

Original

The Impact of Extracurricular Educational Activities on the Development of Leadership Skills, the Enhancement of Self-Confidence, and the Promotion of Social Values among Arab High School Students in the Negev Region

El impacto de las actividades educativas extracurriculares en el desarrollo de las habilidades de liderazgo, el fortalecimiento de la autoconfianza y la promoción de los valores sociales entre los estudiantes árabes de educación secundaria en la región del Néguev

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ABSTRACT

This study aims to examine the impact of extracurricular educational activities on the development of leadership skills, the enhancement of self-confidence, and the promotion of social values among Arab high school students in the Negev region. The study employed the descriptive survey method, and a questionnaire was developed and validated in terms of reliability and validity. The instrument consisted of 43 items distributed across three main dimensions: leadership skills, self-confidence, and social values. The questionnaire was administered in electronic form. The study sample comprised 110 participants. The findings indicated that the impact of extracurricular educational activities on the development of leadership skills, the enhancement of self-confidence, and the promotion of social values among Arab high school students in the Negev was high overall. Furthermore, the results revealed no statistically significant differences in participants' responses regarding the impact of extracurricular activities across the study variables (job title, gender, academic qualification, and years of experience). The study recommended strengthening support for extracurricular activities, given their importance as an effective tool for fostering leadership skills, self-confidence, and social values. It further emphasized the allocation of both material and human resources, as well as dedicating appropriate time within the school schedule.

Keywords: Extracurricular Educational Activities; Leadership Skills; Self-Confidence; Social Values; Negev Region.

RESUMEN

Este estudio tiene como objetivo examinar el impacto de las actividades educativas extracurriculares en el desarrollo de las habilidades de liderazgo, el fortalecimiento de la autoconfianza y la promoción de los valores sociales entre los estudiantes árabes de educación secundaria en la región del Néguev. El estudio empleó el método descriptivo mediante encuesta, y se elaboró un cuestionario que fue validado en términos de fiabilidad y validez. El instrumento constaba de 43 ítems distribuidos en tres dimensiones principales: habilidades de liderazgo, autoconfianza y valores sociales. El cuestionario se administró en formato electrónico. La muestra del estudio estuvo compuesta por 110 participantes. Los resultados indicaron que el impacto de las actividades educativas extracurriculares en el desarrollo de las habilidades de liderazgo, el fortalecimiento de la autoconfianza y la promoción de los valores sociales entre los estudiantes árabes de educación secundaria en el Néguev fue alto en general. Además, los resultados no revelaron diferencias estadísticamente significativas en las respuestas de los participantes con respecto al impacto de las

actividades extracurriculares en función de las variables del estudio (puesto de trabajo, género, titulación académica y años de experiencia). El estudio recomendó fortalecer el apoyo a las actividades extracurriculares, dada su importancia como herramienta eficaz para fomentar las habilidades de liderazgo, la autoconfianza y los valores sociales. Asimismo, subrayó la necesidad de asignar recursos materiales y humanos, así como dedicar un tiempo adecuado dentro del horario escolar.

Palabras clave: Actividades Educativas Extracurriculares; Habilidades de Liderazgo; Autoconfianza; Valores Sociales; Región del Néguev.

INTRODUCTION

Extracurricular educational activities represent one of the most significant approaches for promoting holistic student development beyond the confines of the traditional classroom.⁽¹⁾ While academic curricula focus primarily on cognitive and disciplinary knowledge, extracurricular programs provide opportunities for students to develop leadership skills, strengthen self-confidence, and internalize social values that enable them to become active contributors to their communities.⁽²⁾ Scholars have emphasized that such activities, whether cultural, artistic, athletic, or social offer authentic contexts for responsibility, collaboration, and problem-solving.^(3,4)

Despite their recognized importance, the current educational reality does not fully meet expectations in terms of fostering students' broader capacities. Many educational institutions continue to prioritize academic and cognitive dimensions at the expense of leadership and value-based competencies.⁽⁵⁾ At the same time, contemporary societies, particularly under the influence of rapid technological change are experiencing shifts in social interaction patterns and in the hierarchy of cultural values among youth.⁽⁶⁾ observed that traditional values are being supplanted by unfamiliar ones, raising concerns about the erosion of social cohesion and the emergence of behavioral challenges among students.⁽⁷⁾ stressed that schools must therefore reinforce their role in guiding students toward becoming responsible citizens, while a study highlighted the urgent need to strengthen students' self-confidence in light of increasing tendencies toward withdrawal, low self-esteem, and fear of challenges.

In the Arab secondary school context in the Negev, these issues are particularly salient. Recent studies indicated weaknesses in students' leadership skills, self-confidence, and adherence to social values, reflecting both structural limitations in extracurricular provision and broader socio-cultural pressures.^(8,9,10) From the perspective of the researcher who has supervised extracurricular programs in the Ministry of Education in the Negev, it is evident that schools in the region face challenges in fully leveraging extracurricular activities to achieve their intended developmental goals.^(11,12) However, the current study seeks to address a clear gap in literature. While extracurricular activities are widely promoted as essential for holistic education, empirical evidence regarding their specific influence on leadership development, self-confidence, and social values among Arab secondary school students in the Negev remains scarce. This gap is critical, as failure to address these developmental dimensions may contribute to social disengagement and under-preparedness for civic participation.

Accordingly, the study aims to examine the impact of extracurricular educational activities on (a) developing leadership skills, (b) enhancing self-confidence, and (c) reinforcing social values among Arab secondary school students in the Negev. In addition, the study investigates whether differences exist in the perceptions of school staff regarding this impact according to variables such as job title, gender, academic qualification, and years of experience.

The significance of the study is both theoretical and practical. Theoretically, it contributes to the growing body of literature on extracurricular education by clarifying the relationship between extracurricular activities, leadership competencies, self-confidence, and social values. It further provides validated instruments that may assist future researchers interested in these constructs. Practically, the findings are expected to guide schools in the Negev in activating extracurricular programs more effectively to strengthen students' personal and social capacities. Moreover, the results may support policymakers in designing educational policies that address the developmental needs of Arab students in the region.

In light of these considerations, the study is guided by the following research questions:

1. What is the impact of extracurricular educational activities on the development of leadership skills among Arab secondary school students in the Negev?
2. What is the impact of extracurricular educational activities on the enhancement of self-confidence among Arab secondary school students in the Negev?
3. What is the impact of extracurricular educational activities on the reinforcement of social values among Arab secondary school students in the Negev?

4. Are there statistically significant differences at the level of ($\alpha = 0,05$) in participants' responses regarding the impact of extracurricular activities on these three domains attributable to job title, gender, academic qualification, or years of experience?

By addressing these questions, the study aspires to generate evidence-based insights that can inform educational practice and policy, ensuring that extracurricular activities fulfill their potential as vital instruments for student development in the Negev.

Related studies

Many studies have addressed the topic of extracurricular activities and their role in student development. ⁽¹³⁾ aimed to investigate the role of student activities at the University of Eastern in developing leadership skills from the students' perspective. The study employed a descriptive approach, using a questionnaire administered to a sample of 209 students. The results indicated a high level of agreement regarding the role of university activities in fostering leadership skills. No statistically significant differences were found in students' responses based on gender, except in the domain of humane leadership skills, which favored male students. Additionally, no significant differences were attributed to academic year or college. The study also found that perceived obstacles to achieving the objectives of student activities were not significantly influenced by gender, academic year, or college.

Similarly, ⁽¹²⁾ sought to identify the role of extracurricular activities in building leadership personalities among secondary school students in the Negev. The study used a descriptive methodology and applied a questionnaire to a sample of 200 students. The results revealed a high average score for the role of extracurricular activities in developing leadership personality as a whole. No significant differences were found due to gender, except in the areas of self-expression and problem-solving, which favored male students. Differences were observed in relation to grade level, favoring eleventh and twelfth graders.

⁽¹⁴⁾ examined the relationship between extracurricular activities and the development of moral, social, and national values among students at the University of Tabuk. Using a descriptive approach and a sample of 57 students, the study found that extracurricular activities played a significant role in enhancing students' social, moral, and national values. Greater student participation in activities was associated with more positive outcomes in value development. Female students were found to be more engaged with these values than male students, and students' value systems were not influenced by their academic specialization.

⁽¹⁵⁾ explored the relationship between extracurricular activities and the development of social skills among students. Using a descriptive methodology and a sample of 200 students, the study indicated that participation in extracurricular activities increased social engagement with peers. Although differences existed in participation based on demographic variables such as gender, nationality, grade, age, and parental education level, engagement in extracurricular activities consistently enhanced social skills, with variations depending on the nature of the activities.

⁽¹⁶⁾ reported that active participation in extracurricular activities positively influences leadership competencies, including decision-making, teamwork, and communication, among higher education students. Similarly, ⁽¹⁷⁾ found that primary and secondary students involved in leadership-focused extracurricular programs demonstrated higher responsibility, collaboration, and confidence compared to peers with limited participation. ⁽¹⁸⁾ in a systematic review, concluded that extracurricular activities foster moral, social, and emotional development, highlighting their role in shaping holistic student personalities.

The current study differs from the previous research by examining the impact of extracurricular activities on leadership skills, self-confidence, and social values among Arab secondary school students in the Negev, thereby extending the scope of investigation to a younger demographic and a specific cultural context. ⁽¹⁹⁾

METHOD

The current study adopted the descriptive research method, aligning with the methodology employed in previous studies on extracurricular activities and student development. Similarly, the study utilized a questionnaire as the primary data collection tool, which is consistent with the instruments used in prior research. From the researcher's perspective, this study is the first in the Negev region to investigate the impact of extracurricular activities on developing leadership skills, enhancing self-confidence, and reinforcing social values among Arab secondary school students. By focusing on this specific demographic and regional context, the study contributes new insights to the existing body of literature.

Sample and Sampling

The study population included all staff members working in organizations dedicated to youth services, totaling 230 employees for the year 2024-2025. A random sample of 110 employees was selected. The study instrument was distributed electronically via Google Drive, and all received questionnaires were valid for analysis and

coding. Table 1 presents the distribution of the sample according to demographic variables, providing a clear overview of the participants' characteristics. The participants represented a range of professional roles, with 30 % serving as youth counselors or center staff, 30 % as youth mentors, and 40 % as school activity coordinators or social studies teachers. Regarding gender distribution, 64,5 % were female and 35,5 % were male. In terms of academic qualifications, 15,5 % held a secondary education degree, 27,3 % held a bachelor's degree, and 57,3 % had completed postgraduate studies. Concerning professional experience, 53,6 % had less than five years of experience, 28,2 % had between five and ten years, and 18,2 % had more than ten years.

Measure	Category	Count	Percentage %
Job Title	Youth Counselor or Center Staff	33	30,0
	Youth Mentor	33	30,0
	School Activity Coordinator or Social Studies Teacher	44	40,0
Education	Secondary Education	17	15,5
	Bachelor's Degree	30	27,3
	Postgraduate Degree	63	57,3
Gender	Male	39	64,5
	Female	71	35,5
Years of Experience	Less than 5 years	59	53,6
	5 - 10 years	31	28,2
	More than 10 years	20	18,2

Research Instrument

To achieve the objectives of the study, a structured questionnaire was developed based on an extensive review of the theoretical literature and previous related studies. The instrument was designed to measure the impact of extracurricular activities on leadership skills, self-confidence, and social values among Arab secondary school students in the Negev. The questionnaire consisted of 43 items distributed across three domains: Leadership Skills (13 items), Self-Confidence (15 items), and Social Values (15 items). Additionally, demographic variables of the participants were collected. Responses were recorded using a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) for positively worded items.

RESULTS

Data in this study were analyzed using SPSS version 23. Descriptive statistics, including frequencies and percentages, were calculated to describe the distribution of the study sample according to demographic variables. Pearson correlation coefficients were computed to assess the construct validity of the questionnaire items, while Cronbach's Alpha was used to evaluate the internal consistency reliability of the study scales. To address the first three research questions, means, standard deviations, ranks, and relative importance levels were calculated for participants' responses. For the research question concerning psychological health levels among caregivers, means, standard deviations, and relative importance levels were computed for the corresponding scale items. Finally, to examine differences in participants' responses across study variables for the fourth research question, Multivariate Analysis of Variance (MANOVA) was conducted. These statistical procedures ensured a comprehensive and rigorous analysis of the data, providing reliable evidence for the study findings.

Validity of the Study Instrument

To ensure content validity, the preliminary version of the questionnaire was reviewed by ten experts with relevant educational experience, all of whom were faculty members at accredited universities. The experts were asked to evaluate the items in terms of clarity, linguistic accuracy, and appropriateness for measuring the intended constructs, and to provide suggestions for additions, modifications, or deletions. Based on their feedback, items 7, 10, and 11 were revised for clarity, and items 12, 23, and 25 were removed, reflecting at least 80 % agreement among the reviewers. The finalized questionnaire consisted of 43 items distributed across the three dimensions. To verify construct validity, the instrument was administered to the study sample, and Pearson correlation coefficients were calculated between each item and its corresponding dimension, as well as with the total scale score. This procedure enabled the assessment of internal consistency and the contribution

of individual items to the overall scale, confirming the validity of the instrument for measuring the intended outcomes.

Table 2. Pearson Correlation Coefficients Between Items, Their Dimensions, and the Total Scale

Leadership Skills			Self-Confidence			Social Values		
Item No	Correlation with Dimension	Total Scale	Item No	Correlation with Dimension	Total Scale	Item No	Correlation with Dimension	Total Scale
1	0,771**	0,674**	14	0,768**	0,612**	29	0,697**	0,540**
2	0,701**	0,614**	15	0,648**	0,621**	30	0,659**	0,587**
3	0,767**	0,602**	16	0,704**	0,694**	31	0,651**	0,541**
4	0,709**	0,633**	17	0,756**	0,615**	32	0,647**	0,558**
5	0,715**	0,606**	18	0,638**	0,599**	33	0,736**	0,574**
6	0,753**	0,631**	19	0,709**	0,641**	34	0,695**	0,606**
7	0,737**	0,640**	20	0,659**	0,648**	35	0,655**	0,610**
8	0,722**	0,667**	21	0,747**	0,658**	36	0,665**	0,597**
9	0,659**	0,587**	22	0,716**	0,574**	37	0,644**	0,613**
10	0,651**	0,541**	23	0,645**	0,614**	38	0,655**	0,601**
11	0,647**	0,558**	24	0,753**	0,625**	39	0,699**	0,588**
12	0,651**	0,589**	25	0,756**	0,663**	40	0,685**	0,598**
13	0,647**	0,588**	26	0,749**	0,615**	41	0,674**	0,574**
			27	0,711**	0,598**	42	0,669**	0,598**
			28	0,700**	0,621**	43	0,628**	0,558**

Table 2 indicated that the item correlation coefficients for the questionnaire measuring the impact of extracurricular activities on leadership skills, self-confidence, and social values among secondary school students ranged from 0,628 to 0,756 with their respective dimensions, and from 0,541 to 0,667 with the total scale score. All correlations were statistically significant at $\alpha = 0,01$, indicating strong item-dimension and item-total associations. Furthermore, Pearson correlation coefficients were calculated between the three dimensions and the total scale score, as shown in table 3.

Table 3. Pearson Correlations Between Dimensions and Total Scale Score

Variable	Leadership Skills	Self-Confidence	Social Values	Total Score
Leadership Skills				
Self-Confidence	0,659**			
Social Values	0,648**	0,662**		
Total Score	0,856**	0,887**	0,896**	

Note: correlation is significant at the 0,01 level (2-tailed)

As shown in table 3, the correlations between the dimensions and the total score were high, ranging from 0,856 to 0,896, and statistically significant at $\alpha = 0,01$. These results provide evidence of strong construct validity and demonstrate the internal consistency of the questionnaire.

Reliability of the Study Instrument

Table 4. Cronbach's Alpha Coefficients for the Study Instrument

Dimension	Cronbach's Alpha	Number of Items
Leadership Skills	0,850	13
Self-Confidence	0,845	15
Social Values	0,878	15
Overall	0,941	43

To assess the reliability of the study instrument, it was administered to the study sample, and internal consistency coefficients were calculated using Cronbach's Alpha. Table 4 indicated the Cronbach's Alpha coefficients for the three dimensions ranged from 0,845 to 0,878, indicating good internal consistency. The overall reliability coefficient for the entire instrument was 0,941, confirming that the questionnaire exhibits high reliability and is suitable for measuring the intended constructs.

Results for Research Question 1

The first research question sought to examine: "What is the impact of extracurricular activities on the development of leadership skills among Arab secondary school students in the Negev?" To address this question, means, standard deviations, ranks, and total scores were calculated for the items measuring the impact of extracurricular activities on leadership skills. These descriptive statistics provided an overview of participants' perceptions regarding how participation in extracurricular activities contributes to the development of leadership skills. The results are summarized in table 5.

Item #	Item	Mean	SD	Rank	Level
2	Extracurricular activities provide students with opportunities to lead student teams	4,69	0,46	1	High
6	Extracurricular activities enable students to express their ideas confidently	4,64	0,59	2	High
1	Extracurricular activities help students take responsibility	4,62	0,57	3	High
13	Extracurricular activities enable students to influence and motivate others	4,60	0,59	4	High
3	Extracurricular activities enhance students' decision-making abilities	4,58	0,65	5	High
9	Extracurricular activities provide a stimulating environment for developing leadership skills	4,56	0,58	6	High
10	Extracurricular activities offer diverse opportunities to practice leadership roles	4,55	0,58	7	High
5	Extracurricular activities enhance students' ability to communicate with their environment	4,53	0,60	8	High
12	Extracurricular activities foster initiative and independence among students	4,52	0,55	9	High
7	Extracurricular activities encourage students to take initiative	4,51	0,59	10	High
11	Extracurricular activities provide students with real opportunities to apply leadership skills in practical situations.	4,50	0,60	11	High
4	Extracurricular activities equip students with time management skills.	4,47	0,77	12	High
8	Extracurricular activities help students solve their problems.	4,36	0,76	13	High
Overall Mean		4,55	0,44	-	High

Table 5 indicates that the overall impact of extracurricular activities on the development of leadership skills among Arab secondary school students in the Negev was high, with a mean score of 4,55 and a standard deviation of 0,44. Item-level means ranged from 4,36 to 4,69, reflecting a consistently high perceived impact across all items. The highest-rated item was item 2, "Extracurricular activities provide students with opportunities to lead student teams," with a mean of 4,69, followed by item 6, "Extracurricular activities enable students to express their ideas confidently," with a mean of 4,64. The lowest-rated item, although still high, was item 8, "Extracurricular activities help students solve their problems," with a mean of 4,36.

The results suggest that extracurricular activities strongly contribute to the development of leadership skills. This effect can be attributed to the nature of these activities, which emphasize initiative, teamwork, and responsibility, providing students with authentic opportunities to assume leadership roles in practical contexts. Such experiences foster social and personal skills, enhance self-confidence, and promote a sense of self-

efficacy. In the context of the Negev, which has historically faced educational and infrastructural disadvantages, these activities serve as compensatory experiences, allowing students to engage in real-life scenarios that develop management and leadership skills while preparing them to acquire and enhance additional leadership competencies. Participation in these activities also encourages students to take responsibility and confront challenges, reinforcing positive initiative, decision-making, and proactive behavior.

These findings are consistent with those of ⁽¹³⁾, who reported a high level of agreement regarding the role of extracurricular activities in developing leadership skills among students at Al-Sharqiya University, and with ⁽⁷⁾, who found that the overall mean for the role of extracurricular activities in building leadership character among secondary students was high. The top-ranked item, “providing students with opportunities to lead student teams,” reflects the real-life leadership responsibilities embedded in school-based activities, such as leading groups, organizing events, and representing peers, which enhance practical leadership experience, self-confidence, effective team management, decision-making, and motivation of others. Conversely, the lowest-ranked item, “helping students solve their problems,” highlights the role of extracurricular activities in creating a supportive environment that encourages students to face various academic and social challenges. Activities that require group interaction and diverse tasks foster critical thinking, innovative problem-solving, and constructive engagement with challenges, providing students with practical skills applicable to real-life situations.

Results for Research Question 2

The second research question asked: “What is the impact of extracurricular activities on enhancing self-confidence among Arab secondary school students in the Negev?” To address this question, means, standard deviations, ranks, and overall scores were calculated for each item related to the impact of extracurricular activities on students’ self-confidence, as well as for the overall scale. The results are presented in table 6.

Item #	Item	Mean	SD	Rank	Level
24	Extracurricular activities help students build a positive self-image	4,64	0,50	1	High
19	Extracurricular activities highlight the student’s strengths in front of others	4,61	0,53	2	High
23	Extracurricular activities give students a sense of importance and appreciation	4,60	0,53	3	High
25	Extracurricular activities develop students’ ability to face challenges	4,59	0,58	4	High
17	Extracurricular activities give students a sense of pride	4,58	0,61	5	High
20	Extracurricular activities help students participate confidently in activities	4,57	0,50	6	High
22	Extracurricular activities enable students to speak confidently in front of others	4,56	0,52	7	High
14	Extracurricular activities help students express themselves confidently	4,55	0,63	8	High
18	Extracurricular activities allow students to express their opinions without hesitation	4,54	0,61	9	High
28	Extracurricular activities help students speak in front of older individuals	4,53	0,62	10	High
15	Extracurricular activities reduce students’ shyness in front of others	4,52	0,66	11	High
21	Extracurricular activities help students make decisions confidently	4,51	0,65	12	High
16	Extracurricular activities encourage students to try new things without fear of failure	4,48	0,67	13	High
26	Extracurricular activities help students speak fluently using a microphone	4,39	0,69	14	High
27	Extracurricular activities enhance students’ confidence when appearing on camera or media	4,35	0,68	15	High
Overall Mean		4,54	0,45	-	High

Table 6 shows that the overall impact of extracurricular activities on enhancing self-confidence among Arab high school students in the Negev was high, with a mean score of 4,54 and a standard deviation of 0,45. The item-level means ranged from 4,35 to 4,64, all reflecting a high level of agreement. The highest-rated item was Item 24, which states, “Extracurricular activities help students build a positive self-image”, with a high level of agreement and a mean score of 4,64. This was followed by Item 19, “Extracurricular activities allow students to demonstrate their strengths to others”, with a mean of 4,61. The lowest-rated item, Item 27, “Extracurricular activities enhance students’ confidence when standing in front of a camera or participating in media appearances”, also achieved a high level of agreement, with a mean score of 4,35.

These results indicate that the influence of extracurricular activities on students’ self-confidence is substantial. This effect can be attributed to the safe and stimulating environment these activities provide, allowing students to express themselves, assume responsibility, and explore personal abilities in real-life contexts. Engagement in student teams, leadership roles, and creative or practical tasks offers direct experiences that strengthen students’ self-efficacy and sense of value within their school and community. Furthermore, these activities move students beyond traditional classroom learning, giving them opportunities for achievement in non-academic contexts, which enhances feelings of competence and accomplishment, particularly for students whose abilities may not be fully recognized in standard academic settings. Participation in these activities also fosters initiative, providing positive feedback through interactive and collaborative experiences that gradually build self-confidence. Students are encouraged to experiment without fear of failure or harsh evaluation, promoting exploration of new experiences and the development of self-assurance. Positive reinforcement from peers and supervisors further strengthens students’ sense of responsibility and capability.

The highest-rated item, “Extracurricular activities help students build a positive self-image” ($M = 4,64$), reflects that students gain tangible achievements through leadership, artistic, or athletic activities. These successes enhance their perception of themselves as competent, effective, and capable individuals, fostering a strong and positive self-concept. The diversity of activities allows students to excel in areas aligned with their skills, helping them identify strengths and develop a clear, positive identity. While the lowest-rated item, “Extracurricular activities enhance students’ confidence when standing in front of a camera or participating in media appearances” ($M = 4,35$), is explained by the fact that such activities provide real opportunities for public performance, such as school theater, student media projects, or recorded presentations. These experiences help reduce fear and build confidence. Conducting these activities in informal, low-pressure environments encourages experimentation without fear of criticism. Additionally, using technological tools such as video editing and media production exposes students to repeated practice, enhancing their verbal and visual communication skills effectively.

Results for Research Question 3

The results related to the third research question, “What is the impact of extracurricular activities on reinforcing social values among Arab high school students in the Negev?”, were analyzed by calculating the means, standard deviations, rankings, and overall scores for the relevant items. Table 7 presents these results in detail, reflecting the effect of extracurricular activities on promoting social values among the students and their overall assessment.

Table 7 presents the results regarding the impact of extracurricular activities on reinforcing social values among Arab secondary school students in the Negev region. Overall, the effect was rated as high, with a mean score of 4,54 and a standard deviation of 0,44. The mean scores for individual items ranged from 4,45 to 4,62, all reflecting a high level of impact. The highest-ranked item was Item 31, “Extracurricular activities enhance the spirit of teamwork,” with a mean score of 4,62 and a high rating. It was followed by Item 43, “Extracurricular activities teach students to respect the opinions and ideas of others, even if they disagree,” with a mean of 4,60. The lowest-ranked item, though still high, was Item 32, “Extracurricular activities encourage respect for cultural and religious diversity,” with a mean of 4,45.

These findings indicate that extracurricular activities play a significant role in fostering social values among Arab secondary school students in the Negev. This result can be attributed to the collaborative and group-based nature of such activities, including volunteer campaigns, teamwork in organizing school events, and other group initiatives, which collectively strengthen mutual respect, cooperation, and shared responsibility. Moreover, these activities emphasize service to the local community and school, thereby nurturing students’ sense of responsibility and belonging while promoting values of giving, solidarity, and participation. Extracurricular activities also provide culturally diverse environments, allowing students from different backgrounds to interact, promoting dialogue, tolerance, and acceptance, and reducing cultural and social biases. Teachers, mentors, and activity leaders serve as role models, indirectly transmitting social values through positive interactions and guidance. These findings align with the results of ⁽¹⁰⁾, who reported that participation in extracurricular activities significantly enhances social, ethical, and civic values among students; the greater the engagement in these activities, the more positively students’ value systems and personal development are shaped.

Table 7. Means, standard deviations, ranks, and level of agreement regarding the impact of extracurricular activities on social value among Arab high school students in the Negev (descending order)

Item #	Item	Mean	SD	Rank	Level
31	Extracurricular activities enhance the spirit of teamwork	4,62	0,49	1	High
43	Extracurricular activities teach students to respect the opinions and ideas of others, even if they disagree	4,60	0,53	2	High
39	Extracurricular activities contribute to strengthening students' relationships with their peers	4,59	0,51	3	High
40	Extracurricular activities enhance students' sense of responsibility toward themselves and others	4,58	0,58	4	High
42	Extracurricular activities help students realize the importance of giving and actively contributing to others and society	4,57	0,52	5	High
29	Extracurricular activities promote a spirit of giving and initiative among students in their community	4,56	0,50	6	High
41	Extracurricular activities make students feel that their participation strengthens their sense of belonging to their school and community	4,55	0,55	7	High
36	Extracurricular activities instill a love for community service among students	4,54	0,52	8	High
38	Extracurricular activities cultivate the importance of helping peers	4,53	0,60	9	High
30	Extracurricular activities help students respect others	4,52	0,54	10	High
33	Extracurricular activities encourage students to adhere to ethical values in their community	4,51	0,57	11	High
35	Extracurricular activities teach students the importance of fairness and equality in dealing with others	4,50	0,59	12	High
34	Extracurricular activities enhance students' sense of belonging to the school community	4,49	0,60	13	High
37	Extracurricular activities help students adhere to school rules and regulations	4,48	0,63	14	High
32	Extracurricular activities encourage respect for cultural and religious diversity	4,45	0,67	15	High
Overall Mean		4,54	0,44	-	Hight

Item 31, ranked first, reflects the emphasis of these activities on teamwork. Its high mean (4,62) is attributable to the structured coordination and task distribution required, which encourages students to develop essential communication and listening skills necessary for successful collaboration. Whether the activities are artistic, athletic, or volunteer-based, they consistently promote cooperation and role integration, reinforcing the importance of collective effort. In contrast, Item 32, ranked last with a mean of 4,45, highlights the focus of extracurricular activities on promoting respect for cultural and religious diversity. These activities, typically organized by educational or youth institutions, prioritize the values of acceptance, tolerance, human rights, and intercultural dialogue. Through active engagement with peers and mentors in culturally diverse contexts, students experience and model constructive interaction, which fosters understanding and coexistence as core social values.

Results for Research Question 4

The fourth research question addressed whether there are statistically significant differences at the 0,05 level ($\alpha = 0,05$) in the mean responses regarding the impact of extracurricular activities on developing leadership skills, enhancing self-confidence, and reinforcing social values from the perspective of staff, attributable to study variables (job title, gender, academic qualification, and years of experience). To answer this question, the mean scores and standard deviations of staff responses concerning the impact of extracurricular activities on leadership skills, self-confidence, and social values were calculated according to the study variables (job title, gender, academic qualification, and years of experience). The results are presented in table 8.

Table 8. Means and standard deviations of staff responses on the impact of extracurricular activities

Variable	Level	Statistic	Leadership Skills	Self-Confidence	Social Values
Job Title	Youth Department Manager	Mean	4,63	4,60	4,52
		SD	0,46	0,45	0,47
	Youth Counselor or Center Coordinator	Mean	4,46	4,46	4,48
		SD	0,46	0,50	0,43
	Youth Mentor	Mean	4,56	4,55	4,60
		SD	0,42	0,42	0,44
	School Event Coordinator or Social Studies Teacher	Mean	4,63	4,60	4,52
		SD	0,46	0,45	0,47
	Gender	Mean	4,51	4,49	4,55
		SD	0,46	0,47	0,45
Academic Qualification	Male	Mean	4,57	4,56	4,54
		SD	0,44	0,45	0,44
	Female	Mean	4,57	4,56	4,54
		SD	0,44	0,45	0,44
	Secondary	Mean	4,40	4,42	4,35
		SD	0,45	0,52	0,42
	Bachelor's Degree	Mean	4,56	4,52	4,59
		SD	0,40	0,45	0,43
Years of Experience	Postgraduate	Mean	4,58	4,58	4,57
		SD	0,46	0,44	0,45
	Less than 5 years	Mean	4,54	4,52	4,55
		SD	0,45	0,47	0,43
	5-10 years	Mean	4,60	4,60	4,52
		SD	0,42	0,47	0,47
	More than 10 years	Mean	4,50	4,47	4,54
		SD	0,48	0,38	0,46
	Overall	Mean	4,55	4,54	4,54
		SD	0,44	0,45	0,44

Table 8 presents apparent differences in the mean scores of participants' responses regarding the impact of extracurricular activities on leadership skills development, self-confidence enhancement, and social values promotion, as perceived by staff, across the study variables (job title, gender, academic degree, and years of experience). To determine the statistical significance of these differences, a Multivariate Analysis of Variance (MANOVA) was conducted, as summarized in table 9.

Table 9 shows that there were no statistically significant differences at the 0,05 level ($\alpha = 0,05$) in the mean scores of participants' responses across all dimensions (leadership skills, self-confidence, and social values) attributable to job title. The F-values ranged between 0,309 and 0,647, with significance levels exceeding 0,05, indicating the absence of statistically significant differences.

Similarly, no statistically significant differences were observed at the 0,05 level ($\alpha = 0,05$) across the three dimensions attributable to gender, with F-values ranging from 0,037 to 0,373 and significance levels greater than 0,05. The results further revealed no significant differences at the 0,05 level ($\alpha = 0,05$) across the three dimensions attributable to academic degree. The F-values ranged from 0,748 to 1,302, with significance levels above 0,05, confirming the lack of statistical significance. In addition, years of experience did not account for statistically significant differences at the 0,05 level ($\alpha = 0,05$) across the three dimensions, as the F-values ranged between 0,204 and 0,428, with significance levels above 0,05.

Overall, the findings indicate that no statistically significant differences were found in participants' responses regarding the impact of extracurricular activities on developing leadership skills, enhancing self-confidence, and promoting social values, across the study variables (job title, gender, academic degree, and years of experience). This outcome may be attributed to participants' shared recognition of the importance and effectiveness of extracurricular activities in achieving these outcomes, as well as their exposure to activities with similar goals and nature, which shape common professional experiences. Furthermore, the prevailing culture within youth and educational institutions emphasizes extracurricular activities as a core educational tool, leading to convergence in perceptions regardless of demographic differences. Employees working in this

field also tend to share a strong professional and ethical commitment to students' holistic development, which reinforces their appreciation of the educational role of extracurricular activities irrespective of academic or personal backgrounds.⁽¹⁹⁾

Table 9. Multivariate Analysis of Variance (MANOVA Test)

Source of Variation / Variable	Dependent Dimension	Sum of Squares	df	Mean Square	F Value	Significance Level
Job Title Wilks' Lambda = 0,936, F = 1,121, Sig = 0,351	Leadership Skills	0,261	2	0,131	0,647	0,526
	Self-Confidence	0,130	2	0,065	0,309	0,735
	Social Value	0,166	2	0,083	0,410	0,665
Gender Hotelling's Trace = 0,008, F = 0,264, Sig = 0,851	Leadership Skills	0,028	1	0,028	0,138	0,711
	Self-Confidence	0,079	1	0,079	0,373	0,543
	Social Value	0,007	1	0,007	0,037	0,848
Academic Degree Wilks' Lambda = 0,929, F = 1,246, Sig = 0,284	Leadership Skills	0,361	2	0,181	0,896	0,412
	Self-Confidence	0,315	2	0,157	0,748	0,476
	Social Value	0,526	2	0,236	1,302	0,276
Years of Experience Wilks' Lambda = 0,953, F = 0,816, Sig = 0,559	Leadership Skills	0,112	2	0,056	0,278	0,758
	Self-Confidence	0,180	2	0,090	0,428	0,653
	Social Value	0,082	2	0,041	0,204	0,816
Error	Leadership Skills	20,578	102	0,202		
	Self-Confidence	21,483	102	0,211		
	Social Value	20,611	102	0,202		
Adjusted	Leadership Skills	21,563	109			
	Self-Confidence	22,377	109			
	Social Value	21,521	109			

Note: significant at the 0,05 level ($\alpha = 0,05$)

CONCLUSIONS

This study highlighted the significant impact of extracurricular educational activities on the development of leadership skills, the enhancement of self-confidence, and the promotion of social values among Arab high school students in the Negev region. The findings confirmed that extracurricular activities play a vital role in students' holistic development and should be regarded as an integral component of the educational process. Given their effectiveness, schools and policymakers are encouraged to provide stronger institutional support, including the allocation of sufficient financial and human resources, as well as integrating extracurricular activities into school schedules. In addition, developing systematic evaluation tools is essential to monitor and enhance the effectiveness of these programs in shaping students' personal and social growth. Moreover, this study recommended that educational institutions establish strategic partnerships with youth organizations and civil society institutions to design purposeful and innovative extracurricular programs that draw on diverse expertise. Exposure to international best practices can also enable educators and program designers to adapt modern pedagogical approaches that resonate with local cultural and social contexts. Future research could expand on this study by exploring the long-term effects of extracurricular activities on students' academic achievement and career readiness, or by conducting comparative studies across different regions and demographic groups to deepen understanding of the role these activities play in student development.

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