

Merits and Shortcomings of Activating Extracurricular Activities at Secondary Schools

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Abstract:

The study aimed to identify the problems that hinders the activation of extracurricular in secondary schools, to find some solutions for the problems which stand against activate an ECA at schools, to shed lights on types of ECA and to encourage EFL teachers to use an ECA as an effective tool to Teach English Language to the ESL learners. The study followed the descriptive analytical method, a questionnaire was used as a mean of data collection from the study sample which selected randomly from the study population, the study sample consisted of (30) teachers. The collected data were analyzed statistically using computer programme. The study comes up with many results, such as: less than half of the respondents said that the student activities does not stand in front of any talent for students 13(43%). Table (4-1) the major hinders activation of extracurricular in secondary schools, were: Incompatibility of syllabus design regarding extracurricular activities, financial issues and lack of allotted time they are: (100%), (97%) and (77%) respectively and the first step to attract students to use extracurricular activities is Subjecting to a certain techniques (87%), preparatory courses for EFL university students (83 %), using types of extracurricular activities such as clubs and newspapers (80%) and g teaching aids (70%) Table (4-2). Based on the findings, the study recommends the following: teachers must be aware of the types of extracurricular activities and have great knowledge about types of questions and teachers are recommended to check their students' progress in leaning through carefully structured questions.

Key words : Merits – Shortcomings – Activate – Extracurricular .

مزايا و اوجه القصور في تفعيل الانشطة اللامنهجية في المدارس الثانوية

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مستخلص:

تلعب الأنشطة اللامنهجية دوراً مهماً في التعليم فهي تساعد الطلاب على بناء علاقات جيدة بين أقرانهم وتمكنهم من اكتساب الثقة، وهي بيئة جيدة جداً للطلاب لاستخدام المهارات والمعرفة التي تعلموها في المدرسة بطريقة مثيرة للاهتمام. هدفت الدراسة إلى التعرف على المشكلات التي تعيق تفعيل التعليم اللامنهجي في المدارس الثانوية، وإيجاد بعض الحلول للمشكلات التي تقف ضد تفعيله في التدريس، وإلقاء الضوء على أنواع التعلم اللامنهجي، وتشجيع معلمي اللغة الإنجليزية بوصفها لغة أجنبية على استخدام تلك التقنية باعتبارها أداة فعالة لتعليم اللغة الإنجليزية لمتعلمي اللغة الإنجليزية كلفة ثانية. اتبعت الدراسة المنهج الوصفي التحليلي، وتم استخدام الاستبانة كوسيلة لجمع البيانات من عينة الدراسة التي تم اختيارها عشوائياً من مجتمع الدراسة، تكونت عينة الدراسة من (30) معلماً تم تحليل البيانات التي تم جمعها إحصائياً باستخدام برنامج الكمبيوتر بواسطة استخدام برنامج الحزم الإحصائية للعلوم الاجتماعية (SPSS). قد توصلت الدراسة إلى عدة نتائج والتي من أهمها: وقراءة الصحف وزيارة النوادي الإنجليزية يساعد في زيادة أداء الطلاب في تعلم اللغة (100% جدول (4-17)، كما أكدت الدراسة إن عدم توافق تصميم المنهج فيما يتعلق بالأنشطة اللامنهجية يعتبر من العوائق الرئيسية في تفعيل التعليم اللامنهجي في المدارس الثانوية، كذلك الجوانب المالية وعدم تخصيص الوقت الكافي وهي: (100%)، (97%) و(77%) على الترتيب، أوضحت النتائج أن خضوع الطلاب لتقنيات معينة يعمل على جذب الطلاب لاستخدام الأنشطة اللامنهجية (87%)، كذلك يساعد استخدام بعض أنواع الأنشطة مثل الأندية والوسائل التعليمية وعقد الدورات التحضيرية لطلاب الجامعة دارسي اللغة الإنجليزية بوصفها لغة أجنبية (83%) (80%) و(70%) على الترتيب جدول (4-18). بناءً على النتائج السابقة توصي الدراسة بما يلي: يجب أن يكون المعلمون على دراية بأنواع الأنشطة اللامنهجية وأن يكون لديهم معرفة جيدة بأنواع الأسئلة وينصح المعلمون بوضع الأسئلة بعناية لتمكنهم من متابعة تقدم طلابهم في التعلم.

الكلمات المفتاحية : مزايا - اوجه القصور - تفعيل - اللامنهجية

Introduction and Background 1.0 :

Several research studies have related engagement in extra-curricular activities to low academic performance (Mchns,1932,-dunketberger, 1935) other researches support the positive effect of extracurricular activities on students' performance (Kuhn et al .2008). However several studies found that not all activities out of classroom setting are helpful to student's success.

1.1 The statement of the problem:

There is still many teachers refuse to activate an extracurricular activities . This research is an attempt to shed light on the problems that hinder the activation of extracurricular activities in secondary school.

1.2 Objectives of the study:

- 1.to find some solutions for the problems which stand against activate an ECA at schools .
- 2.To encourage EFL teachers to use an ECA as an effective tool to Teach English Language to the ESL learners.

1.3 Questions of the study:

1. What are the best solutions for the problems that prevent teachers to activate an ECA at schools?
2. What is the effective tool for teaching English to ESL?

1.4 Hypotheses of the study:

1. Some different solutions can solve the problems which hinder activate ECA at Schools.
2. Teaching English language through ECA create attractive environment for ESL to learn it easily.

1.5 Significance of the study:

The significance of this study based on the importance of ECA within schools and informs students, parents, teachers, administrators and board members about their value.

1.6 Methodology of the study:

This research paper followed the descriptive analytical method.

Sample:30 teachers from different secondary schools of the

southern of Gezira locality will be chosen randomly. **Sex:**(male – female).

Tools:A questionnaire will be designed as a tool of data collection. The collected data will be analyzed by using statistical methods with a mean of computer program (statistical Packages for Social Sciences – SPSS) .

2. Literature Review

Extracurricular activities are found at all levels of our school system, especially in secondary schools (Foster, 2008). The terms *extracurricular activities*, *co-curricular Activities* and *non-classroom activities* have all been used interchangeably to mean experiences and activities such as debate, athletics, music, and drama, school publications, Student council, school clubs, contests, and various social events (Emmer, 2010a, b, c, d, e, f). This multitude of experiences forms a third curriculum—paralleling the required and the elective curriculums, and is well integrated into the daily school Program (Barbieri, 2009). Generally, extracurricular activities are voluntary, are approved and sponsored by school officials, and carry no academic credit toward graduation (Lunenburg & Ornstein, 2008). Following, I discuss extracurricular activities in relation to the overall goals of education followed by an examination of the functions of extracurricular activities.

2.1. Definitions and Meaning of ECA

The term „extracurricular activities“ refers to, any activities that take place outside of the regular (compulsory) school curriculum. “The activities are voluntary, and students do not receive

grades for academic credit for them” (Holloway, 2000). These activities are offered outside of school hours, but within the school setting.

2.4.1 Importance of Extra-Curricular Activities

1. It develops the student’s moral excellence and social adjustment. Something must be done to make the school activity centered around; e
2. xtra -curricular activities. Education aims at the development of the whole man, his physical fitness, his mental alertness, his moral excellence and his social adjustment.
3. Teachers enjoy the thrill and liveliness of extra-curricular activities in and outside of the classroom.
4. Extracurricular activities help keep students involved in their school.
5. Many students are able to meet other students with similar interests through extracurricular activities.
6. Extracurricular activities can also boost school spirit.
7. More specifically, they teach students life lessons. Of course, a basketball player will realize his responsibility if he is forced to run for being late to practice. Not only that, but extracurricular activities also provide supervision to help keep students out of trouble.
8. Many athletes are respected by their fellow students and are able to encourage high moral standards among them. Overall, students can achieve exemplary virtues by participating in extracurricular activities.

1.3.5 Objectives and Needs of Extra-Curricular Activities at School Level

Objectives of extra-curricular activities at school levels are:

- I) for the physical and mental development of the child.
- ii) To develop academic and literary interests,
- iii) To develop a sense of social service,
- iv) To develop moral training for the academic development of the student.
- v) To provide recreational value for the maintenance of good mental health, for the development of self-discipline, to provide leadership opportunities, for the development of community life, for developing the skill of proper planning.
- vi) To develop useful new capabilities in pupils that can lead to extension of career opportunities.
- vii) to develop pupil initiative and responsibility,
- viii) To develop leadership capabilities and good organizational skills,
- x) To aid pupils in the social skills.
- xi) To enable pupils to explore a wider range of individual interests than what is available in the regular program.

1.6. Benefits of Extra-Curricular Activities

1. high school activity programs are one of the best bargains around.

2. It is in these vital programs –sports, music, speech, drama, debate–where young people learn lifelong lessons as important as those taught in the classroom.
3. Unfortunately, there appears to be a creeping indifference toward support for high school activity programs by the public.
4. The extra-curricular activities at school level, promotes the following:
5. Leadership may be defined as the capacity to guide others in the achievement of a common goal

2.5 Functions of Extracurricular Activities

1. Extracurricular activities serve the same goals and functions as the required and elective courses in the curriculum.
2. extracurricular activities program allows for a well-rounded, balanced program by (1) reinforcing learning, (2) supplementing the required and elective curriculum (formal courses of study), (3) integrating knowledge, and (4) carrying out the objectives of democratic life (Barbieri, 2009; Hill, 2008; Jones, 2011).

2.7 Difference between School and Job Profile extracurricular Activities?

According to (Kidzrio, et al, 2016). In the job profile Extra-curricular activities will be an added advantages. All these activities in schools help you build your God given inner talents. Subjects or classes that you participate in outside of school/college/Uni hours are organized to discover your best self in extra-curricular activities.

2.8 Comparison between extracurricular and elective courses

Extracurricular	Elective courses
<p>Extracurricular activities fall “outside” the academic realm. They are endeavors in which your teen wants to participate. They are not required. They are optional. Extracurricular activities provide an opportunity to learn new skills, gain leadership abilities, serve others, broaden knowledge, qualify for training, or just have fun! They fall under broad categories such as volunteering and community service, employment, hobbies, interests, training, travel, or ministries.</p> <p>Colleges and future employers want to know how your teen has chosen to spend his free time. Listing extracurricular activities allow others to gain a better picture of your teen’s interests, motivations, and initiative. Your teen’s involvement in extracurricular activities should reflect his passions. Wholehearted participation in a few selected activities is preferred over stretching your teen’s participation in too many unrelated activities. (This is great news for your gasoline budget and chauffeuring duties!)</p> <p>In some cases, extracurricular activities give your teen the opportunity to serve or work alongside a professional or expert in a particular field. These associations may afford your teen experiences to develop character, connect with a network of future references, and progress in employment and life skills.</p>	<p>Elective courses, on the other hand, are an integral part of your teen’s academic studies. These courses typically do not fall under one of the core academic areas: English, math, science, history, and foreign language.</p> <p>Elective courses entail less work than a core academic course. Use elective courses as a motivator for your teen by suggesting that she propose elective courses that she might enjoy. Curriculum is available for many elective courses; however, each parent can readily design these courses.</p> <p>Think about enlisting your teen in the development of the course material and objectives. Teens are more likely to be invested in courses in which they’ve had a hand in developing. Check out these examples for designing some elective courses: photography or career development). These will give you pointers for planning your own elective.</p> <p>If you need inspiration, check out this list of 80 different elective course possibilities. You can see that we’ve only scratched the surface! Only your imagination limits the list! Cultivate your teen’s appetite for learning by offering him a broad range of elective courses, and then watch his enthusiasm for reading, experimenting, and writing grow as a result of zeroing in on subject areas that appeal to him.</p>

Source: (Carol Kummer, 2015)

2.11 Formal Versus Informal Extracurricular Activities

Some researchers have divided extracurricular activities into informal and formal activities. The formal activities include activities which are relatively structured, such as participating in athletic

ics or learning to play a musical instrument. Informal activities, on the other hand, also known as leisure activities, include less structured activities, such as watching television. Some literature on leisure studies has “suggested that formal and informal activity settings have different influences on motivation and feelings of competence,” two factors which influence academic performance (Guest & Schneider, 2003, para. 8). One study found “that more time in leisure activities was related to poorer academic grades, poorer work habits, and poorer emotional adjustments,” while more time in “structured groups and less time watching TV were associated with higher test scores and school grades” (Marsh & Kleitman, 2002, para. 15).

Guest and Schneider (2003), in their study, found that “the type of participation or activity undertaken influences developmental outcomes (Para. 8). This involves the “what” factor and is the concern of this research project. There have been many studies conducted on the influence that extracurricular activities have on academic performance. Their effects have “differed substantially for different activities. There were a total of seventy-six statistically significant effects, fifty-eight positive and eighteen negative” (Marsh & Kleitman, 2002, para. 11).

2.11.4 The Relationship between Volunteer Work and Academic Performance

A dearth of literature on the relationship between volunteering and academic achievement exists; nevertheless, it is becoming more popular in academic settings as a way of improving academ-

ics, as well as society. Many schools now require their students to complete a mandatory number of hours of volunteer work per year or semester. Schools have implemented “service learning,” which incorporates community service and volunteer work into the curriculum, because it has been proven to have a positive effect on academic performance (Hinck & Brandell, 1999).

Service learning “can and does have a positive impact on the psychological, social, and intellectual development of adolescents who participate” (Hinck & Brandell, 1999, Para. 11). Usually the services performed are related, in some way, to some academic subject, but most forms of volunteer work and community service can be tied to academics in one way or another. As a result, “more and more studies are finding that increased academic growth is the result when service is combined with intellectual content” (Hinck & Brandell, 1999, Para. 17). One study, conducted on over 2,000 students enrolled in kindergarten through twelfth grade, found that student performance improved as a result of service learning (Hinck & Brandell, 1999, Para. 17). The Texas Council of Chief State School Officers reported that “involvement in service learning affects students’ higher level thinking skills, motivation to learn, application of learning, insight, and basic academic skills” (Hinck & Brandell, 1999, Para. 18). One study performed to determine the relationship between academic performance and community partnerships found that “regardless of students’ background and prior achievement, volunteering activities positively influenced student grades, course credits completed, attendance, be-

havior, and school preparedness” (Simon, 2001, Para. 1). All of the literature concerning the relationship between academic performance and volunteering presented a positive relationship.

Interactively (they want to be integrated in the academic society at the university). ECAs support the characteristics of approaches language teachers apply in foreign language teaching process. Learners who get involved in extracurricular activities will create a platform to promote language development.

Education is not attaining only through mental and logical issue, but also through emotional issue. Learners learn not only by verbal instructions that are usually done in classroom in a formal atmosphere, they can learn also by non-verbal instructions by using extracurricular activities as well.

Surely, the main aim of a student at a university should be academic achievement, but according to what is mentioned above there is certain risk that ECAs will interrupt students from academic learning, including learning language.

There are many scholars saying that participation in ECAs has positive impact on the students, retention in educational process, if these activities are closely enough related to the curriculum (Kuh, 2007; Greenbank, 2014). This happens due increase motivation and creativity, development of learning strategies, improvement of students' ability to plan, to do time management, to act as leaders, etc. Students learn to communicate better (even if it is in the native language, it eventually promotes their general communicative and social skills and help them succeed in natural language learn-

ing and its authentic application).

Students should participate in language – oriented ECAs regularly because, the more they are involved, the more language is acquired and it causes academic success in EFL. ECAs bring many advantages in term of GPA and discipline (Broh, 2002). Reeves (2008) said that students who participate in ECAs achieve better grades compared to non –participants.

Briefly, language –oriented ECAs not only help students better succeed in the language curriculum at prep schools; they create a sort of abridge between the academic study of the target language and its practical application in further life.

2.12.1 ECAs in modern language learning:

In the 20s century, a lot of researchers studied the impact of eras on students' performance in class and other skills important for everyday life (tchibozo, 2007 cambell -1973). It was observed that eras eliminate the opportunities of dropping out of school for some categories of students (Mahoney and caimms, 2000). The result proved that ecas were just as important for building academic and social skills as the regular classes (druzhinina,2000: eccles ,2003 :marshand kleitman, 2002:ten house 2003, bombokas,1995, astin, 1993 :darling Caldwell and smith, 2005 .neblette, 1940 :Mahoney and cairn ,2003.)

Eventually ECAs have become an inseparable part of the context of second language teaching and college environment in North America (Campbell, 1973 :House and Beardmore,1987).in the middle of

20th century, many researchers focused on comparing second language learning in formal and informal environment (krashen, 1981 Oales and Hawley in 1983 ,argued involving the local native speakers of target language in delivering ECAs, such as : meetings, videotaped , interviews, role playing, evening get to gathers, skits, individual presentations, newspapers, and language weekend .

The role of ECAs strongly depended on the way employed in language teaching during the last 100years, hundreds of language teaching approaches and methods , audio-lingual method (Larsen –freeman , 1986), lexical approach , neurolinguistic programming . Competency. -Basedlanguage teaching (schenck, 1978)- community language teaching (Lafarge,1983) and others.

Methodology

This section is concerned with the procedures followed in carrying out the study. It provides a description of the sample, instruments for data collection and data analysis. In addition, this chapter includes the procedures for checking reliability and validity of the tests and the questionnaire.

3.1 Sample

The sample of the study was composed of two groups. The first group consisted of seventy (30) EFL university teachers, (secondary level).

3.2 Tools for Data Collection and analysis

One tool was chosen as instruments for data collection (A questionnaire)

The researcher has used SPSS programme (Statistical Packages for Social Sciences) for data analysis using percentage for the questionnaire. The data collected were summarized and displayed in tables and bar charts.

3.2.1 Questionnaire

A questionnaire was designed for EFL teachers

0.1.0.1 Validity of the Questionnaire

The expert validation technique was chosen to validate the items of the questionnaire. This was carried out by expert supervisors (Face Validity),

3.2.2 Reliability

The questionnaire of the study variables are coded and entered to the Statistical Package for Social Sciences Programme (SPSS)

4. RESULTS AND DISCUSSION

This section includes data presentation, analysis and interpretation of the collected data. The researcher will present the data, which have been collected by means of teachers' questionnaires; in addition, the results will be discussed in relation to the hypothesis of the study.

4.1 Results of the Questionnaire

It is believed that extracurricular activities are waste of time

Table (4-1) It is believed that extracurricular activities are waste of time

Statement	Frequency	Percentage
Agree	2	6%
To some extent	3	10%
Disagree	25	84%
Total	30	100%

The above mentioned table and figure result shows that vast majority of the respondents were disagree that It is believed that extracurricular activities are waste of time 25(84%), and only 3(10%) agree and 2(6%) were agree.

There are no sufficient and inconsistent activity times allotted for class time

Table (4-2) no sufficient and inconsistent activity times allotted for class time

Statement	Frequency	Percentage
Agree	30	100%
To some extent	0	0%
Disagree	0	0%
Total	30	100%

The above mentioned table and figure results reveal that the entire respondents agree that no sufficient and inconsistent activity times allotted for class time 30(100%)

The view about extracurricular activities is as a luxury

Table (4-3) extracurricular activities is as a luxury

Statement	Frequency	Percentage
Agree	21	70%
To some extent	9	30%
Disagree	-	0%
Total	30	100%

Results at the above mentioned table and figure indicate that the majority of the respondents' view about extracurricular activities is as a luxury 21(70%), while 9(30%) agree to some extent. Lack of linking extracurricular activities to the academic curriculum

Table (4-14) Lack of linking extracurricular activities to the curriculum

Statement	Frequency	Percentage
Agree	30	100%
To some extent	0	0%
Disagree	0	0%
Total	30	100%

Results at the above mentioned table and figure disclose that the entire respondents agree that Lack of linking extracurricular activities to the academic curriculum 30(100%)

Excessive course and scheduling conflict with extracurricular activities.

Table (4-15) Excessive course and scheduling conflict with extracurricular activities

Statement	Frequency	Percentage
Agree	0	0%
To some extent	0	0%
Disagree	30	100%
Total	30	100%

The above-mentioned table and results show that the entire respondents disagree that Excessive course and scheduling conflict with extracurricular activities 30(100%)

Students are not given opportunities to choose the activity they want.

Table (4-16) Students are not given opportunities to choose the activity

Statement	Frequency	Percentage
Agree	30	100%
To some extent	0	0%
Disagree	0	0%
Total	30	100%

Results at the above-mentioned table and figure reveal that the entire respondents are that Students are not given opportunities to choose the activity they want

Reading newspaper and visiting English clubs will be more useful in increasing students performance .

Table (4-17) Reading newspaper and visiting English clubs

Statement	Frequency	Percentage
Agree	30	100%
To some extent	0	0%
Disagree	0	0%
Total	30	100%

Results at the above-mentioned table and figure reveal that the entire respondents are that Reading newspaper and visiting English clubs is helpful to increase students' performance in language learning 100%.

Section Two: Open ended Questions:

1-On your point of view what are the major that hinders the activation of extracurricular in secondary schools?

Table (4-17) the major that hinders the activation of extracurricular in secondary schools

Major hinders	Yes		No	
	No	%	No	%
Lack of time	23	77%	7	13%
Incompatibility of syllabus design regarding extracurricular activities	30	100%	0	%
Financial issues	29	97%	1	3%
Lack of training	17	57%	13	43%
Teachers interest	12	40%	18	60%
Suitability to a certain topics	10	33%	10	67%

Results at the above-mentioned table and figure indicate that the major hinders activation of extracurricular in secondary schools, were: Incompatibility of syllabus design regarding extracurricular activities, financial issues and lack of allotted time they are: (100%), (97%) and (77%) respectively.

2- How EFL lecturers can be attracted to use of the extracurricular activities in secondary schools?

Table (4-18) How EFL lecturers can be attracted to use of the extracurricular activities in secondary schools

EFL lecturers attraction	Yes		No	
	No	%	No	%
Preparatory courses for EFL university students	25	83%	5	17%
Language clubs and newspapers	24	80%	0	0
Using teaching aids	22	70%	9	30%
Adopting language labs	20	67%	10	33%
Subjecting to a certain techniques	26	87%	4	13%
Sorting of individual variations	19	63%	11	37%

The above-mentioned results show that the first step to attract stu-

dents to use extracurricular activities is Subjecting to a certain techniques (87%), preparatory courses for EFL university students (83%), using types of extracurricular activities such as clubs and newspapers (80%) and g teaching aids (70%)

4.2 Discussion of the Hypotheses with Relevant to the Hypotheses

4.2.1 Hypothesis three: *Extracurricular activities have many types such as: sports, clubs, competition, school newspapers, debate, and dramaetc.* Taking into account tables (4.17), (4.18) types of extracurricular like clubs and newspapers is more helpful for increasing students' performance in language learning (100%) This ensures the hypothesis because it is encouraged by the majority of respondents (100%), so the researcher ensured that it is better to use extracurricular activities in teaching English.

3.1.2 *Teaching English language through ECA create attractive environment for ESL to learn it easily.* With regard to table (4.8) extracurricular activities do not only help teachers and students (100%)

This ensures the hypothesis because it is encouraged by the majority of respondents (100%), so ECA create attractive environment for ESL to learn it easily.

5.CONCLUSION AND RECOMMENDATIONS

This section presents conclusion, findings, recommendations and suggestions for further related studies.

5.1 Conclusion

The percentage and frequencies were used to present the results and discussed. The study was concluded by presenting the findings

followed by the recommendations, and suggestions for future studies.

5.1.1 Findings

The findings are as follows:

1. Reading newspaper and visiting English clubs is helpful to increase students' performance in language learning 100%. Table (4-17)
2. The major hinders activation of extracurricular in secondary schools, were: Incompatibility of syllabus design regarding extracurricular activities, financial issues and lack of allotted time they are: (100%), (97%) and (77%) respectively.
3. The first step to attract students to use extracurricular activities is Subjecting to a certain techniques (87%), preparatory courses for EFL university students (83%), using types of extracurricular activities such as clubs and newspapers (80%) and teaching aids (70%) Table (4-18)

5.2 Recommendations:

Based on the findings, the study recommends the following:

- 1- The amount of reading time activities should be increased.
- 2- Teachers should lessen students' phobia of reading skill.
- 3- Teachers are recommended to check their students' progress in leaning through carefully structured questions.

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