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The Role of Extracurricular Educational Activities in Enhancing Social Adaptation among Youth in the Negev Region from the Perspective of Field Workers

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Abstract

The current study aimed to explore the role of extracurricular educational activities in enhancing social adaptation among youth in the Negev region from the perspective of those working there. The study followed the descriptive survey methodology, and a questionnaire tool was developed, with its validity and reliability were verified. The questionnaire consisted of 32 items, consisted of five fields which are: environmental adaptation (included 5 items), social adaptation (included 6 items), cultural adaptation (included 5 items), structural adaptation (included 6 items), and educational adaptation (included 10 items). The questionnaire was converted to an electronic form. The study sample consisted of (105) employees. The findings showed that the role of extracurricular educational activities in enhancing social adaptation among youth in the Negev region, from the perspective of those working there, was high. Furthermore, the findings showed no statistically significant differences attributable to variables such as job title, gender, years of experience, and academic degree. The study suggested offering a variety of extracurricular activities such as recreation, social, cultural, and environmental areas. This would help community members to develop their social skills and discover their interests.

Keywords: Youth, Extracurricular Educational Activities, Social Adaptation, Negev Region.

Introduction

The education sector has focused on utilizing community resources by relying on human capabilities, which leads to the progress and prosperity of societies. This focus is based on the student, their needs, interests, and the educational activities provided to them. Extracurricular educational activities that fall outside the formal curriculum and play a significant role in students' education. These Extracurricular activities include a variety of activities, such as singing, sports, drama, music, and social service (Kanan & Bouckennooghe, 2021). Schools have a crucial role in utilizing students' capabilities. Through these activities, schools aim to develop students' personalities and talents, and enhance their skills. Extracurricular activities are vital in students' lives, and gently impact their learning and the development of higher-order thinking skills, such as creativity and critical thinking. These activities also help students manage their time effectively, achieve their social goals, interact with peers, and build strong relationships with their families and the community (Ginosyan, Tuzlukova & Ahmed, 2020).

Fakhretdinova, Osipov, and Dulalaeva (2021) highlighted that extracurricular activities directly impact students' behavior, which reflected on their academic performance. Students are allowed to choose extracurricular educational activities, which are divided into three categories: social

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activities, educational activities, and physical activities. These activities enhance communication among learners, improving their leadership skills. Educational activities aim to enhance knowledge and develop academic skills through experiences outside the classroom, while physical activities focus on fitness, helping students strengthen their bodies and improve their motor skills.

Tamtilat and Kazrit (2022) emphasized that students' participation in these activities is crucial for their overall academic, social, and political integration, helping them develop their minds, generate creative ideas, and enhance their personalities and self-confidence. Students should be encouraged to participate in extracurricular activities and prioritize them, as they offer an enjoyable learning experience through games and activities.

Furthermore, extracurricular activities contribute to academic performance, with significant improvements in subjects such as mathematics and language. It promotes the achievement of comprehensive growth in body, mind, and spirit, especially those activities that are practiced during holidays or outside regular school hours (Turbiyyah & Kayed, 2023). As Zehri (2018) stated, its purpose is to enhance individual talents and abilities among students from diverse backgrounds, allowing them to engage in different social environments. These activities develop basic skills such as cooperation, communication, teamwork, building strong personal relationships, effective communication, and collaboration with others. Abu Al-Qian (2018) mentioned the types of extracurricular activities that can be applied with school students, such as community service, voluntary work, school clubs, sports activities, and cultural and artistic activities.

Mahoney, Cairns, and Farmer (2003) emphasized that extracurricular activities are vital in developing social adaptation in students. These activities provide a supportive environment that helps students develop many skills, such as self-confidence, communication skills, and relationship building. By participating in various extracurricular activities, students gain the ability to interact with their community in a more positive manner, improving their ability to adapt to social situations.

Social adaptation, as mentioned by Al-Srehan (2020), is one of the basic issues related to human behavior. It represents an individual's response to achieve a balance between their motivations and needs, from one side, and the requirements of the environment and surrounding circumstances, from another side. This adaptation focuses on positive actions that contribute to achieving satisfaction and enhancing social acceptance, along with the ability to adapt to different life situations. Arshie (2022) pointed out that social adaptation occurs as a result of an individual's interaction with their surrounding environment in order to satisfy their motives and incentives, which requires behavioral changes in line with environmental changes. Therefore, this process must include both behavioral and psychological responses that may alter an individual's behavior in response to these changes.

A socially adapted individual reaches a stage where their behaviors and actions are aligned with the social environment in which he lives, achieving positive balance in his social relationships, which impacts various aspects of his life in a positive way. Ibrahim (2023) explained that social adaptation among students leads to achieving balance in their relationship with their environment, peers, and school and this balance enhances their motivation to achieve and help them utilize their potential and abilities to the fullest extent. Adaptation is the adjustment of the individual's internal organization to align with the prevailing societal norms and is formed at the

individual level through the adoption of public morals and awareness of his duty to society, which reflects in his thoughts, goals, and actions.

Social adaptation consists of several types, as described by Al-Faqih (2015):

Environmental Adaptation: Refers to the individual's ability to adapt to changes in the surrounding natural environment, such as moving from a hot climate to a cold climate. This process requires time for the body to adjust to the new climatic conditions through neural signals that help the person adapt.

Social Adaptation: The ability of individuals to adapt socially to new people in the community they have moved to, such as engaging in social interactions such as buying and selling or exchanging greetings with neighbors. Individuals learn to reduce their fear of interacting with others.

Cultural Adaptation: Refers to an individual's ability to adopt new cultural systems, such as behaviors, values, and attitudes. People often face challenges when adapting to a culture different from their own, but over time, they become capable of coexisting and integrating into their new social environment.

Structural Adaptation: This related to the individual's ability to participate with others within the same community, such as clubs or organizations. The more a person is able to integrate and participate effectively in these groups, the more it is an indication of his success in adapting to the formal and informal structures of the new society.

Educational Adaptation: It is related to the student's ability to adjust and adapt to the educational and learning environment, whether at school or university. It includes positive interaction with peers and teachers, compliance with school rules, the ability to overcome academic challenges, and the development of personal skills essential for academic success.

Youth in the Negev region represent a dynamic and influential part of society, possessing diverse skills, resources and capabilities that reflect their rich cultures and history background. Living in a unique and challenging desert environment strengthens their adaptability and creativity. They actively engage in extracurricular activities aimed to develop social and cultural skills, such as leadership programs and community initiatives. Many of them seek to strengthen their cultural identity and take part in the community events. These activities help shape their personalities, increasing their awareness of social and environmental problems, and empowering them to overcome challenges while working toward a better future.

Many studies have examined extracurricular educational activities, emphasizing their impact on different aspects of the development of students. Mirembe and Alex (2024) conducted a study to show the impact of extracurricular activities on the development of social skills among students at Green Hill Academy. Using a descriptive approach, the study surveyed a sample of 300 students using a questionnaire. The findings showed a percentage of 24.6% improvement in communication skills, with no significant impact from gender. Additionally, teamwork was beneficial, as the time invested positively associated with a 19.5% increase in collaboration. Students in leadership roles demonstrated a 31.5% enhancement in skills, highlighting the importance of responsibility in fostering collaboration and organization.

Waseem's study (2023) explored the relationship between informal education and academic adaptation among elementary school students from the perspective of principals and teachers in schools in the Taybeh region. The study was conducted on a sample of 226 male and female

teachers and 20 principals, using descriptive and qualitative approaches through interviews and questionnaires. The findings showed a high level of extracurricular education and academic adaptation, with no statistically significant differences in most areas of extracurricular education. However, in the social and sports fields, male students showed higher results. Additionally, no significant differences were found related to academic qualifications, years of experience, or age.

Tamtelet and Kezrit's study (2022) showed the relationship between extracurricular activities and self-confidence among students. The study was made on a sample of 54 students, and used the descriptive approach and questionnaire. The findings highlighted the presence of several clubs at Sheikh Ami Said Institution in Ghardaia that cater to interests of middle and high school students. The study identified a statistically significant relationship between extracurricular activities and self-confidence within the same sample.

Zahri's study (2018) focused on assessing the impact of extracurricular activities on improving students' attitudes toward their professional careers. The study was conducted on a sample of 400 male and female students from the Educational Media Department at Mansoura University. After participating in extracurricular activities, students were found to be more passionate, committed, and efficient in their work and studies. They also showed higher levels of activity and satisfaction.

Feraco, Resnati, Fregonese, Spoto, and Meneghetti's study (2021) aimed to explore the role of extracurricular activities in developing personal skills. The study included 460 male and female students from elementary school to secondary school, using a descriptive approach and a questionnaire. The results showed that personal skills predicted self-regulated learning and motivation in school. These factors indirectly enhanced academic achievement in cognitive abilities. While cognitive abilities also predicted academic achievement and motivation, they were not related to personal skills. The study found that extracurricular activities had a positive impact on personal skills.

Nashwan, Nashwan, and Stechler's study (2020) aimed to explore the role of extracurricular activities in improving the social and psychological aspects of Syrian refugee children in Jordan, from the perspective of supervisors of these activities. The study used the qualitative approach, where interviews were conducted with 31 male and female teachers. The results showed that social and psychological challenges were the most significant responses of the participants, especially shyness and feelings related to the refugee students' sense of belonging and self-confidence. In evaluating the programs implemented for students, respondents revealed a wide range of positive feedback. The study also identified challenges related to the lack of tools or equipment for artistic and sports activities, as well as financial resources from NGOs to carry out their activities.

This study is characterized by its specific focus on investigating the role of extracurricular educational activities in enhancing social adaptation among youth in the Negev region, from the perspective of those working there. This focus sets it apart from previous studies: Mirembe and Alex (2024) showed the impact of extracurricular activities the development of social skills among students, Waseem (2023) showed the relationship between extracurricular education and academic adaptation among elementary school students, Tamtelet and Kezrit (2022) showed the relationship between extracurricular activities and self-confidence among students, Feraco et al. (2021) concentrated on the role of extracurricular activities in developing personal skills, and

Nashwan et al. (2020) analyzed the role of extracurricular activities in developing social and psychological aspects.

The current study depended on the descriptive approach, similar to the studies of Mirembe & Alex (2024), Tamtelet & Kezrit (2022), and Feraco et al. (2021), which also utilized descriptive methods. Although, it is different from Nashwan et al. (2020), which adopted a qualitative approach, and from Waseem (2023), which adopted a mixed-method approach.

The current study also utilized a questionnaire, consistent with Mirembe & Alex's study (2024), Tamtelet & Kezrit (2022), and Feraco et al. (2021), while it differs from the study of Nashwan et al. (2020), which used interviews. Moreover, it contrasts with Waseem's study (2023), which used both interviews and questionnaires. Therefore, the current study appears to be the first to address the role of extracurricular educational activities in enhancing social adaptation among youth in the Negev region, from the perspective of those working there.

Study Problem

Wentzel, Jablansky, and Scalise (2021) stated that some students have social adaption deficits, lacking the appropriate skills to build and maintain positive relationships with others, communicate effectively, deal with social pressures, and some even face social isolation, which affects their learning and academic progress. Through the researcher's experience as a supervisor of extracurricular programs and activities in the Ministry of Education in the Negev region, it became clear that there is an urgent need among youth to develop social adaptation, especially in light of the challenges facing these youth in the region. The researcher observed that these individuals often struggle to adapt to environmental, social, and cultural changes, which negatively affects their communication and integration into society. Additionally, youth in this region lack opportunities to develop their social skills.

The researcher also believes that there is a gap in studies that addressed the role of extracurricular activities in improving social adaptation, but Zahri's study (2018) showed a relationship between extracurricular activities and the development of certain skills among students. Additionally, the results of the study by Feraco et al. (2021) indicated that extracurricular activities significantly affect the development of soft personal skills, adaptability, personal initiative, perseverance, curiosity, leadership, social awareness, and problem-solving skills. Waseem's study (2023) recommended focusing on extracurricular education, especially in the social and sports fields. Based on these findings and the researcher's experience, the study's problem is to explore the role of extracurricular educational activities in enhancing social adaptation among youth in the Negev region, from the perspective of those working there.

Study Questions

The study aimed to answer the following questions:

What is the role of extracurricular educational activities in enhancing social adaptation among youth in the Negev region, from the perspective of those working there?

Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the responses of the sample members regarding the role of extracurricular educational activities in enhancing social adaptation among youth in the Negev region according to the variables of job title, gender, years of experience, and academic degree?

Study Objectives

The study aimed to identify:

- The role of extracurricular educational activities in enhancing social adaptation among youth in the Negev region, from the perspective of those working there.
- Differences in the responses of the sample members regarding the role of extracurricular educational activities in enhancing social adaptation among youth in the Negev region according to the variables of job title, gender, years of experience, and academic degree.

Study's Significance

The importance of the study form both theoretical and practical is highlighted as follows:

Theoretical Study's Significance:

- The study may contribute to deepening theoretical understanding of the relationship between extracurricular activities and social adaptation.
- Highlight the role of educational activities in improving social and personal interaction among youth, and help identify factors that contribute to enhancing adaptation skills in multicultural environments.

Practical Study's Significance:

- The study's findings may provide useful information for decision-makers and educational institutions on how to direct extracurricular activities to enhance youth integration into society and prepare them to face various social challenges.
- The study can help improve the role of counselors and coordinators in providing effective support to youth by promoting extracurricular activities that contribute to improving their social interactions and personal skills.

Study Boundaries and Limitations

The study was limited to the following:

- **Subject Limitation:** The study focused on the role of extracurricular educational activities in enhancing social adaptation among youth in the Negev region, from the perspective of those working there.
- **Human Limitation:** The sample consisted of workers in Arab Secondary Schools and youth departments in the Negev region.
- **Geographical Limitation:** The study was conducted in Arab secondary schools and youth departments in the Negev region within the Green Line.
- **Temporal Limitation:** The study was conducted during the first semester of the academic year (2024-2025).

Study Limitations: The results are determined by the psychometric characteristics of the study tool and the accuracy and objectivity of the responses from the sample members regarding the questionnaire questions. The results cannot be generalized outside communities similar to the community from which the sample was taken.

Study Terms

- **Extracurricular Educational Activities:** Zahri (2018) defined it as activities conducted by learners outside the classroom, within the school plan, under the supervision of teachers and with specific goals and objectives. These activities include sports, social activities, trips, school radio, and scouting activities. In practice, these are activities that take place during school hours, managed by teachers or those that take place after school hours in the evening, implemented by instructors with youth who are interested in such activities.
- **Social Adaptation:** Al-Faqih (2015) defined it as a continuous dynamic process in which a person aims to adjust their behavior to establish a more harmonious relationship with his environment, and practically refers to the extent to the sample individual's response to the social adaptation tool that was developed for this study.
- **Field of Extracurricular Activities Workers:** The researcher defines them practically as workers in student activity centers, including instructors, coordinators, and youth department managers.

Methodology and Procedures

Research Design:

The descriptive survey approach was used because it is suitable for achieving the study's objectives.

Study Population and Sample:

The study population included all workers in the department related to youth, totaling 230 workers for the academic year 2024-2025. A random sample of 105 workers was selected from those working in the field of youth for the academic year 2024-2025 for the first semester. The sample was selected using simple random method, and the study tool was distributed to them electronically. All returned questionnaires were suitable for coding and analysis.

Study Variables	Categories/Levels	Numbers	Percentage
Job Title	Instructor and other	51	48.6
	Youth Department Coordinator and Director	54	51.4
Gender	Male	42	40.0
	Female	63	60.0
Years of Experience	Less than 5 years	62	59.0
	5-10 years	19	18.1
	More than 10 years	24	22.9
Academic Degree	Secondary	10	9.5
	Bachelor's	46	43.8

	Postgraduate studies	49	46.7
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Table (1) shows the distribution of the sample members according to job title, gender, years of experience, and academic degree.

Study Tool

To achieve the role of extracurricular educational activities in enhancing social adaptation among youth in the Negev region from the perspective of those working there, a questionnaire tool was developed, based on the studies of (Wassim, 2023) and (Al-Faqih, 2015). The questionnaire consisted of 32 items distributed over five fields and areas which are: Environmental Adaptation (5 items), Social Adaptation (6 items), Cultural Adaptation (5 items), Structural Adaptation (6 items), and Educational Adaptation (10 items). A 5-point Likert scale was used to gather responses and collect data, with the following options: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). To assess the study sample's responses to the items, specific criteria were applied to evaluate the degree of response:

- 1.00 – 2.33: Low level
- 2.34 – 3.67: Moderate level
- 3.68 – 5.00: High level

To analyze the results and evaluate the mean scores of the items, the following equation was used:

$$\frac{\text{Maximum-Minimum}}{\text{Number of levels}}$$

Validity of the Questionnaire

To assure the accuracy of the questionnaire content, it was reviewed by a specific group of five academic reviewers from accredited universities. They were asked to assess the appropriateness and clarity of the items, and to verify the accuracy of the language and phrasing. The reviewers' satisfaction rate was 80%, and based on their feedback, the researcher made the necessary amendments, such as rephrasing specific items, to finalize the questionnaire. The final version of the questionnaire included 32 items.

Reliability of the Questionnaire

To ensure the reliability of the questionnaire, it was tested on a sample of 30 participants from the study community, who were not part of the final sample and the internal consistency reliability coefficient was calculated using Cronbach's Alpha.

Fields	Cronbach's Alpha	Number of Items
Environmental Adaptation	0.789	5
Social Adaptation	0.903	6
Cultural Adaptation	0.905	5
Structural Adaptation	0.872	6

Educational Adaptation	0.946	10
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Table (2): Reliability Coefficients of the Questionnaire

Table (2) shows the value of internal consistency reliability values using Cronbach's Alpha for the study tool items. The reliability coefficients for the fields ranged between (0.789–0.946), and the overall reliability coefficient of the tool was (0.968), which is considered good.

Study Variables

The study included the following variables:

- Dependent variable: The role of extracurricular educational activities in enhancing social adaptation.
- Independent variables:
 - o Job title, which includes: (Instructor, Youth Department Coordinator and Director, Other titles such as Youth Movement, Scouts, Student's Knowledge).
 - o Gender, with two categories: (Male, Female).
 - o Years of experience (includes three levels): Less than 5 years, 5–10 years, more than 10 years.
 - o Academic degree (includes three levels): High School, Bachelor's, Postgraduate studies.

Statistical Treatment

To answer the study questions, the data were processed using the SPSS program, based on arithmetic mean and standard deviations. Multivariate Analysis of Variance (MANOVA) was used to analyze the sample responses to the tool in relation to the independent variables in the study. Cronbach's Alpha equation was used to ensure the reliability of the tool.

Results of the Study

Results of the First Question: "What is the role of extracurricular educational activities in enhancing social adaptation among youth in the Negev region, from the perspective of those working there?"

To answer the first question, the arithmetic means, standard deviations, ranks, and scores of the study participants' responses were calculated regarding the role of extracurricular educational activities in enhancing social adaptation among youth in the Negev, with the fields arranged in descending order based on the means. Table (3) shows this data.

Number	Fields	Arithmetic Means	Standard Deviations	Ranks	Levels
2	Social Adaptation	4.56	0.46	1	High
1	Environmental Adaptation	4.41	0.48	2	High
3	Cultural Adaptation	4.37	0.56	3	High
4	Structural Adaptation	4.36	0.52	4	High
5	Educational Adaptation	4.31	0.60	5	High
Total Arithmetic Mean		4.39	0.47		High

Table (3): Arithmetic Means, Standard Deviations, and Ranks of Responses to the fields of the Role of Extracurricular Educational Activities in Enhancing Social Adaptation, arranged in Descending Order.

Table (3) shows that the role of extracurricular educational activities in enhancing social adaptation among youth in the Negev from the perspective of those working there, has high rating, as the total arithmetic mean score was (4.39) and a standard deviation was (0.47), which indicated a high rating. This result is attributed to the role of extracurricular activities in providing an interactive environment that encourages youth to work together, collaborate, and gives them the opportunity to express their interests and opinions freely, which positively impacts their social skills and the formation of positive relationships. Extracurricular activities expose youth to diverse cultures and experiences, fostering their understanding and acceptance of each other. These activities also cultivate efficient communication skills and problem-solving abilities in groups, which are crucial for establishing healthy social relationships. Additionally, they help support individuals' confidence by providing opportunities to express themselves and showcase their hobbies and talents. Therefore, the current study aligns with the findings of Tamtelet & Kezrit (2022), which showed that after engaging in extracurricular activities, students became more passionate, involved, and efficient in their work and studies, and more active and satisfied.

The subfields were ranked in descending order based on the arithmetic mean score as follows: "Social Adaptation" ranked first with a score of (4.56) and a standard deviation of (0.46), "Environmental Adaptation" ranked second with a score of (4.41) and a standard deviation of (0.48), "Cultural Adaptation" ranked third with a score of (4.37) and a standard deviation of (0.56), "Structural Adaptation" ranked fourth with a score of (4.36) and a standard deviation of (0.52), and "Educational Adaptation" ranked fifth with a score of (4.31) and a standard deviation of (0.60). This result may show the role of these activities in fostering social connections among youth through teamwork and participation in group activities. These activities offered an enabling environment that allows youth to express themselves, which decreases social pressures. Moreover, they contribute to improving communication and integration among youth, which allows them to build positive relationships within the society. Furthermore, these activities provide an unconventional educational environment that enhances students' participation in the educational process by using engaging, attractive and enjoyable methods, while developing critical and creative thinking skills, self-discipline, time management, and reducing academic frustration through activities that combine entertainment and learning.

The data of each item in the five fields were also analyzed and arranged in descending order based on the arithmetic mean scores, as shown in Table (4).

Number	Items	Arithmetic Means	Standard Deviations	Ranks	Levels
2	Extracurricular activities contribute to developing youth's skills in adapting to various environmental changes surrounding them.	4.59	0.49	1	High
1	Extracurricular activities enhance youth's awareness of	4.54	0.56	2	High

	the importance of conserving natural resources.				
4	Extracurricular activities help youth to learn how to maintain positive practices such as recycling and sustainable agriculture.	4.35	0.72	3	High
5	Extracurricular activities help youth to learn the importance of reducing waste and using resources efficiently.	4.31	0.76	4	High
3	Extracurricular activities increase youth's awareness of the importance of caring for animals and plants.	4.23	0.71	5	High
Total Environmental adaptation		4.41	0.48		High
10	Extracurricular activities provide youth with opportunities to participate in community events.	4.61	0.55	1	High
7	Extracurricular activities encourage youth to build positive relationships with members of the new community in which they live in.	4.59	0.53	2	High
6	Extracurricular activities enhance youth's ability to interact with others within the local community.	4.57	0.55	3	High
8	Extracurricular activities help youth to reduce feelings of fear or hesitation when interacting with new people in the community.	4.55	0.60	4	High
9	Extracurricular activities help youth to learn the skills to build successful social relationships in their new environment.	4.54	0.54	5	High
11	Extracurricular activities teach youth how to communicate effectively with people in the community who are different from them.	4.53	0.57	6	High
Total Social Adaptation		4.56	0.46		High

14	Extracurricular activities contribute to enhancing the ability of youth to coexist with the different cultural values in the surrounding community.	4.39	0.66	1	High
12	Extracurricular activities encourage youth to adopt the values and culture of the community of which they are a part.	4.38	0.64	2	High
15	Extracurricular activities encourage youth to respect and appreciate the different customs and traditions of their new environment.	4.37	0.64	3	High
13	Extracurricular activities help youth facilitate the learning of local customs and traditions in their new environment.	4.36	0.65	4	High
16	Extracurricular activities provide youth with opportunities to interact with individuals from diverse cultural backgrounds, which contributes to enhancing cultural adaptation.	4.35	0.69	5	High
Total Cultural Adaptation		4.37	0.56		High
17	Extracurricular activities encourage youth to actively participate in local community activities.	4.54	0.56	1	High
21	Extracurricular activities help youth discover their personal and professional interests.	4.46	0.60	2	High
19	Extracurricular activities help youth to take on leadership roles within community groups and organizations.	4.41	0.63	3	High
20	Extracurricular activities contribute to enhancing youth's awareness of careers and official career paths within government institutions.	4.33	0.63	4	High
22	Extracurricular activities contribute to preparing youth for integration into the labour	4.32	0.63	5	High

	market by enhancing their practical work skills.				
18	Extracurricular activities help enhance the integration of youth into government jobs.	4.07	0.90	6	High
Total Structural Adaptation		4.36	0.52		High
23	Extracurricular activities help improve the interaction of youth with their peers in the educational institution.	4.46	0.62	1	High
24	Extracurricular activities contribute to developing leadership and teamwork skills among youth in the educational institution.	4.44	0.63	2	High
27	Extracurricular activities help improve the interaction between youth and their peers in the educational institution.	4.40	0.60	3	High
29	Extracurricular activities enhance social acceptance and integration of youth into the academic environment.	4.33	0.76	4	High
32	Extracurricular activities help youth achieve a balance between academic and social activities.	4.32	0.74	5	High
28	Extracurricular activities help improve time management skills among youth.	4.31	0.74	6	High
26	Extracurricular activities allow youth to face academic challenges by developing their problem-solving skills.	4.23	0.71	7	High
25	Extracurricular activities give youth the opportunity to choose their academic path.	4.22	0.80	8	High
30	Extracurricular activities contribute to improving the academic achievement levels of youth.	4.17	0.79	9	High
31	Extracurricular activities contribute to youth's acceptance into the academic paths they desire and prefer.	4.16	0.80	10	High
Total Educational Adaptation		4.31	0.60		High

Table (4): Arithmetic Means, Standard Deviations, Rankings, and Scores for Each field's Items in Descending Order Based on Arithmetic Means

Table (4) shows that the field of "Environmental Adaptation" received a high ranking, with a score of (4.41) and a standard deviation of (0.48). The top-ranked item was No. (2) with a score of (4.59). The researcher ascribes this finding to the opportunities provided by these activities to engage with new experiences and situations, including subjected to present ecological issues such as climate change, which helps to develop their ability to adapt with various environmental changes. Meanwhile, item (3) ranked in last place with an arithmetic mean score of (4.23). This result may be due to the increasing awareness of the importance of caring for animals and plants to maintain safety of the food chain and to not harm any environmental element, whereas each element greatly affects the other part.

Regarding "Social Adaptation" field received a high ranking, with an arithmetic mean score of (4.56) and a standard deviation of (0.46). The top-ranked item was No. (10), with an arithmetic mean score of (4.61). This finding is ascribed to fact that these activities offer various opportunities to engage in social events, enhancing youth's potential to work as a team, collaborate, and build social networks, in addition to interacting with others. In Meanwhile, item (11) ranked in last place with an arithmetic mean score of (4.53). The researcher ascribes this finding to the success of these activities in fostering communication skills despite cultural and social disparities, while emphasizing the importance of strengthening community connections and teamwork to achieve common goals and overcome the differences.

The results shown in Table (4) indicate that "Cultural Adaptation" field received a high ranking with an arithmetic mean score of (4.37) and a standard deviation of (0.56). The top-ranked item was No. (14), with an arithmetic mean score of (4.39). This finding is ascribed to the fact that the activities offer professional and cultural events that allow individuals to learn about different cultures and providing the rule of respecting others, tolerance, and accepting differences. Meanwhile, item (16), ranked in last place with an arithmetic mean score of (4.35). These findings ascribed the role of extracurricular activities in offering interactive environments that allow individuals to communicate with people from different cultural backgrounds, enhance their personal experiences and increase their understanding of other cultures.

"Structural Adaptation" field received a high ranking, with an arithmetic mean score of (4.36) and a standard deviation of (0.52). The top-ranked item was No. (17), with an arithmetic mean score of (4.54). The researcher ascribes this finding to fostering extracurricular activities for youth to seize the initiative in social events, offering them the opportunity to develop leadership skills, enhance their feeling of belonging, and rise their interest in community problems. Meanwhile, item (18), ranked in last place with an arithmetic mean score of (4.07). The researcher ascribes this finding to fostering youth to engage in community activities held or collaborated with government institutions, which give them the chance to learn about the social work environment.

The results in the table show that "Educational Adaptation" field received a high ranking, with an arithmetic mean score of (4.31) and a standard deviation of (0.60). The top-ranked item was No. (23), with an arithmetic mean score of (4.46). The researcher ascribes this finding to the role of these activities in fostering a more positive and interactive educational environment, motivating individuals to participate with their peers and developing their communication skills. These activities also allow students to discover common interests with others, facilitating the development of social relationships and aiding their adaptation to the educational environment

by engaging them in social interactions outside the traditional classroom setting. Meanwhile, item (31), ranked in last place with an arithmetic mean score of (4.16). These findings ascribed the role of extracurricular activities to offering diverse experiences that allow individuals to explore various educational fields and receive career guidance to make informed decisions about their academic career. These activities also give youth real opportunities to discover their talents and interests in specific fields, which helps them to choose the most suitable academic track. Moreover, these activities provide opportunities for youth to communicate with trainers, experts, and specialists in various fields, enabling them to receive valuable support to support their academic decisions. This finding is in conformity with the findings of Zahri's study (2018), which verified the effect of extracurricular activities in improving students' attitudes toward their future careers and path, and Waseem's study (2023), which highlighted the relationship between extracurricular education and academic adaptation among primary school students.

Results of the Second Question: "Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the responses of the sample members regarding the role of extracurricular educational activities in enhancing social adaptation among youth in the Negev region according to the variables of job title, gender, years of experience, and academic degree?"

In order to answer the second question, the arithmetic means and standard deviations of the responses of the study participants concerning the role of extracurricular educational activities in enhancing social adaptation among youth in the Negev, from the perspective of those working there, were calculated according to the variables of job title, gender, years of experience, and academic degree. Table (7) shows the results of this analysis:

Variables	Categories	Class	Fields and Total score of the tool					
			Environmental Adaptation	Social Adaptation	Cultural Adaptation	Structural Adaptation	Educational Adaptation	Level
Job Title	Instructor and other	Arithmetic Means	4.44	4.60	4.42	4.44	4.36	4.44
		Standard Deviations	0.47	0.44	0.51	0.52	0.56	0.44
	Youth Department Coordinator and Director	Arithmetic Means	4.37	4.52	4.32	4.28	4.25	4.34
		Standard Deviations	0.50	0.47	0.60	0.52	0.63	0.49
Gender	Male	Arithmetic Means	4.30	4.46	4.25	4.23	4.25	4.29

		Standard Deviations	0.50	0.47	0.59	0.50	0.55	0.48
	Female	Arithmetic Means	4.47	4.63	4.45	4.44	4.35	4.45
		Standard Deviations	0.46	0.44	0.53	0.52	0.63	0.46
Years of Experience	Less than 5 years	Arithmetic Means	4.50	4.64	4.46	4.44	4.40	4.48
		Standard Deviations	0.46	0.40	0.52	0.49	0.53	0.41
	5-10 years	Arithmetic Means	4.26	4.51	4.25	4.23	4.18	4.27
		Standard Deviations	0.52	0.47	0.48	0.48	0.51	0.43
	More than 10 years	Arithmetic Means	4.28	4.41	4.23	4.25	4.15	4.25
		Standard Deviations	0.47	0.56	0.68	0.61	0.78	0.59
Academic Degree	Secondary	Arithmetic Means	4.34	4.57	4.38	4.37	4.44	4.43
		Standard Deviations	0.57	0.61	0.64	0.69	0.67	0.61
	Bachelor's	Arithmetic Means	4.50	4.68	4.45	4.43	4.38	4.48
		Standard Deviations	0.400	0.38	0.54	0.41	0.52	0.39

	Postgraduate studies	Arithmetic Means	4.33	4.46	4.29	4.28	4.21	4.30
		Standard Deviations	0.50	0.48	0.56	0.57	0.64	0.50
Total		Arithmetic Means	4.41	4.56	4.37	4.36	4.31	4.39
		Standard Deviations	0.48	0.46	0.56	0.52	0.60	0.47

Table (7): Arithmetic Means and Standard Deviations of the Study Participants' Responses Regarding the Role of Extracurricular Educational Activities in Enhancing Social Adaptation According to the Study Variables.

Table (5) shows the clear differences in the arithmetic means of the study participants regarding the field and the overall degree of the role of extracurricular educational activities in enhancing social adaptation for youth in the Negev, according to the studied variables. To verify the statistical significance of these differences, a Multivariate Analysis of Variance (MANOVA) test was used, as shown in Table (6).

Source of variance/variable	Fields Subordinate /	Sum of squares	Degrees of liberty	Average of squares	F value	Level of significance
Job Title Wilks' Lambda = 0.967 F = 0.461 Sig = 0.805	Environmental Adaptation	.025	1	.025	.111	.740
	Social Adaptation	.002	1	.002	.011	.917
	Cultural Adaptation	.003	1	.003	.010	.919
	Structural Adaptation	.085	1	.085	.313	.577
	Educational Adaptation	.009	1	.009	.026	.872
	Total Score of the Tool	.002	1	.002	.008	.928
Gender Hotelling's = 0.52 F = 0.968 Sig = 0.441	Environmental Adaptation	.284	1	.284	1.249	.266
	Social Adaptation	.300	1	.300	1.481	.227
	Cultural Adaptation	.467	1	.467	1.501	.223

	Structural Adaptation	.324	1	.324	1.200	.276
	Educational Adaptation	.002	1	.002	.006	.940
	Total Score of the Tool	.171	1	.171	.792	.376
Years of Experience Wilks' Lambda = 0.934 F =0.757 Sig =0.670	Environmental Adaptation	.810	2	.405	1.780	.174
	Social Adaptation	.420	2	.210	1.038	.358
	Cultural Adaptation	.668	2	.334	1.074	.346
	Structural Adaptation	.331	2	.165	.612	.545
	Educational Adaptation	.695	2	.348	.960	.387
	Total Score of the Tool	.552	2	.276	1.277	.283
Academic Degree Wilks' Lambda = 0.936 F =0.620 Sig =0.796	Environmental Adaptation	.346	2	.173	.761	.470
	Social Adaptation	.512	2	.256	1.262	.288
	Cultural Adaptation	.111	2	.056	.179	.836
	Structural Adaptation	.150	2	.075	.277	.759
	Educational Adaptation	.259	2	.129	.357	.700
	Total Score of the Tool	.197	2	.099	.456	.635
Fault	Environmental Adaptation	22.287	98	.227		
	Social Adaptation	19.855	98	.203		
	Cultural Adaptation	30.486	98	.311		
	Structural Adaptation	26.502	98	.270		
	Educational Adaptation	35.498	98	.362		
	Total Score of the Tool	21.195	98	.216		
Total Adjusted	Environmental Adaptation	24.357	104			
	Social Adaptation	21.854	104			

	Cultural Adaptation	32.462	104			
	Structural Adaptation	28.281	104			
	Educational Adaptation	37.257	104			
	Total Score of the Tool	22.889	104			

Table (6): Results of the Multivariate Analysis of Variance (MANOVA) for the Study Participants' Ratings on the Role of Extracurricular Educational Activities in Enhancing Social Adaptation According to the Study Variables.

Table (6) shows that there is absence of statistically significant differences at the significance level ($\alpha = 0.05$) between the arithmetic means ranking of the study participants in all fields attributable to the variables of job title, gender, years of experience, and academic degree. The F-test values of the fields ranged from (0.010 to 0.313), with significance levels greater than (0.05), indicating the absence of statistical significance at this level. The results also showed the absence of statistically significant differences at the significance level ($\alpha = 0.05$) in the arithmetic means ranking for the total score of the tool, where the F-test value for the total score reached (0.008) with a significance level of (0.928), which is also not statistically significant at the level ($\alpha = 0.05$).

Likewise, the findings showed that there was absence of statistically significant differences at the significance level ($\alpha = 0.05$) between the arithmetic means ranking of the study participants across all fields attributed to the variable of gender. The F-test values for the fields ranged from (0.006 to 1.481) with significance levels greater than (0.05), indicating that there was absence of statistical significance at this level. As for the total score of the tool, the F-test value reached (0.792) with a significance level of (0.376), which is also not statistically significant at the level ($\alpha = 0.05$).

The findings in Table (8) indicate absence of statistically significant differences at the significance level ($\alpha = 0.05$) between the arithmetic means ranking of the study participants across all fields attributable to the variable of years of experience. The F-test values for the fields ranged from (0.612 to 1.780) with significance levels greater than (0.05), indicating that there were no statistically significant differences at this level. The results also showed that the total score of the tool did not show statistically significant differences, with the F-test value for the total score reached (1.277) with a significance level of (0.283), which confirms the absence of statistical significance at ($\alpha = 0.05$).

Regarding the academic degree variable, there were no statistically significant differences at the significance level ($\alpha = 0.05$) between the arithmetic means ranking of the study participants scores all fields. The F-test values for the domains ranged from (0.179 to 1.262) with significance levels greater than (0.05), indicating the absence of statistical significance. likewise, the total score of the tool did not show statistically significant differences, as the F-test value for the total score reached (0.456) with a significance level of (0.635), which is not statistically significant at ($\alpha = 0.05$).

This may be attributed to the agreement of the workers on the importance of extracurricular activities and their prominent role in enhancing social adaptation, as well as the contribution of

educational and community institutions in enhancing the value of extracurricular activities. In addition, the study sample may have had positive experiences with extracurricular activities and received guidance and training on the importance of these activities. The researcher did not find previous studies that addressed whether there were differences in the responses of the study sample regarding the role of extracurricular activities in enhancing social adaptation according to the variables of job title, gender, years of experience, and academic degree.

Recommendations:

Based on the study's results, the researcher recommends the following:

- Adopting specific and effective mechanisms to periodically evaluate extracurricular activities to determine the extent to which they achieve the desired and goals objectives.
- Organizing purposeful activities dedicated to developing the skills of active listening, dialogue, and resolving conflicts in a constructive manner.
- Holding competitions and providing material and moral incentives that enhance social and educational adaptation within the society.
- Organizing events to raise awareness of the importance of cultural and social diversity within the society and integrating the values of tolerance and acceptance of others as essential aspects of extracurricular activities.
- Establishing partnerships with local community organizations to support, expand, and enhance the sustainability of extracurricular activities.
- Allocating human and financial resources to support extracurricular activities aimed at achieving social and educational goals.

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