

Obstacles to Extracurricular Activities from the Perspective of Primary School Directors

(A field study : Primary schools in the state of Laghouat)

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Abstract :

The Ministry of National Education has been working to decrease the amount of cognitive content in the primary education curriculum at different levels since the 2011/2012 school year, in line with successful educational systems around the world that view reform as a dynamic and continuous process from inception to evaluation and modification. To ensure the comprehensive growth of pupils, the ministry has also placed more emphasis on promoting and developing extra-curricular, including sports, arts, and creativity. However, despite this attention, some indicators have emerged suggesting the presence of obstacles that prevent pupils from engaging in extra-curricular activities, which weakens their effectiveness in achieving their intended goals. Besides, identifying and overcoming the obstacles that impede the achievement of extra-curricular activities goals is crucial. As the researcher aimed to uncover these obstacles by gathering perspectives from the school directors who are active in the field.

Keywords: Obstacles – Extracurricular activities - Directors.

1- Introduction :

To shape a pupil's character, extra-curricular activities have become an essential component of the curriculum, as the role of schools has transformed over the course of education and pedagogy. Instead of being solely a location for rote learning, schools are now focused on developing pupils in cognitive, intellectual, emotional, physical, social, and affective ways to prepare them for life. In order to achieve this objective, the practice of a range of extra-curricular activities is essential. In this context, The Ministry of National Education has added extra-curricular activities to the new schedule for primary school education starting from the 2011/2012 school year, so they can be integrated with classroom teaching and help develop the pupils. These activities give practical meaning to what learners learn in the classroom and allow them to apply

theoretical knowledge through projects covering different intellectual, artistic, scientific, technological, and sports fields. This ensures balanced growth in all educational aspects. However, despite their importance, extra-curricular activities face several obstacles that weaken their effectiveness in achieving their objectives.

Thus, the current study aims to answer the following questions:

1-What are the most significant obstacles to extracurricular activities from the perspective of primary school directors?

2-Are there statistically significant differences in the views of supervising teachers, directors, and inspectors regarding the obstacles related to administration that prevent pupils from engaging in extra-curricular activities?

3-What are the methods to address the obstacles to extracurricular activities in light of the opinions and suggestions of primary school directors?

• **Study hypotheses:**

- The most significant obstacle to extra-curricular activities from the perspective of supervising teachers is the lack of training for primary school directors in the field of extra-curricular activities.

- There are statistically significant differences from the perspectives of supervising teachers, directors, and inspectors regarding the obstacles related to supervision that prevent pupils from engaging in extra-curricular activities.

- There are various methods to address the obstacles to extracurricular activities in primary school education according to the perspectives of primary school directors.

• **Study objectives:**

- Raising awareness among primary school directors about the importance of extra-curricular activities in the educational process.

- Identifying the most significant obstacles that prevent primary school pupils from participating in extracurricular activities, as perceived by primary school directors.

• **Study importance :**

- The significant importance of extracurricular activities in the educational process and their great role in developing and shaping the characters of pupils, and equipping them with the ability to adapt to their communities and surrounding environments and discover their talents.

- Primary school directors help manage extracurricular activities and overcome obstacles to make the educational process comprehensive in terms of curricula and activities.

- The Ministry of National Education's interest in extracurricular activities makes them a "complement to educational activities, ensuring the comprehensive growth of learners in all their educational dimensions."

- The study focused on a critical aspect of the curriculum, namely extracurricular activities, which has seen a rise in importance due to the reduction of the primary education curriculum introduced by the timetable network in the 2011/2012 academic year. The study highlights the growth and development of extracurricular activities in this context.

Study procedural definitions :

2.1 Obstacles: Any obstacles that impede or slow down the implementation of extracurricular activities by supervising teachers, thus hindering the achievement of the desired educational goals and objectives.

2.2. Extracurricular activities: All programs of activities approved by the Ministry of National Education, planned by the school, that are not included in the curriculum, and are carried out outside of regular class time. These activities are implemented by pupils and supervised by teachers, whether inside or outside the school, and include the following fields: social activities such as trips, field visits, exhibitions, and events, sports activities such as matches and races, cultural activities such as school radio, press, theater, lectures, seminars, speeches, library, reading, and artistic and vocational activities such as drawing, sculpture, handicrafts, music, sound groups, scientific activities such as clubs (scientific, environmental, historical, etc.), computer, and scientific innovations.

2.3. The Director:

An employee who assumes tasks and responsibilities defined by laws, he was previously a teacher possessing professional, scientific, and educational experience and skills that qualify him to manage the school. The Director is also responsible for the proper functioning of the institution, educational guidance, administrative management, and is the leader who knows how to guide their team to achieve desired goals and objectives.

3. Previous studies:

The study by Mcdowell and Robert (1988): aimed to identify the opinions and attitudes of middle and secondary school directors towards extracurricular activities in one of the counties in the state of Maryland. The results of the study showed that school directors believe that the main obstacle to pupil's participation in extracurricular activities is the lack of willingness of teachers to volunteer and participate in activity programs. The study also found that school directors' attitudes towards activity programs are not affected by demographic factors such as the number of pupils in the school or the number of teaching experience years.

- **Study by Al-Nabtiti (1992):** This study aimed to evaluate the reality of extracurricular activities in secondary education in terms of planning and management, and to identify

the principles that should be considered in planning and managing such activities. It also aimed to propose a vision for programs in planning and managing educational activities.

Among the results of the study were:

- The most common goals that pupils seek to achieve through extracurricular activities are improving their academic performance, followed by filling leisure time, while the least common goal is acquiring skills necessary for future employment.
- The main obstacle that prevents pupils from participating in such activities is the lack of clarity about the educational goals of the extracurricular activities, followed by pupils' focus on academic achievement, and then financial inability to cover the expenses.
- **Lambert K. Stanley Study (1992):** The aim of the study was to identify pupils' opinions regarding the influence of teachers on their decisions to participate in extracurricular activities. The study sample consisted of 302 high school pupils from a city in the United States. The researcher used a questionnaire composed of several parts to gather demographic data about the school, pupils' risk-taking attitudes, and the influence of teachers on their participation.
- **Azazz's Study (1996):** The study aimed to identify the reality of extracurricular pupils activities in primary schools in light of the plans and directives issued and determined by the relevant bodies in the Ministry of Education. It aimed to identify the strengths and weaknesses of these activities in primary schools, as well as to determine the obstacles that may hinder extracurricular pupil activities in these schools, and which may prevent them from achieving their desired goals. It also aimed to provide recommendations and proposals to improve and develop the reality of extracurricular pupil activities in primary schools. The study used a single questionnaire applied to supervisors, school directors, and teachers as the research tool.

The study sample consisted of school supervisors, activity supervisors from school directors, and teachers supervising extracurricular activities in Riyadh city. The study reached the following results:

- The objectives of the activity are achieved according to the instructions of the education administration, which restricts the freedom of the activity and its human elements.
- Many aspects of the activity content outlined by the education administration are unrealistic.
- School principals do not fully prioritize assigning a teacher and their preference when supervising activity associations.

- Weak link between extracurricular activity content and academic courses.
- Lack of budget, services, and incentives for supervising teachers and participating pupils in the activity, as well as the absence of regular training workshops to develop the abilities of teachers supervising the activity.

The study conducted by **Dhaifullah Al-Thubaiti in 2008** aimed to identify the factors that encourage middle school pupils to participate in extracurricular school activities and the problems that prevent their participation. The study found that there are certain factors that encourage pupils to participate in such activities, including having friends in the activity, a charismatic activity leader who can attract pupils', and a good relationship between the supervisor and the pupils. On the other hand, the study also identified several obstacles to pupil participation, such as the lack of necessary facilities and services, inadequate space to carry out activities, and pupils' lack of awareness of the importance of extracurricular school activities.

- The study by Rayan and Beighle (2010) : aimed to identify obstacles that hinder the participation of middle and secondary school students in extracurricular activities. The sample of the study consisted of 17 randomly selected schools from an educational district in San Francisco. The study used results from a national survey conducted in 2009 on the provision of extracurricular activities in schools. The results indicated that increasing pupils' access to extracurricular activities, particularly sports and physical activities, can reduce obesity levels among middle and secondary school students. The study also revealed that some schools lack the necessary resources and facilities to offer such activities, such as sports facilities and gyms.

4. Study methodology:

The researcher chose the descriptive survey approach as it was the most suitable for the nature of this study, which seeks to uncover the obstacles of extracurricular activities in primary education in the state of Laghouat.

5. Study delimitations : were as follows:

- **Spatial delimitations:** Included 19 inspection counties in the state of Laghouat.
- **Temporal delimitations:** This study was conducted in its applied aspect during the period extending from March to mid-March 2022.
- **Human delimitations:** Primary school directors in the the state of Laghouat.

6. Study population and sample:

The final study sample included all primary school directors in the state of Laghouat, totaling 203 directors. The researcher excluded 19 directors due to non-response to the

questionnaire or invalidity of some of the returned questionnaires, leaving a final sample of 184 directors, representing 90.64% of the study population.

7. Questionnaire psychometric features :

7.1. Arbitrators' validity:

In the previous step, we mentioned that the data collection tool was built based on the study hypotheses using the concept of hypothetical formation validity or construct validity. At this stage, the data collection tool, the study questionnaire, was presented to experts and arbitrators for the process of control to measure its face validity and content validity. It was presented to a group of (06) specialized teachers from different universities and schools across the country.

7.2 . Discriminant validity:

This refers to the extent of variability in the final scores of the study sample, and is calculated by peripheral comparison. The final scores are arranged in ascending or descending order, and then we take 27% of the high scores and 27% of the low scores. Then we calculate the differences between the highscores , which consist of 29 individuals from the study sample, and the low scores, which also consist of 29 individuals from the study sample, using the independent samples T-test.

Table No. (01) The discrimination coefficient shows the form of obstacles to the practice of extracurricular activities

| Application | Sample | Mean | Deviation | Difference between mean | Degree of freedom | Tvalue | Probability value | |
|-------------|--------|--------|-----------|-------------------------|-------------------|--------|-------------------|--|
| Highscores | 29 | 138,48 | 5,57 | 32,86 | 56 | 23,03 | 0,00 | |
| Lowscores | 29 | 105,62 | 5,28 | | | | | |

Through the results found in table (01), we notice that the difference between the mean of highscores and the mean of lowscores of the study sample responses on the **form of obstacles to extracurricular activities** was 32.86 scores, which is a significant and substantial difference indicating the presence of variations. This is justified by the T-value, which was equal to 23.03 at a probability value of 0.00, indicating the presence of significant differences.

7.3. Intrinsic validity : $\text{Intrinsic validity} = \sqrt{\text{reliability coefficient}}$

The square root of the reliability coefficient equals

$$r = \sqrt{0,86} = 0,92$$

7.4. Calculation of the reliability coefficient:

We calculated the reliability coefficient once using the split-half method. After obtaining the values and substituting them into the equation, we found the reliability coefficient using the Guttman method.

The reliability coefficient using the split-half method for the questionnaire on obstacles to participation in extracurricular activities. $R = 0,86$

- **Cronbach's alpha method :**

The reliability coefficient using the Alpha Cronbach method for the form of obstacles to the practice of extracurricular activities is calculated by the sum of the variation of the form items on the total variance, and it also measures the items reliability "the deviations in the responses of the study sample to the weights" $R_\alpha = 0,956$

Table No. (02). Reliability using Cronbach's alpha method

| Alpha Cronbach | Items number |
|----------------|--------------|
| 0,9550 | 46 |

7.5. Statistical methods:

- **Mean:** used to measure central tendency.
- **Standard Deviation:** used to calculate deviations of values from the mean "dispersion".

(Mohammed Abdel Fattah Al-Sairafi: 2005, p.309) $S_x^2 = \frac{\sum_{i=1}^n (X_i - \bar{X})^2}{N-1}$

Alpha Cronbach: used to calculate statistical validity and reliability coefficient by applying it once.

$$r_\alpha = \frac{N}{N-1} \left(1 - \frac{\sum S_i^2}{S_x^2} \right)$$

Where:

$[S_i]^2$: Variance of the item

$[S_x]^2$: Total variance of the scores of all the items in the data collection tool.

N: number of items.

Intrinsic validity : $\text{Intrinsic validity} = \sqrt{\text{reliability coefficient}}$

- **Guttman's split-half method:** used to calculate the reliability coefficient by applying it once, according to the following statistical relationship:

$$R = 2 \left(1 - \frac{S_1^2 + S_2^2}{S^2} \right)$$

Where:

S_1^2 : Variance of the first half.

S_2^2 : Variance of the second half.

S^2 : Total variance.

Pearson's correlation coefficient (r): tested twice by administering the same test to the same group after two weeks.

$$r = \frac{N \sum X.Y - \sum X . \sum Y}{\sqrt{(N. \sum X^2 - (\sum X)^2)(N. \sum Y^2 - (\sum Y)^2)}}$$

- ANOVA analysis of variance
- We also used the SPSS statistical program to calculate the statistical relationships and laws used in the study

8. Presentation and discussion of results

This section includes a presentation of the most significant results obtained by the researcher regarding the responses of the sample of primary school directors in Laghouat state on the questionnaire items related to extra-curricular activities obstacles. This is based on the statistical analyses performed on the data that was collected and analyzed using the study's tools.

8.1. Interpretation and analysis of the first hypothesis results.

Hypothesis text: The most important obstacles to extra-curricular activities from the point of view of primary school directors are the supervising teachers in the field of extra-curricular activities.

Table No. (3) The most important obstacles to extra-curricular activities from the point of view of primary school directors

| Directors | Mean | Relative weight | Rank |
|--------------------------------------|------|-----------------|------|
| Reasons related to supervisors | 2,85 | 95% | 1 |
| Reasons related to directors | 2,75 | 92% | 3 |
| Reasons related to pupils | 2,06 | 69% | 4 |
| Reasons related to curricula | 1,97 | 66% | 5 |
| Reasons related to parents of pupils | 2,83 | 94% | 2 |
| Reasons related to directors | 1,98 | 66% | 6 |

Based on the results in **Table 03** above regarding the most significant obstacles to extracurricular activities from the perspective of school directors, we note that the axis of **reasons related to supervising teachers** came in first place with a mean of 2.85 for the responses of primary school directors in the state of Laghouat, with a relative weight of 95%, which is a very high value. primary school directors believe that the most important reason that prevents pupils from practicing extracurricular activities is supervising teachers. This is attributed to the fact that, in their role, directors see that teachers are the cornerstone in implementing extracurricular activity programs. However, there is a clear deficiency in the attention and care given to extracurricular activities in our schools. These activities have become ink on paper that these schools do not implement in reality, and if they were implemented, they were not given their true value and were not planned properly. As a result, these activities have become a burden, especially on supervising teachers, because they no longer have sufficient preparation in extracurricular activities. This was confirmed by Hashimi's study (1974), which found that the obstacles that hinder extracurricular activities and prevent them from achieving their goals include: lack of cooperation among teachers, variation in their perspectives on school activities and their excessive focus on the cognitive aspect to the exclusion of other aspects. The study concluded that "the problems facing school activities in our schools will be overcome one by one through raising awareness among teachers about the importance of activities and proper planning.

In second place, **the reasons related to the pupils' parents** came with a mean of (2.83) in the frequencies of primary school directors' responses, and with a relative weight of (94%) which is a very high value, to the extent that primary school directors see that the

second reason which prevents primary school pupils from engaging in extracurricular activities is their parents. The researcher attributes this to the fact that the majority of pupils' parents do not agree to let their children participate in extracurricular activities due to their lack of conviction about the importance of these activities. The conclusion reached by the study of Al-Washahi (2000) and the study of Iman Halabi (2004) confirmed that the most significant obstacle to extracurricular activities is the families' disapproval of their children's participation and the weak role of the media in convincing parents of the importance of their children's engagement in such activities. The study conducted by Khidr Hassani Arefa (2010) concluded that if parents and the local community have full awareness of the importance and role of extracurricular educational activities in the educational process of their children, these activities will be successfully implemented. However, parents and the local community must play a supportive role in overcoming any obstacles that may hinder the school from performing its role to the fullest.

In third place, the axis of **reasons related to the directors** appeared with a mean of 2.75 for the responses of primary school directors, and a relative weight of 92%, which is a very high value. Primary school directors see that the third reason preventing primary school pupils from participating in extracurricular activities is the directors themselves, and this is attributed to the heavy administrative burdens on the school director that distract them from their role in extracurricular activities, their weak follow-up of the work of teachers supervising extracurricular activities, and their objectives' ambiguity. These results are consistent with Gill R. McDowell's study (1989) and Daif Allah Al-Thubaiti's study (2007), which confirmed that the negative attitudes of school directors towards participating in activity programs may affect the school's participation, but it is not the main reason for non-participation. As for Sharaf's study (2002), which found that the role of the school director in the primary education cycle as an administrative and technical supervisor is weak in performance towards parents.

In the fourth place, **there are reasons related to the pupils** with a mean of 2.06 for the responses of primary school directors, with a relative weight of 69%. According to the study, this is a significant reason why primary school pupils do not engage in extracurricular activities, and many directors attribute this to the influence of parents who object to their children's participation in extracurricular activities and refuse to sign participation forms. The parents may not be convinced of the educational benefits of such activities. (See Appendix 19.) This result is consistent with many studies, such as Baker-Senn's study (2001), which found that parents' lack of awareness of the importance of extracurricular activities and their reluctance to have their children participate in school activities is due to their mistaken belief that it may affect their academic achievement, and that such activities are a waste of time. Similarly, Khudair

Hassani Arefa's study (2010) found that pupils' poor understanding of the nature of extracurricular activities is attributed to a lack of understanding of the true nature of these activities by parents.

In the fifth place, the axis of **reasons related to the curriculum** appeared with a mean of 1.97, in the repeated responses of primary school directors, with a relative weight of 66%. This is a high value, as primary school directors see the fifth reason that prevents primary school pupils from participating in extracurricular activities as the curriculum. This is attributed to a gap between the stated objectives and the programs provided, and a failure of the implemented programs for extracurricular activities to meet the objectives of other curricula. Moreover, engaging in activities between classes and during the school day can be tiring for pupils. This result is consistent with what was found in the study by Rustom and Ali (1993), which concluded that the limited time available for activities and the absence of a system for evaluating educational activities practiced by the pupil were factors that hindered primary school pupils' participation in extracurricular activities. Similarly, Al-Azzaz's study (2012) found the following results: lack of clarity in the objectives of the activity - the objectives of the activity are achieved according to the directives of the educational administration, which limits the freedom of the activity process and the human elements - weak connection between the content of extracurricular activities and the curriculum.

In sixth place, the axis of **reasons related to capabilities** came with a mean of 1.98 responses from primary school directors, with a relative weight of 66%. This is a high value, where primary school directors see that the sixth reason that prevents primary school pupils from practicing extracurricular activities is related to capabilities. This is attributed to the fact that directors realize that while capabilities are important, they are not a fundamental obstacle to extracurricular activities and that teachers can activate them despite the lack of resources and capabilities, especially in the primary education cycle. As many studies, including the studies of Hind Mohamed (1985), Mohamed Abdel Salam (1991), and Abdullah bin Salman (c.2001), have confirmed that is the most important obstacles to activities are the lack of awareness among parents and teachers about the importance of engaging in activities, in addition to the shortage of resources in both the material and human aspects, which occupy a lower position. Thus, we can say that the hypothesis has been partially confirmed, as the cause is attributed to the three parties: teachers, parents, and then directors.

8.2. Interpretation and analysis of the results of the second procedural hypothesis:

Hypothesis text: There are statistically significant differences, from the perspective of supervising teachers, directors, and inspectors, regarding the obstacles related to supervision that prevent pupils from engaging in extracurricular activities.

Table 4: Means, standard deviations, and F-value to answer the samples about the obstacles related to directors

| | | Sample members | Mean | Standard deviation | ValueF | Significance levelSig. | Statistical significance |
|------------------------------|------------|----------------|-------|--------------------|--------|------------------------|--------------------------|
| Reasons related to directors | Teachers | 322 | 19,24 | 2,10 | 0,82 | 0,37 | Notsignificant |
| | Directors | 184 | 19,26 | 2,23 | | | |
| | Inspectors | 17 | 18,71 | 2,17 | | | |
| | Total | 523 | 19,23 | 2,15 | | | |

We notice in the above table that the value of (F) test for the significance of differences for one-way analysis of variance for the mean of the total scores of factors related to directors from the perspective of **(teachers, directors, inspectors)** in the education sector in the state of Laghouat for the study sample is (0.82) at the probability value (0.37), which is greater than the value (0.05). This result proves that there are no statistically significant differences between the means of the degrees of categories related to directors attributed to the job variable (supervising teachers-directors - inspectors) in the education sector. Thus, the hypothesis has been confirmed. The researcher attributes this to the fact that both supervising teachers of extracurricular activities, directors, and inspectors in primary education agree that one of the most significant obstacles to extracurricular activities that prevent primary education pupils from practicing them are the directors. In this regard, Al Munif (1995) states: "The school, with its diverse programs and multiple activities, contributes to forming habits, skills, values, and necessary thinking methods to continue education and participate in it effectively." Dubour (1980) believes that one of the obstacles to implementing extracurricular activities is the inability of school administrations to lead these activities democratically and effectively, and the absence of follow-up. Al-Hamid's study (1989) concluded that there is a lack of cooperation and consultation between the school administration and the teaching staff, which has had a negative impact on the implementation of activity program plans. It also agrees with the results of Al-Maneef's study (1994), which concluded that one of the main obstacles that prevents students from benefiting from extracurricular activities is the lack of interest and seriousness of some school administrators in the importance of extracurricular activities, while Jandal's study (1999) found that one of the main obstacles to extracurricular activities is the many tasks assigned to school administrators. Abu Al-Ata's study (2006) recommended the importance of school administrations and teachers to pay attention to extracurricular activities, just as they do with teaching the required academic subjects, because this helps to improve the academic achievement of pupils in various subjects."

Table No. (05) Multiple-function classrooms in primary schools in the state of Laghouat

| Total number of primary schools | Technical activities | Sports activities | Computer labs | | | Auditoriums |
|---------------------------------|----------------------|-------------------|---------------|---------------------------|-------------------|-------------|
| | | | Total | Connected to the internet | Number of devices | Number |
| 233 | 15 | 2 | 0 | 0 | 9 | 0 |

We notice in the above table that the number of auditoriums is non-existent in primary schools, noting that they are the ideal space for extra-curricular activities. Similarly, computer labs are also missing, and there is no internet connection.

Table No. (06) School libraries and sports stadiums in primary schools in the state of Laghouat

| School libraries and sports playgrounds | | | | | Schoolyards |
|---|---------------------------|-----------------------------|--------------------------|-------------------|---------------------------|
| Libraries | Number of books available | Existing sports playgrounds | Established health clubs | Yard availability | Used for practicing sport |
| 75 | 15135 | 45 | 9 | 222 | 189 |

Regarding school libraries and sports playgrounds in primary schools, as indicated in the table above, they are also few. The number of existing libraries is 75, which means that 158 schools do not have a library, and the number of books available in these libraries is 15,135. It should be noted that the total number of pupils in primary education in the state of Laghouat 51,243. In addition, there are only 45 sports playgrounds, and 189 schools do not have them, so they use schoolyards for sports activities.

8.3. Interpretation and analysis of the results of the second operational hypothesis:

Hypothesis text: There are multiple ways to address obstacles to extra-curricular activities in primary education depending on the perspective of primary school directors.

Table No. (07) Sample Proposals from School Directors to Address Obstacles that Prevent Pupils from Participating in Extracurricular Activities Supervised by Teachers.

| N° | Proposals | Frequency | % | Rank |
|----|---|-----------|-------|------|
| 01 | Encouraging pupils to practice extra-curricular activities | 21 | 11.22 | 4 |
| 02 | Organizing training courses for supervising teachers on extra-curricular activities | 29 | 15.50 | 3 |

| | | | | |
|----|--|----|-------|---|
| 03 | Preparing teachers in extra-curricular activities during their formation in higher schools for teachers and training institutes. | 55 | 29.41 | 1 |
| 04 | Educating pupils and their parents about the objectives and importance of extra-curricular activities. | 18 | 09.62 | 5 |
| 05 | Motivating and encouraging supervising teachers and participants in activities. | 46 | 24.59 | 2 |

The first proposal from the sample of directors regarding supervision was to prepare teachers for extra-curricular activities during their training at higher schools and training institutes, followed by motivating and encouraging teachers who supervise and participate in these activities. Then organizing training courses for teachers supervising extra-curricular activities, encouraging pupils to engage in extra-curricular activities, and raising awareness among pupils and their parents of the objectives and importance of extra-curricular activities. These proposals were respectively indicated by 29.41%, 24.59%, 15.50%, 11.22%, 09.62% of the total sample of directors. As for the remaining proposals from the sample of supervising teachers, its percentage of reference did not exceed 10.16%.

Table No. (08) Proposed Sample Solutions from School Directors to Overcome Obstacles that Prevent Pupils from Participating in Extracurricular Activities Related to Directors.

| N° | Proposals | Frequency | % | Rank |
|----|--|-----------|-------|------|
| 01 | Exchanging experiences in the field of extra-curricular activities through field visits between schools. | 21 | 11.22 | 4 |
| 02 | Creating an appropriate educational environment that helps supervising teachers and pupils to implement various extra-curricular activities and achieve the desired goals. | 50 | 26.73 | 2 |
| 03 | Educating pupils about the importance of extracurricular activities. | 18 | 9.62 | 5 |
| 04 | The administration is regularly committed to monitoring and evaluating non-curricular activity programs. | 61 | 32.62 | 1 |
| 05 | The school administration selects qualified supervisors to supervise extra-curricular activities. | 24 | 12.83 | 3 |

The first sample proposals for school administration regarding extracurricular activities included working regularly to monitor and evaluate extracurricular activity programs, followed by providing a suitable educational environment that helps supervising teachers and pupils to implement various extracurricular activities and achieve the

desired goals. This is followed by the school administration selecting competent supervising teachers for extracurricular activities, exchanging experiences in its field through field visits between schools, and raising awareness among pupils of the importance of engaging in extracurricular activities. These proposals were referred to respectively by 32.62%, 26.73%, 12.86%, 11.22%, and 9.62% of the total number of sample directors. The remaining proposals were not referred to by more than 6.95% of the sample directors.

Table No. (09) Proposals of a sample of directors to address the obstacles that prevent pupils from practicing extra-curricular activities related to pupils

| Nº | Proposals | Frequency | % | Rank |
|----|--|-----------|-------|------|
| 01 | Interest in diversifying extra-curricular activities that suit the different tendencies of pupils. | 22 | 11.76 | 3 |
| 02 | The need to educate pupils about the importance of extra-curricular activities. | 63 | 33.68 | 1 |
| 03 | Each pupil chooses the appropriate activity for his abilities and tendencies without any pressure from the supervisors or the school administration. | 51 | 27.27 | 2 |
| 04 | Allowing pupils to take initiative and experiment. | 17 | 9.09 | 4 |

The first proposals of the directorssample for the pupils was the need to educate them about the importance of extra-curricular activities, followed by selecting each pupil's activity appropriate to his abilities and tendencies without any pressure from the supervising teachers or the school administration, then followed by interest in diversifying the extra-curricular activities that suit the different tendencies of the pupils, then followed by giving the them room for initiative and experimentation, as 33.68%, 27.27%, 11.76%, 9.09% of the total sample of directors referred to these proposals, respectively. As for the rest of their proposals, itspercentage of reference did not exceed 18.18%.

Table No. (10) Proposals of a sample of directors to address the obstacles that prevent pupils from practicing extracurricular activities related to the curricula.

| Nº | Proposals | Frequency | % | Rank |
|----|---|-----------|-------|------|
| 01 | Linking extra-curricular activities and curricula. | 24 | 12.83 | 3 |
| 02 | Completing a guide for extra-curricular activities. | 55 | 29.41 | 2 |

| | | | | |
|----|---|----|-------|---|
| 03 | Reducing the number of classes per day to allow pupils to practice extra-curricular activities. | 67 | 35.82 | 1 |
| 04 | Linking extra-curricular activities with the prescribed subjects. | 18 | 9.62 | 4 |

The first proposal of the sample of directors regarding curricula was to reduce the number of classes per day to allow pupils to practice extra-curricular activities, followed by developing a guide for extra-curricular activities, then linking them with curricula, followed by linking them with academic subjects, as it referred to these proposals respectively 35.82 %, 29.41%, 12.83%, 09.62% of the total sample of directors. Concerning the rest of their proposals, itspercentage of reference did not exceed 12.29%..

Table No. (11) Proposals of a sample of directors to address the obstacles that prevent pupils from practicing extra-curricular activities related to parents of pupils.

| N° | Proposals | Frequency | % | Rank |
|----|---|-----------|-------|------|
| 01 | Educating pupils' parents about the objectives and importance of extra-curricular activities. | 4 | 23.52 | 2 |
| 02 | Motivating parents to encourage their children to participate in activities by inviting them to see their children's activities and productions. | 10 | 58.82 | 1 |
| 03 | Coordinating between parents of pupils and supervising teachers extra-curricular activities regarding the dates for practicing extra-curricular activities. | 2 | 11.76 | 3 |

The first proposal of the directors' sample for pupils'parents was to motivate parents to encourage their children to participate in activities by inviting them to see their children's activities and productions. Then, followed by persuading parents of the importance of their children practicing extra-curricular activities. As well as by sensitizing and educating them through various media of the importance of extra-curricular activities, as 41.71%, 35.29%, 18.18% of the total sample of principals referred to these proposals, respectively. As for the rest of their proposals, itspercentage of reference did not exceed 4.81. %.

Table No. (12) Proposals of a sample of directors to address the obstacles that prevent pupils from practicing extracurricular activities related to capabilities.

| N° | proposals | Frequency | % | Rank |
|----|---|-----------|-------|------|
| 01 | Allocate a budget for extra-curricular activities. | 57 | 30.48 | 2 |
| 02 | Providing incentives and rewards for outstanding school administrations, teachers supervising extra-curricular activities, and outstanding pupils in extra-curricular activities. | 28 | 14.97 | 3 |
| 03 | Providing the means and tools necessary to carry out activities in schools. | 18 | 9.62 | 4 |
| 04 | Constructing modern school buildings in which halls, stadiums, auditoriums, tools, and necessary equipment are available. | 65 | 34.75 | 1 |

The first proposals of the sample of directors regarding the capabilities were to construct modern school buildings that have halls, playgrounds, auditoriums, and necessary equipment and supplies. Then, a budget is allocated for extracurricular activities, followed by providing incentives and rewards for outstanding school administrations, teachers supervising extracurricular activities, and pupils who excel in extracurricular activities. Additionally, providing the necessary tools and equipment to practice these activities in schools. These proposals were respectively indicated by 34.75%, 30.48%, 14.97%, and 9.62% of the total sample of directors. The percentage of the rest of their proposals did not exceed 10.16%.

11. Study Recommendations:

Regarding school administration:

- Grant school directors wide powers in organizing and managing extracurricular activities according to the capabilities and conditions of the schools;
- It is necessary for the school administration to monitor all activity programs, committees, clubs, and maintain halls, equipment, and playgrounds;
- Encourage teachers and pupils to engage in extracurricular activities;
- Schedule exhibitions on occasions, national holidays, and organize competitions and matches between different sections of the school;
- Ensure diversity in activities to attract and encourage pupils, and provide activities that suit their interests;
- Exchange experiences in the field of extracurricular activities through reciprocal visits between schools.

- Inviting the school through the school administration and extracurricular activities supervisors to collaborate with the local community to activate pupil participation in the activities organized by community institutions.
- Paying attention to establishing a clear plan for these activities at the beginning of the academic year.
- The school's participation, through the school administration and extracurricular activity supervisors, in preparing plans for practicing these activities, taking into account their objectives of activating the emotional, cognitive, skill, and social aspects of pupils. The plans should also have clear and announced participation procedures, and the time schedule should be suitable for the pupils' circumstances.
- Linking extracurricular activities with the prescribed academic materials to make pupils realize the importance of practicing these activities, as well as the necessity of linking between the activities and the social reality that the pupils live in.
- The importance of including some academic units in the curricula that explain to the pupils the benefits of practicing extracurricular activities.

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