



Full Length Research Paper

Extracurricular activities used by the lower basic Stage teachers and the objectives to be achieved

Anoud Al-khresha and Rania Freihat

^{1,2}Assistant Professor, Isra University, Amman, Jordan

Accepted 27 December, 2017

The study aimed to identify the extracurricular activities used by the Lower basic stage teachers and the objectives to be achieved, and to identify the extent to which the teachers of the lower basic stage use extra-curricular activities and its importance to the student, and considered it an integral part of the educational process and the role of years of experience and the type of school in the use of activities. To achieve this aim, an open questionnaire was distributed to (100) teachers from Amman governorate and Zarqa governorate. The questionnaire was answered by (77) teachers and then was distributed among items included (28) extracurricular activities and (89) objectives. The researchers obtained the statistical significance results from the percentage and Chi square to identify differences. The results showed that there are a number of extracurricular activities used by the teachers, which meet 21 activities, ranging between (84.42 - 1.29), the results also showed the objectives to be achieved from the activities in percentages ranging between (33.77 - 1.29). The results also indicated differences in the use of activities in favor of private school teachers.

Keywords: Extracurricular Activities, Lower Basic Stage Teachers, Amman Governorate, Zarqa Governorate

INTRODUCTION

The school is one of the most important educational institutions that help in the achievement of values and the development and refinement of the personality of the child, through the process of learning and education, and in view of the importance of the basic stage through its impact on the subsequent stages of education and considered a period of critical growth in education must be exploited to achieve the basic education objectives.

For this, we note the importance of qualifying teachers for training courses to learn about the most important ways to teach the child a constructive education, and there is no doubt that the student activities are an important aspect in the areas that are of great interest in education and the great role it plays in the formation of the student's personality and development from different aspects, breaking the barriers and traditional relationships

between the teacher and the student in the classrooms (Maziou, 2014).

The activity in the field of education is defined as the group of activities that the student participates in, which gives them the required skills and experiences. The school activities in fact include many activities that enable the student to participate according to his desire and abilities (Al-Bazem, 2010).

The school activities are divided into activities associated with the curriculum, which are known as classroom activities, which aim to deepen the scientific concepts and principles taught by the student. There is also the free or non-descriptive activity, which aims at creating educational positions, through which the students are better able to cope with their daily lives (Al-Bazem, 2010).

The modern educational theories referred to the role and importance of the school activity in the educational and psychological process, which is considered one of the most important elements of the educational process in terms of the formation and development of the student's personality and satisfaction of his needs and tendencies in line with the strategy of the desired educational goals.

The basic lesson is not the amount of activity, many or less, but that the school is keen on the educational goal of each activity. By setting goals, planning for it carefully, and implementing them in a manner that leads students to gain insight and skill in research and to raise creative ideas (Moqbel, 2011).

Through the exercise of the studied activities the process of building knowledge among the students is completed and the more supervisors of the activities the more aware of the philosophy of education and what is required of their nation for tomorrow, their leadership of practical operation is more useful and fruitful".

Research Problem

The problem of the research appears in the awareness of the importance of the extracurricular activities used by the teacher as a mediator in the delivery of information and facilitator of the integrated educational process sought by modern education and the usefulness of extracurricular activities, as activities are an end and not a goal, and to find out how closely the teachers of the basic phase relate activities to goals. And through answering the main question of the study: what are the extracurricular activities used by the lower basic stage teachers, and the objectives to be achieved, according to the variables of years of experience and type of school (Private and public).

Research Questions

1. What are the extracurricular activities used by the lower basic stage teachers, and how they use it?
2. What are the objectives to be achieved from extracurricular activities?
3. Are there differences in the use of extracurricular activities due to the variables of (experience, type of school)?

Research Importance

The importance of research is shown by answering the questions related to extracurricular activities and the purpose of the activities. It is recognized that the importance of extracurricular activities, including the experiences that contribute to the formation of the personality of the child in an integrated manner and not limited to teachers attention to the mental side only, the role of the teacher is significant and influential in the

preparation and planning of extra-curricular activities and their impact on the educational process.

The importance of research comes from:

- It will show the impact of the experience of the teachers through the number of years of experience in this field over the use of extra-curricular activities and the clear purpose of the activities. The impact of school type (private, public) on the planning and use of extracurricular activities will be explained.
- The results of the research which can help those working in the field of education to activate extracurricular activities and highlight them. And attention to hold courses and workshops to help develop the skills of extra-curricular activities.

Research Limitations

- Sample: purposed and the number of teachers (77) teachers (lower basic stage)
- Spatial determinants: teachers are from Amman and Zarqa

REVIEW OF RELATED LITERATURE

Theoretical Background

UNESCO considers that basic education is "an educational formula aimed at providing every child whose social, economic and cultural conditions differ with the minimum necessary knowledge, skills, attitudes and values that enable him to meet his needs and realize himself and prepare him to contribute to the development of his society, linking education, work, science and life on the one hand, and theoretical and applied aspects on the other, in the framework of the comprehensive development of society.

The World Organization for Childhood and Motherhood (UNICEF) reports that basic education is the education required to participate in economic, social and political activities, which includes functional literacy that combines literacy and numeracy skills with knowledge and skills for productive activity, family planning and organization, health and hygiene, child care and nutrition and expertise to contribute to society.

The Jordanian educational system defines the basic stage as: compulsory education of ten years, starting from the age of six years to the age of sixteen, and starts from the first grade and ends with the tenth grade, where students are established in all basic subjects.

Objectives of Basic Education

1. Developing the different aspects of the learner's personality comprehensive development within the framework of the principles of Islamic faith and Arab culture.

2. Inculcate the national, Arab, Islamic and human affiliation of the learner and develop his ability to interact with the world around him.
3. Learners acquire the necessary skills for life by developing communication skills, self-learning, the ability to use critical scientific thinking and dealing with contemporary science and technology.
4. The learner's acquisition of the values of production, mastery and participation in public life and the ability to adapt to the latest developments of the day and deal with problems consciously and to preserve the environment and investment and good use of leisure time.
5. Raising students' perceptions and knowledge.

School activities are methods that help in achieving the goals and outputs of the educational process.

Where the school activity is defined as all the student's thinking or behavior, under the supervision and guidance of his teacher, whether before the educational scene, or during, or after, inside or outside the school, which are either classroom activities linked directly to the course (curriculum), or are non-descriptive activities that are relevant or irrelevant to the course (Miqbel, 2011).

It is a set of programs that are planned by the educational bodies and provide them with the material and human resources so that they work in integration to achieve the educational function of the school. The school activity is divided into two parts:

1. Class activity: is the activity associated with the curriculum and practiced by female students under the guidance and follow-up of the material teachers under the supervision of the school principal and educational supervisors of materials.
2. Extra-curricular activity: It is the complementary activity of the courses carried out by students inside or outside the school within the objectives of the school plan with specific objectives supervised by teachers and the leader of activity and educational supervisor of extra-curricular activity.

The extra-curricular activity is divided into:

1. Organized extra-curricular activity: It is an integrated program with the systematic educational programs to achieve certain educational goals or to acquire expertise or skills outside the classroom.
2. Unorganized extra-curricular activity: The student experiences outside the classroom and achieves educational goals. (Ghuzail, 2010).

Where the importance of activities in the following:

- Helps to discover the students' desires and characteristics. Some students may not be distinguished at the scientific level, but they are distinguished in other areas revealed by the school activity of parents and teachers in order to pay attention to this emerging talent.
- Strengthen students' personality, and break the shame of them, who participates in the school activity is inevitably forced to confront people and direct interaction with them, which makes him with a strong personality, and logic.

- Strengthen the spirit of cooperation among students, and make them like brothers especially when they need to do a certain task entrusted them to spend long times with each other.
- The student may be exposed during the school activity to practical and realistic applications of many of the theoretical concepts that he received during the school period, which makes him able to understand and absorb the theoretical science better.
- Increase the student's intelligence, and expand his general culture.

Types of extracurricular activities

1. Cultural activities include: school radio - school library- photography - seminars and lectures - cultural competitions.
2. Social activities include: public service and environment friends - trips - health.
3. Scientific activities include: scientific club activity - computer activity.
4. Artistic activities include: Drawing activity - Organizing art exhibitions - Singing and poetry - Sports activity - Activity of caterpillars and guides.
5. Religious activities include: memorizing the Holy Quran - activity of the school chapel.
6. Theatrical activity.

Integrating extracurricular activities with classroom activities into a single unit achieves educational goals and outcomes of the learning process.

Previous Studies

Kara (2016) study entitled "The Perspective of Turkish Teachers on Extracurricular Activities in Secondary School" aims to reveal the views of Turkish teachers about extracurricular activities in the secondary stages. They also explained their views on the application of content and concepts, as well as problems that may arise when applying extra-curricular activities.

The research sample consisted of 20 Turkish teachers working in several Turkish cities. The data were collected through a semi-empirical survey and the data were analyzed using the content analysis method. The analysis showed many information and ideas for Turkish teachers about extracurricular activities. The study also revealed some suggested solutions to the problems of extracurricular activities. Some recommendations were noted in the study summary.

Polivanova et al (2016) conducted a study entitled "Extracurricular activities of children". The study aimed to answer how children from different levels of education spend their time away from school and homework through a survey of a group of children and their parents in school in a far area in Moscow, and an interview was conducted with selected students, a comparison was made between organized extra-curricular activities and non-organized extra-curricular activities. The results showed that boys and girls with low academic level tend to spend more time in activities without adult supervision

and that children with high academic level participate in several non-classroom activities and tend to plan a week of activities and not just one day and results also showed a relationship between academic achievement and the number of activities done by the child.

Qutaish study (2011) on the extent to which the teachers of the basic stage of school activity in the schools of the Directorate of the Eastern Badia Education, aimed at identifying the extent of the practice of the teachers of the basic stage of the school activity in the schools of the Directorate of Eastern Badia Education from their point of view. The sample consisted of (153) teachers, they were randomly selected using stratified method from the study population.

The researcher used the first two tools, consisting of (34) items divided into five domains and the second consisted of (11) activities. The study found that the teachers of the basic stage practiced the school activity in a medium level. The most practiced field of planning and less (87.6). The study also showed no statistically significant differences at the level of (0.05) α = in the tool as a whole due to gender.

Al- Bazem study (2010) entitled "The role of extracurricular activities in the development of the values of students in the basic stage from the point of view of their teachers in Gaza Governorate". The study aims to identify the role of extra-curricular activities in the development of moral-social and national values in the basic stage students from the point of view of their teachers in Gaza Governorate, and to identify the averages of the primary stage teachers' estimates according to the variables (gender, years of experience, educational qualification, educational area) were based on a random sample of (577) teachers. The data were processed statistically using SPSS. The results showed the importance of extra-curricular activities in the development of ethical, social and national values.

Mirshid and Ahmad (2010) conducted a study entitled "The role of the extra-curricular activities in the emotional and social development of Pioneer (10-12). The study aimed at determining the role of extracurricular activities in the development of social and emotional aspects of the student of the pioneer in the sample of the gifted (Pioneers of the first talented pioneers) in the governorates of Damascus and its rural areas, and if there are differences due to the gender variable (male, female) and the place of residence (city and rural areas). The sample consisted of (50) male and female students who were pioneers in the field of extracurricular theater activity. The results showed a statistically significant correlation between talent in theater and positive aspects of emotional growth

Mirshid (2010) study entitled "The Role of Extracurricular Activities in the Emotional and Social Development of Pioneer (10-12 years) A Field Study of Pioneers in the Governorates of Damascus and Rural Areas (2010)" aimed at defining the role of extracurricular

activities in the social development of the Pioneering Student in a sample of talented students (Pioneers of the first gifted talents at the level of the republic through the results of scientific competitions by the competent committees of specialized committees in the provinces of Damascus and its countryside, and whether there are significant differences in the manifestations of emotional and social development of these talented students attributed to the gender variable (male-female) and place of residence (City, rural area). The study sample consisted of (50) male and female students who were pioneers in the field of extracurricular theater activity at the governorate level and nominated for leadership at the level of the Republic.

The most important results obtained were:

1. There is a statistically significant correlation between talent (leadership) in theater activities and positive aspects of emotional and social growth.
2. There are significant differences in the positive manifestations of emotional and social growth in the (students) of the research sample due to gender variable (male - female) in favor of females.
3. There are no significant differences in the positive manifestations of the emotional and social growth of (students) in the research sample due to the variable of place of residence (city – rural area).

Al-Qahwaji study (2010), entitled "The effect of extra-curricular activities in the level of educational achievement in biology to identify the effect of extracurricular activities in the level of educational achievement in biology among 7th graders from the basic educational stage. To achieve this purpose, the following aims should be achieved:

- To diagnose the reality of scientific and extracurricular activities and the difficulties encountered in teaching in basic education schools through the implementation of the proposed program of activities.
- Preparation of a proposed program for extracurricular activities in biology for the seventh grade. The total number of the research sample was 158 students, a pilot sample includes four schools was chosen.

The experimental and control groups were selected randomly and included the experimental group (35) male students and (44) female students, while the control group includes (36) male students and (43) female students. The results of the research showed the positive effect of the program of extracurricular activities in support of students' academic achievement which indicates and with practical experience the effectiveness of the use of scientific activities in teaching science, the effectiveness of the proposed extracurricular activities program in developing positive attitudes towards the practice of scientific activities and the subject of science and educational achievement. The parity between the results of male and female students in academic achievement and trends after the practice of extracurricular activities confirms the importance of these

activities to male and female students as these activities serve to satisfy their needs and meet their wishes.

Al-Zafairi 2007 study entitled "The extent to which the extracurricular activities achieve the social function of the school from the perspective of the secondary students in Hafr Al-Batin Governorate" investigated the reality of the social function of the secondary school in Hafr Al-Batin Governorate. The role of extracurricular activities in achieving the social function of the secondary school, and investigating the problems facing extracurricular activities in the secondary stage and prevents the assistance to achieve the social function of the secondary school in the province of Hafr al-Batin. The study was based on a descriptive approach. The study population consisted of students in the third grade secondary school in Hafr al-Batin Governorate. The study sample consisted of 496 students. The study tool is a questionnaire consisting of a five-domain scale divided into five axes.

The study showed the following results:

With regard to the first axis: the extent to which the extracurricular social activity in achieving social function for high school:

1. Contributes to the creation of good social relations among students.
2. Helps students to gain new social experiences.
3. Contributes to addressing some misconduct patterns of some students.

With regard to the second axis: the extent to which extracurricular cultural activity achieves social function for high school:

1. Increases student self- confidence.
2. Develops students' cultural experiences.

Kimiko's study (2005) aims to identify the impact of extracurricular activities chosen by high school students on academic achievement. A questionnaire was distributed to students in grades 6 to 8 of the academic year at the Christian Creek Academy. The study, based on the students' answers, found that playing sports, watching television and participating in social services evolved from academic achievement while playing musical instruments did not promote academic achievement. Extracurricular activities influence on achievement and that this effect depends on the type of activity carried out by the student.

RESEARCH METHODOLOGY

The quantitative and qualitative analysis was carried out through the three open questions. Quantification was done through the statistical analysis of the respondents' responses by calculating the frequency and percentages, as well as using Chi-square.

The Research Sample

The researchers selected a random sample of the lower basic stage teachers in Amman and Zarqa to implement the questionnaire by the teachers, according to what is available and cooperating from the school. The sample included (77) teachers of the lower basic stage out of 100 teachers, (46) teachers from private schools, and (31) teachers from public schools.

The following table describes the sample of the study:

Table 1: Distribution of the sample according to school variable

School	Frequency	Ratio %
Private	46	59.74
Public	31	40.26
Total	77	100%

Table 2: Distribution of Sample Members by Years of Experience

Years of experience	Frequency	Ratio %
Five years and more	46	
Less than 5 years	31	
Total	77	100%

Research Tools

The research was based on the use of an open questionnaire, which was distributed to 100 teachers of

the basic stage in schools in Amman and Zarqa governorates, and included the following questions:

1. What are the extracurricular activities used by the lower basic stage teachers, and how they use it?

2.What are the objectives to be achieved from extra-curricular activities?

Research Steps and Procedures

- Distribution of open questionnaire to teachers about what extracurricular activities are used with students and objectives to be achieved from activities. A total of 100 questionnaires were distributed to teachers, and 77 teachers responded.
- The answers were emptied in a table, and then the similar objectives were merged and the recurrence was calculated.

RESULTS OF THE STUDY

Results related to the first question: What are the extracurricular activities used by the teachers of the lower basic stage, and the proportion of their use?

To answer this question, an open question was asked, answers were emptied, and frequencies and percentages were calculated to determine the activities used by the primary stage teachers. The results were as follows:

Table (3) refers to the extracurricular activities used by the lower basic stage students and its frequency and percentages.

Table 3: Frequency and percentage of classroom activities

N	Extracurricular activities	Frequency	Percentage
1	Educational field trips	65	84.42
2	Diversification of volunteer activities	8	10.38
3	Use of some types of sports activities	34	44.15
4	Activate the school lab	36	46.75
5	Activate the school library	52	67.53
6	Activate water sources	5	6.49
7	A group breakfast	46	72.73
8	Competitions (Games)	24	31.17
9	Singing	14	18.18
10	Activate the school theater	36	46.75
11	Involvement of students in school broadcasting	7	9.09
12	Lectures and educational courses	2	2.59
13	Vocational Room (Vocational Workshop)	10	12.98
14	Use of technology (computer, telephone, groups, video, movies)	57	74.02
15	Art Room (drawing + coloring)	12	18.18
16	Sources Room / Resources Section	5	6.49
17	Counseling Room	5	6.49
18	Rotating class	1	1.29
19	Doing a charity bazaar	1	1.29
20	Class shop	1	1.29
21	Involve parents in activities	5	6.49

Table (3) shows the extracurricular activities used by the teachers of the lower basic stage, where the number of activities were (21) activities as shown in the table ranged from (84.42 to 1.29), among the activities that received the highest percentages in use are field educational trips where it got the highest utilization rate was (84.42) followed by the use of technology amounted to (74.02) and the activity of group breakfast and the ratio of (72.73) and the activity of activating the school library got (67.53).

The least used extra-curricular activities are charity bazaars and stalls where the ratio was (1.29).

Results related to the second question: What are the objectives to be achieved from extra-curricular activities?

To answer this question, an open question was asked and answers were emptied, and then the frequencies and percentages were calculated to determine the objectives. The results were as follows:

Table 4: Frequency and percentage of objectives to be achieved through the use of extracurricular activities

N	Activity	Objectives	Total	Ratio
1	Educational field trips	Linking the practical material to the theory	15	19.48
		Develop discipline and order	1	1.29
		Identify the monuments	2	2.59
		Increase student awareness of the environment	4	5.19
		Identify the concept of the ecosystem	1	1.29
		Recognize the importance of craftsmanship	4	5.19
		Developing the values of cooperation and competition	2	2.59
2	Volunteer activities	Development of religious values	16	20.78
		Affiliation to the school environment	7	9.09
		Develop the concept of participation	8	10.39
		Gain the value of humility	4	5.19
		The importance of teamwork	4	5.19
		Link material to reality	1	1.29
		Social Work	1	1.29
3	Sports activities	Reducing environmental pollution	1	1.29
		Exploitation of environmental resources for the development of values and concepts (cooperation and competition)	8	10.39
		Link theory to practice	26	33.77
4	Activate the school lab	Bring the atmosphere of joy and fun	1	1.29
		Consolidating the information and linking the theoretical material to the practical	12	15.58
		Training students to use materials cautiously	1	1.29
		Bring an atmosphere of fun	6	7.79
5	Activate the school library	Identify the concept of the laboratory and its components	2	2.59
		Increase language fluency	1	1.29
		Improved character output	18	23.38
		Strengthening the linguistic output	19	24.68
		character development	9	11.69
		Treat some problems	2	2.6
		Adjust the classroom	4	5.19
		Development of social concepts	1	1.29
		Development of thinking	1	1.29
Knowledge of office components	7	9.9		
6	Activation of stripes	Application of "wudoo "	2	2.6
		Water conservation	2	2.6
7	A group breakfast	Save grace	1	1.29
		Know the etiquette of eating	14	18.18
		Collective participation	1	1.29
		Collaboration between students and help others	4	5.19
		Cleanliness	2	2.6
		Healthy food	1	1.29
		The atmosphere of love and familiarity among the students	1	1.29
		The importance of food diversity	3	3.9
		Develop the concept of giving and assistance	1	1.29
		Creating a "food bank"	1	1.29
8	Competitions (Games)	Link scientific material with practical	7	9.09
		Instilling values such as cooperation, competition, community spirit, and leadership	1	1.29
		Exit the class routine	3	3.9
9	Singing	Celebrating national events	1	1.29
		Link the scientific material with theory	10	13

Tanle 4 Cont'd

		Strengthen character outlets, fluency, and transcendence.	3	3.9
		Strengthen the student's personality	6	2.8
		Develop the concept of participation	3	3.9
		Treatment of some problems (stuttering)	2	2.6
		Enriching the linguistic outcome	2	2.6
10	Activate the school theater	Identify the components of the theater	1	1.29
		Development of student talents	1	1.29
		Practical application of material and concept.	2	2.6
		Development of some ethics and values (cooperation, participation)	4	5.19
		Personal development (audacity, shyness, fluency)	1	1.29
		Role play	1	1.29
		Express feelings	3	3.9
		Get out of the stereotype	1	1.29
11	Involvement of students in school broadcasting	Provide some guidance	1	1.29
		Development of student personality	2	2.6
		Celebration I'm special	1	1.29
12	Lectures and educational courses	Awareness lectures on hygiene, traffic awareness, healthy food, teaching methods and development characteristics	2	2.6
13	Vocational Room (Vocational Workshop)	Attention to students' talents	4	5.19
		Development of works of art	2	2.6
		Develop positive competition among students	2	2.6
		Increase student's confidence	2	2.6
14	Use of technology (computer, telephone, groups, video, movies)	Linking knowledge to theory	1	1.29
		Concentration and consolidation of information	6	7.8
		Get out of traditional and boring	3	3.9
15	Art Room (drawing coloring) +	Link knowledge material to scientific	8	9.09
		Emotional venting	2	2.6
		Brainstorming	1	1.29
16	Sources Room/ Resources Section	Respect for people with special needs	5	6.5
		Thank God for the blessings and knowing of his blessings to us	5	6.5
17	Counseling Room	Solve problems such as (aggression, shyness, audacity, stuttering, finger sucking)	5	6.49
		Adjust the classroom	2	1.29
		Development of the personality of the learner	2	2.6
18	Rotating class	Knowledge of discipline and order	1	1.29
		Instilling values such as responsibility and cooperation	2	2.6
19	Doing a charity bazaar	Take responsibility	1	1.29
		Dealing with the local community	5	6.49
20	Class shop	Provide good morals during the buying and selling process	1	1.29
		respecting others	1	1.29
21	Involve parents in activities	Consolidate relationships between parents and children	4	5.19
		Implant some values	5	6.49

It is clear from Table (4) the objectives to be achieved from extra-curricular activities, a number of objectives, and the objectives that have been repeated in a number of activities is linking the practical material with theory, breaking the routine and boredom (educational trips, volunteering activities, sports activities, Singing, school theater) and common goals are the development of the (religious values, moral and social values), the importance of communication and cooperation with the community. Break the routine and boredom.

Results related to the third question: Are there differences in the use of extracurricular activities due to the variables (experience and type of school)?

To answer this question, Chi-square was used to determine the significance of differences in the use of extracurricular activities by the basic stage teachers according to the years of experience and type of school. The results were as follows:

Table 5.a: Differences in the use of extracurricular activities due to variable years of experience

N	Extracurricular activities	Years of experience			Sig
		More than 5 years	Less than 5 years	Chi Square	
1	Educational field trips	33	32	.067	Not sig
2	Diversification of volunteer activities	3	5	0.52	Not sig
3	Use of some types of sports activities	26	8	9.5	* Sig
4	Activate the school lab	10	26	7	*Sig
5	Activate the school library	22	30	1.2	Not sig
6	Activate water sources	2	3	0.2	Not sig
7	A group breakfast	26	20	0.78	Not sig
8	Competitions (Games)	19	5	8.16	* Sig
9	Singing	7	7	0	Not sig
10	Activate the school theater	24	12	4	* Sig
11	Involvement of students in school broadcasting	5	2	1.28	Not sig
12	Lectures and educational courses	2	-	2	Not sig
13	Vocational Room (Vocational Workshop)	6	4	0.4	Not sig
14	Use of technology (computer, telephone, groups, video, movies)	34	23	2.12	Not sig
15	Art Room (drawing + coloring)	3	9	4.56	* Sig
16	Sources Room / Resources Section	5	-	5	* Sig
17	Counseling Room	5	-	5	* Sig
18	Rotating class	1	-	1	Not sig
19	Doing a charity bazaar	-	1	1	Not sig
20	Class shop	-	1	1	Not sig
21	Involve parents in activities	5	-	5	* Sig

*The critical value of the Chi-square at the level of significance ($\alpha=0.05$) and degrees of freedom (1) = 3.84.

Where the Chi-square was used to answer the third question at the level of significance <0.05 , with a significance of (84.3)

The results indicate that there are differences in the use of extracurricular activities in favor of the private

school. There are statistically significant differences of less than (3.84) which are educational field trips, sports activities, resource room, guidance room, involvement of parents in activities, use of technology.

Table 5. b: shows the differences in the use of extracurricular activity due to the school variable.

N	Extracurricular activities	School type		Chai Square	Sig
		Private	Public		
1	Educational field trips	48	17	14.78	*Sig
2	Diversification of volunteer activities	4	4	0	Not Sig
3	Use of some types of sports activities	25	9	7.52	*Sig
4	Activate the school lab	23	13	2.76	Not Sig
5	Activate the school library	31	21	1.92	Not Sig
6	Activate water sources	5	-	5	*Sig
7	A group breakfast	40	6	25.12	*Sig
8	Competitions (Games)	18	6	6	*Sig
9	Singing	9	5	1.14	Not Sig
10	Activate the school theater	24	14	1.76	Not Sig
11	Involvement of students in school broadcasting	2	5	1.28	Not Sig
12	Lectures and educational courses	1	1	0	Not Sig
13	Vocational Room (Vocational Workshop)	8	2	3.6	Not Sig
14	Use of technology (computer, telephone, groups, video, movies)	38	19	3.94	*Sig
15	Art Room (drawing + coloring)	6	6	0	Not Sig
16	Sources Room / Resources Section	5	-	5	*Sig
17	Counseling Room	5	-	5	*Sig
18	Rotating class	-	1	1	Not Sig
19	Doing a charity bazaar	1	-	1	Not Sig
20	Class shop	1	-	1	Not Sig
21	Involve parents in activities	5	-	5	*Sig

The critical value of Chai- squared at a mean level of ($\alpha=0.05$) and with degrees of freedom (1) = 3.84.

The results indicate that there are statistically significant differences in favor of years of experience (5 years and above) in some extracurricular activities (sports activities, competitions and games, activating the school theater, sources room, guidance room, involvement of parents in activities). The results also showed statistically significant differences for years of experience less than 5 years in the following activities (activation of the school laboratory, art education room).

DISCUSSION OF RESEARCH RESULTS

Through reviewing the previous studies, we find interest in the importance and effectiveness of the activities, it tackled the school activities and some of it dealt with some of the extracurricular activities and the impact of activities on students. Unfortunately there is a shortage of

studies that dealt with extracurricular activities and their relation to the variable of experience and the type of school. This study agreed with the study of Al-Mirshid (2010) the role of extra-curricular activities, and the study of (Kahwaji (2010) the effect of extracurricular activities and the study of Kimiko (2005) on the impact of extracurricular activities chosen by students in academic achievement.

A difference appeared with the study of Qatish (2011), which indicated the extent to which the teachers of the basic stage practice school activity, where the results showed that the practice of school teachers for extracurricular activities in a medium degree, while the results of the current study showed that the degree of use of teachers for some extra-curricular activities was high, such as educational trips and technology.

The objectives agreed with the objectives of the study of the Al- Kahwaji (2010), the study of Mirshid (2010) and the study of Al-Dhafiri (2007) in the role of activities in developing the emotional and social side.

The current study is characterized by tackling the extracurricular activities used by the teachers of the basic stage and the objective according to the variables of years of experience and the type of school as well as characterized by the fact that the activities and objectives were collected by the teachers and were unloaded by the researchers. This study dealt with the goals more comprehensively than some studies where the focus was on specific objectives.

RECOMMENDATIONS

- Further research on extracurricular activities and impact of (years of experience, age, personality traits) of the teacher in the extent of the use of extracurricular activities.

- Interest in linking the interest and importance of the use of extra-curricular activities aspects of mental, emotional and social growth.

REFERENCES

- Abu Abdullah (2015) school activities spring - for middle stage school students, cultural scholastic encyclopedias, Volume,1 No.1.
- Al-Bazem, M. (2010) The Role of Extracurricular Activities in Developing the Values of Basic Stage Students from the Point of View of their Teachers in the Gaza Governorates, Al-Azhar University, Gaza, Palestine.
- Al-Dhafiri, A. (2007) The Extent of Extracurricular Activities of the Social Function of the School from the Perspective of Secondary School Students in Hafr Al Batin Governorate, Imam Muhammad Bin Saud Islamic University, Unpublished thesis.
- Al-Kahwaji, S. (2010) the Effect of Extracurricular Activities in the Level of Achievement in Biology, Damascus University, Published thesis.
- Al-Khuraisha, A. (2008) the degree of English language curriculum for the basic stage observance of the social, cognitive, psychological and philosophical foundations of the curriculum in Jordan, Ph.D., University of Jordan, Amman, Jordan
- Al-Saeed, Gh. (2012) Evaluate the reality of student activities and develop them using the means and learning techniques, Taiba University, published thesis.
- Kanaan, E. (2010) Obstacles to the participation of students of northern Jordan schools in school sports activities. University of Damascus, Vol. 26, no.4
- Kara, O. (2016) views of Turkish teachers on extracurricular secondary school activities at Acta Didactical journal Volume 9, Number 4
- Kimiko, F. (2005) The Effects of Extracurricular Activities on the Academic Performance of Junior High school students.
- Maziou, M. (2014) The educational role of student activities in the development of some educational principles among middle school students in Tabuk, Journal of Educational Sciences, Issue 4, N. I.
- Mirshid, A. & Al-Ahmad, A. (2010), The role of theatrical activities in the emotional and social development of pioneer (10-12 years), (Field study of pioneers in the governorates of Damascus and its countryside), Damascus University, Journal of Damascus University - Volume 26.
- Polivanova, K. Lebedev, M. & Sivak, E. (2016) Children Extracurricular Activities, Russian Education & Society, vol. 58, nos. 9–10, 2016, pp. 642–649.
- Qutaish, H. (2011), The extent of the practice of the teachers of the basic stage of school activity in the schools in the North Eastern Badia Directorate of Education , Al-Aqsa University, Volume 15, N.1
- Shaker, M. (2003) School Activity, its purpose, objectives and fields. Andalus House for Publishing and Distribution