality of participation in extracurricular activities in basic education, its nature, concept, importance, and objectives in the city of Benghazi. The descriptive research method was used, and the study population consisted of 339 teachers. A sample of 91 teachers was selected, and the researchers used a questionnaire tool. The study concluded with several results, including the fact that the respondents were fully aware of the importance of extracurricular education, although some obstacles hindered its implementation, primarily the lack of available material resources and insufficient budgets.

Regarding the study by [17], it aimed to explore the role of extracurricular activities in developing certain aspects of modern education for 10th-grade students in government schools in Nablus, and how to develop them based on gender and students' academic achievement. The study population consisted of 3,083 students, and both quantitative and qualitative approaches were used, represented by the descriptive research method. A questionnaire was applied to a sample of 917 students, and individual interviews were conducted with 23 male and female teachers for the qualitative aspect. The results indicated an average overall rating of 3.32 for the role of extracurricular activities among 10th-grade students, with statistical significance found based on the academic achievement variable, favoring female students.

Methodology and Procedures

This study adopted a mixed methodology, combining both quantitative and qualitative approaches, as it best suited the study's objectives and questions. The study used descriptive correlational research design through a survey administered to a stratified sample. For the qualitative part, focus groups and open interviews were utilized.

Study Population and Sample

The study population consisted of extracurricular activity coordinators in 43 secondary schools, 9 youth departments, and youth movements and organizations in the Negev region, totaling 443 coordinators for the second semester of the 2023-2024 academic year. The study sample was a stratified random sample representing the study population, considering proportional representation of the independent variable, gender. A total of 70% of the study population was selected, equivalent to 328 extracurricular activity coordinators in the Negev region. The valid surveys included in the statistical analysis amounted to 301 questionnaires. The focus group consisted of 6 participants, and the interview included 12 specialists in the fields of supervision, guidance, and extracurricular activities.

Study Tools

The study adopted a mixed-methods approach, combining both quantitative and qualitative research using a questionnaire, focus groups, and interviews. The study relied on qualitative research methods and grounded theory, with the researcher employing the recommendations of Corbin and Strauss (2008) and using manual coding techniques. The questionnaire tool consisted of two parts. The first part included the personal variables of the respondents (gender, years of service, job title, and educational qualification). The second part consisted of items measuring the degree of extracurricular activities in shaping leadership traits among secondary school students in the Negev region. Additionally, the questionnaire utilized a five-point Likert scale: (Very low (1), Low (2), Medium (3), High (4), Very high (5)).

Psychometric Properties of the Questionnaire

A- Content Validity: The preliminary version of the questionnaire, consisting of 40 items, was presented to experts to assess its content validity. Based on the feedback from the majority of the experts, the final version of the tool was adopted, which included 38 items related to the role of extracurricular activities in defining leadership traits.

B- Construct Validity: The researcher calculated the construct validity by computing the correlation coefficient of each item in the questionnaire with the dimension it follows. The data indicated that all correlation coefficients for all items were statistically significant ($\alpha \leq 0.001$), which reflects the construct validity of the tool and supports its use in scientific research.

C- Reliability of the Questionnaire: The reliability of the questionnaire in assessing the role of extracurricular activities in defining leadership traits was verified by calculating the Cronbach's Alpha reliability coefficient. The reliability coefficient ranged between (0.88) and (0.92).

Interview Procedures

The researcher conducted the interviews according to the following procedures:

Exploring the previous educational literature related to the topic and variables of the study,

constructing the tool, ensuring its validity and reliability, obtaining the consent of the participants, coordinating suitable times with them, and conducting the interviews with audio recording after obtaining their approval. It can be confirmed that these interviews lasted for two weeks, during which the researcher conducted open interviews with 12 individuals responsible for extracurricular educational activities in educational institutions and local Arab-Bedouin authorities in the Negev. The average duration of each interview was forty-five minutes, accompanied by written documentation in a printed protocol, ensuring accuracy in recording the participants' responses and presenting them to the participants for confirmation. Subsequently, the data were studied, classified, and the interview texts were transcribed and analyzed according to (word, idea, and category), leading to the extraction of results and recommendations. It is worth mentioning that the researcher reached theoretical saturation in the tenth interview, meaning no new information was obtained from subsequent interview data. The study variables include the independent variable: co-curricular activities in determining leadership traits. The mediating variables encompass gender (male, female), job qualification (bachelor's, master's, doctorate), years of service (less than 5 years, between 5 and 10 years, more than 10 years), and job title (school coordinator, public youth center coordinator, youth movements and organizations coordinator).

Results of the Study

The results include both quantitative and qualitative findings.

Part One: Quantitative Results for the First Question:

What is the role of co-curricular activities in determining leadership traits among secondary school students in the Negev from the perspective of co-curricular activity coordinators?

The researcher calculated the standard deviations and mean scores for each item in the fields of the co-curricular activities survey related to determining leadership traits. These were then ranked in descending order according to their mean scores for each field.

Field Number	Field	Arithmetic Mean	Standard Deviation	Level
6	Communication and Interaction - Dealing with Others	4.27	0.63	Very High
1	Freedom of Expression	4.26	0.60	Very High
2	Learning	4.26	0.60	Very High
4	Self-Management and Building Self-Confidence	4.21	0.62	Very High
5	Decision Making	4.16	0.63	High
3	Creativity and Innovation - Problem Solving	4.03	0.61	High

Table 1. The Mean Scores, Standard Deviations, And Response Levels of the Study Sample According to the Fields of Co-Curricular Activities in Determining Leadership Traits.

The data in Table (1) indicate the co-curricular activity coordinators' estimates of the role of

activities in determining leadership traits among secondary school students in the Negev, based on the items in its fields. The overall score and mean average for the field of communication and interaction—with others was highly rated, with the highest mean score of (4.27). The fields of democratic expression and learning received a mean score of (4.26), while the field of self-management and self-confidence enhancement had a mean score of (4.21). The decision-making field received (4.16), and the field of creativity and innovation problem solving was rated at a high level with mean scores of (4.03).

Part Two: Qualitative Results for the First Question:

First: Focus Group Discussion Data Analysis: The researcher analyzed the results of the focus group interview and classified the content of the questions. The results indicate a very high level of the role of co-curricular activities in determining leadership traits, with an average rating of (6).

Second: Interview Results

According to the main question: "How do you perceive the role of co-curricular activities in determining leadership traits among secondary school students in the Negev, please explain?"

The results revealed a consensus among the participants that co-curricular activities play an important role in determining leadership traits among secondary school students in the Negev region. This is supported by the statements of the interviewees:

Participant 5: "For example, a student who participates in co-curricular activities finds themselves in a different social position afterward, as they are no longer shy about participating or standing in front of an audience."

Participant 10: "The contribution of co-curricular activities directly develops the student's leadership personality traits, and its role becomes apparent through leadership groups that help identify strengths and sometimes uncover traits that are not seen in the classroom within the formal curriculum."

The frequencies of ideas and concepts were distributed across six areas, with the researcher calculating the total number of repetitions for each participant and the average for each area. Then, these were ranked in descending order, as shown in Table 2.

Field	Total Frequency	Frequency Rate	Rank
Sixth Field: Communication and Interaction - Dealing with Others	50	5	1
Third Field: Creativity and Innovation - Problem Solving	32	3.2	2
First Field: Freedom of Expression	30	3	3
Fourth Field: Self-Management and Building Self-Confidence	29	2.9	4
Second Field: Learning	18	1.8	5

Fifth Field: Decision Making	18	1.8	5
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Table 2. Total Repetitions of Participants in Interviews, Average Repetitions, and Rank Order in Descending Order.

The results, after ranking in descending order based on the average frequencies, indicate that the field of communication and interaction ranked the highest, securing the first position. Meanwhile, the fields of learning and decision-making ranked fifth, as they received the lowest number and average repetitions.

Discussion of the Results of the First Question

What is the role of extracurricular activities in defining leadership traits among secondary school students in the Negev from the perspective of extracurricular activity coordinators?

It is evident from the data and results of the first question that the arithmetic averages for the dimensions and areas of extracurricular activities in defining leadership traits among secondary school students in the Negev region were high. The results can be attributed to the fact that the education system and schools view extracurricular activities as a continuous and natural aspect of classroom teaching. These activities have become an essential component that influences the teaching and learning process. This finding aligns with the study by [18], as well as the results of the studies by [19]. Extracurricular activities provide participating students with the opportunity to fulfill their desires and develop their leadership personalities through group learning and interaction with peers involved in the activities. This is consistent with the findings of the study by [20]. It also highlights a comprehensive understanding of the importance of extracurricular and non-formal education, offering students the chance to participate positively and willingly. Participation in these activities is not solely based on grades and academic performance. Additionally, the results can be attributed to support from families and their awareness of the importance of extracurricular activities, a finding consistent with the results of the study by [21].

The researcher also believes that the ability of coordinators and teachers to integrate and link educational content with extracurricular activities is a result of the contribution of the training workshops organized by the Community and Youth Administration in the Ministry of Education, in conjunction with the provision of resources and budgets in recent years, guidance and supervision from the Ministry of Education, and the support of the youth departments responsible for after-school activities in municipalities and local councils. This is also consistent with the results of the focus group, which showed that the role of extracurricular activities in defining leadership traits came at a very high rate, supported by the interpretation and quote from the participants as follows:

Participant 2: "I believe that all extracurricular activities are the fundamental element in building a student's character. As an example, I, as a student, participated in many activities and public programs, which shaped my personality through these experiences. I remember them more than academic subjects because I built my character through these activities and my social relationships." This result was supported by the interview findings, which showed that all participants agreed on the important role of extracurricular activities in determining leadership traits among secondary school students in the Negev region. This was backed by the statements of the interviewees:

Participant 4: "Extracurricular activities are a fundamental part of shaping the personality and

mindset of the student and developing their leadership qualities."

Participant 7: "I see a direct and clear relationship between extracurricular activities and the development of leadership traits in students. They strengthen the students and expose them to skills that help them become leaders."

These findings contrast with the study by Zamil (2018), which showed a moderate level of general appreciation among 10th-grade students for the role of extracurricular activities in developing and enhancing some aspects of modern education.

Part Three: Quantitative Results for the Second Question: Are there statistically significant differences in the responses of the study sample regarding the role of extracurricular activities in determining leadership traits among secondary school students in the Negev, based on gender, years of service, job title, and educational qualification?

		Arithmetic mean	Standard deviation
Gender	Male	4.14	0.56
	Female	4.30	0.53
Academic Qualification	Bachelor's Degree	4.20	0.50
	Master's Degree	4.21	0.57
	PhD	4.35	0.68
Years of Service	Short	4.28	0.55
	Medium	4.21	0.49
	Long	4.16	0.59
Job Title	School Centered	4.16	0.57
	Public Harbor Center	4.20	0.49
	Youth Movements and Organizations Center	4.43	0.44
Total		4.21	0.55

Table 3. Mean Scores and Standard Deviations According to Gender, Years of Service, Job Title, and Educational Qualification.

The data in Table 3 refers to the mean scores and standard deviations according to gender, years of service, job title, and educational qualification.

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Squares	F Value	Significance Level
Model	5348.05	8	668.5	2275.8	0.000
Gender	1.58	1	1.58	5.38	0.02
Educational Qualification	0.78	2	0.39	1.33	0.26
Years of Experience	0.27	2	0.13	0.46	0.62
Job Title	2.51	2	1.25	4.28	0.01
Error	85.77	292	0.29		

Total	5433.83	300		
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Table 4. Results of the Four-Way Analysis of Variance According to Gender, Years of Service, Job Title, and Educational Qualification.

The data in Table (4) indicate that there are statistically significant differences in the mean scores of the role of extracurricular activities in determining leadership traits attributed to both gender and job title. The F value for the gender variable is (5.38), which is statistically significant at the significance level ($\alpha \leq 0.02$), and the F value related to the job title variable is (4.28), which is statistically significant at the significance level ($\alpha \leq 0.01$). As for years of service and educational qualification, there was no statistical significance in the role of extracurricular activities in determining leadership traits. The F value for educational qualification is (1.33), which is not statistically significant, and the F value for years of experience is (0.46), which is also not statistically significant. This means that there are no differences in the mean scores of the role of extracurricular activities in determining leadership traits attributed to years of service and educational qualification. Regarding gender, where significant statistical differences appeared, referring to Table (3), we find that the differences were in favor of females, with a mean score of (4.30), while males had a mean score of (4.14). Regarding job title, there were statistically significant differences in the mean scores of the role of extracurricular activities in determining leadership traits depending on the job title (School Coordinator, Public Harbor Center, Youth Movement and Organization Coordinator). Therefore, the researcher followed and tested the significance direction using the Scheffé test for post hoc comparisons, as shown in Table (5).

Job Title	School-Centered	Public Harbor Center	Youth Movements and Organizations Center
School Centered	-	0.04	0.27*
Public Harbor Center	0.04	-	0.22
Youth Movements and Organizations Center	0.27*	0.22	-

Table 5. Results of the Scheffé Test for Post Hoc Differences in the Job Title Variable.

Looking at Table (5), it is clear that there are statistically significant differences between the School Coordinator and the Youth Movement and Organization Coordinator. Referring back to Table (3), it is observed that the mean score for the School Coordinator is (4.16), while the Youth Movement and Organization Coordinator has a mean score of (4.43). This indicates that the differences are in favor of the Youth Movement and Organization Coordinator.

Discussion of the Results for Question Two: Are there statistically significant differences in the responses of the study sample regarding the role of extracurricular activities and the determination of leadership traits among secondary school students in the Negev, based on gender, years of service, job title, and academic qualification?

The results showed that there are statistically significant differences in the mean scores regarding the role of extracurricular activities in determining leadership traits, attributed to both gender and job title. However, regarding academic qualification, the results indicated that there were

no differences in the mean scores of the responses from the extracurricular activity coordinators about the role of these activities in determining leadership traits, based on years of service and academic qualification. This can be attributed to the high level of agreement among the study sample. The researcher explains that the coordinators, regardless of their years of experience or academic qualification, operate in a unified system under the Ministry of Education. All coordinators undergo professional development courses and receive standardized guidance and supervision, regardless of their qualifications or years of service.

As for the results related to gender, it was found that there are statistically significant differences in the responses of extracurricular activity coordinators regarding the role of these activities in determining leadership traits, in favor of females. The existence of these differences in favor of females can be attributed to the nature of positive social interaction, seriousness, and the level of handling and perception of female coordinators as teachers, coordinators, and mothers, with regard to the importance of student participation and effectiveness in extracurricular activities and the development of leadership traits. The researcher attributes this to the fact that female coordinators' responses were influenced by the reality of female students' participation in activities and events more than male students, due to their personal capabilities and social opportunities when it comes to joining activities or filling their free time with other choices. On the other hand, the opportunities for male students are broader, while female students have limited choices, especially since they live in a traditional, conservative society. Additionally, communication with the family increases respect for the coordinator's approach, as well as the increased support from parents for active participation in activities. This aligns with the findings of Zamil's study (2018).

This also aligns with the results of the focus group, which can be explained as follows:

Participant 1: "They have more desire and closeness."

Participant 3: "Their ability to work in this area and present it better."

However, the results do not align with the study by [22], which revealed no statistically significant differences regarding the impact of student activities on the development of leadership skills among female students, nor with the study by [23], whose results favored males. As for the job title, it was found that there are statistically significant differences in the average scores of the role of extracurricular activities in determining leadership traits based on the job title (school coordinator, community center coordinator, and youth movements and organizations coordinator).

The results showed statistically significant differences between the job title of school coordinator and the job title of youth movements and organizations coordinator. Additionally, there were statistically significant differences between the job title of community center coordinator and the job title of youth movements and organizations coordinator, with the differences favoring the youth movements and organizations coordinator. These results and differences can be attributed to the fact that youth movements and organizations are a recent addition to the field of extracurricular and non-curricular activities over the past decade and a half, introduced in a structured and consistent manner. Furthermore, the role and awareness of the youth movements and organizations coordinator in building partnerships with schools, youth departments, and parents to enhance their activities are central to their focus and involvement.

The researcher explains this by stating that the approach of youth movements and organizations coordinators is more driven by community contribution rather than just fulfilling job duties.

They possess a sense of belonging, commitment, pride, and a deep connection to their mission and participation for the community. This is reflected in their symbolic attire. The defining issue for youth movements and organizations is the success or failure of their activities "to be" successful or "not to be" in the case of dissatisfaction or failure. This contrasts with the fixed nature of extracurricular activities in schools and community centers and their perceived importance. This result aligns with the findings of the study by [24].

The focus group supported the results, indicating that there are differences in favor of the youth movements center, and this can be explained as follows:

Participant 1: "The methodology and quality of their activities are more suited to the youth generation."

Participant 5: "Because he himself has gone through these activities and passes them on to others."

Recommendations and Suggestions for the Study

Based on the results reached by the researcher, the following recommendations are made:

1. Develop a strategy to support schools and youth departments in the local civil authority to activate and strengthen extracurricular and co-curricular activities to align with scientific and technological advancements and the requirements of the modern era.
2. Provide frameworks and extracurricular activities that align with the interests and talents of students, especially male students, to encourage their participation and integration into extracurricular activities.
3. Continuous joint training and qualification for extracurricular activity coordinators and advisors to empower them, facilitate peer learning from youth movement coordinators' experiences, and enhance extracurricular activities, leadership traits, and social participation.
4. Monitor and increase resources and budgets to provide classrooms, youth clubs, and camp activities, and to offer opportunities for activating extracurricular activities for all students.
5. Raise awareness of the importance of participation in extracurricular activities through seminars, summit days, lectures, and electronic newsletters for children, youth members, and parents.

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