

The extent of extracurricular activity engagement in Jordanian secondary schools: A teacher's perspective

Othman Naser Mansour¹ 
Osama Adel Hasouneh² 
Nahla Abbas Hilmi Ibrahim³ 
Khaled Al-Saud⁴ 



¹Curriculum and Teaching Methods, Middle East University, Amman, Jordan.
¹Email: omansour@meu.edu.jo
²Educational Administration, Jerash University, Jordan.
Email: Osahassonah@jpu.edu.jo
^{3,4}King Faisal University, Saudi Arabia.
³Email: nebrahim@kfu.edu.sa
⁴Email: Kmsoud@kfu.edu.sa

Abstract

Extracurricular activities play a critical role in the holistic development of students, fostering not only academic success but also their social and emotional well-being. Despite their well-documented benefits, the extent to which extracurricular activities are implemented in schools can vary significantly. This study aims to assess the degree of extracurricular activities practiced in Jordanian secondary schools from the perspective of teachers. A descriptive survey research method was employed. A sample of 252 teachers was selected through random convenience sampling. Data were collected using a 27-item questionnaire developed specifically for the study. The results indicate that the overall practice of extracurricular activities in secondary schools is at a low level, with an overall mean score of 1.63. Planning extracurricular activities ranked first, with a mean score of 1.71 (low level). Organizing extracurricular activities ranked second, with a mean score of 1.64 (low level). Follow-up and evaluation of extracurricular activities ranked last with a mean score of 1.53 (low level). The study reveals that extracurricular activities are practiced at a low level in secondary schools. To improve this, the study recommends that the Ministry of Education provide clear guidance to help schools better plan and organize these activities, thereby enhancing their role in student development.

Keywords: Evaluation, extracurricular activities, Jordanian secondary schools, Ministry of Education, Organizing, planning, School administration, Students' development.

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Contribution of this paper to the literature

This study contributes to the literature by providing empirical insights into the low level of extracurricular activity engagement in Jordanian secondary schools from teachers' perspectives. It also highlights critical gaps in planning, organization, and evaluation, offering a basis for future studies to explore strategies for enhancing student participation in extracurricular activities.

1. Introduction

Raising and nurturing students in the present era is a key measure of societal development and progress, as today's students are tomorrow's youth and the builders of the future. Society places its hopes on them to drive growth and advancement. Educating and guiding students requires a deep understanding of the various aspects of their developmental stages in life. Schools are the ideal environment for nurturing students, offering diverse behavioral patterns, life skills, and knowledge that help them adapt to their surroundings. Schools also equip students to face challenges, overcome obstacles, and navigate risks that may hinder achieving goals (Mohammed, 2011). To fulfill this role and achieve its mission, the school must strategically plan extracurricular activities, develop effective implementation plans, and encourage teachers and students to actively engage in them inside and outside the school (Hensch, 2020).

Extracurricular activities are considered complementary to classroom instruction and the educational curriculum. The school administration and teachers play a key role in guiding and planning these activities, which are essential for developing students' understanding and fostering the improvement of both scientific and motor skills (Parker, Thomsen, & Berry, 2022; Rahman et al., 2021). These activities also promote positive values and attitudes, enrich students' language, and improve their linguistic and cognitive abilities. The school administration is crucial in activating activities within the school, encouraging students to participate based on their interests, desires, and abilities. Such participation provides an opportunity to strengthen relationships among students and foster a sense of belonging within the school community (Taha, 2008).

Extracurricular activities play a vital role in children's holistic and balanced development at various stages of growth. They lead to positive changes in a student's behavior, promoting necessary changes in personality and enabling them to take an active role in social life (Rahman et al., 2021). Hizia (2016) emphasizes that extracurricular activities are purposefully conducted outside the classroom, involving teachers and students. These activities can occur in various settings, such as playgrounds, libraries, laboratories, theatres, halls, or during visits and educational trips. These activities enrich students' experiences and encourage learning through enjoyable and engaging methods while aiming to educate (Hizia, 2016).

On the other hand, Wilson (2009) highlights that students who participate in extracurricular activities tend to become more disciplined and develop a strong sense of teamwork, whether in sports, arts, or cultural activities. This, in turn, can contribute to increasing their motivation. Extracurricular activities also serve as a crucial pillar in students' lives, playing a constructive role in shaping their personalities and fostering substantial personal growth (Wilson, 2009). This aligns with the demands of the current era, which stresses the importance of integrated education, student upbringing, and life guidance (Al-Dada, Salama, & Barakat, 2018).

A multifaceted role of school administration aimed at facilitating operations, creating an appropriate educational environment, and utilizing necessary resources to implement student activities (Wilkins, Verlenden, Szucs, & Johns, 2023). Their responsibility is to overcome the obstacles that hinder the preparation and execution of these activities. The school principal, the administrative hierarchy, and the key decision-makers in the educational institution are instrumental in initiating activities within the school. The principal's belief in the importance of extracurricular activities and their involvement in planning and organizing student programs motivate both staff and students. Their participation encourages teachers to continue their efforts and inspires students to engage more actively (Munadi, 2023; Taha, 2008).

Despite the recognized importance of extracurricular activities for students' personal, social, and academic development, their implementation in schools remains insufficient. Al-Nawaisa (2022) and Amer (2016) highlight issues such as lack of prioritization, financial constraints, and administrative challenges (Al-Nawaisa, 2022; Amer, 2016). The current study examines the extent of extracurricular activity implementation in Jordanian public secondary schools from teachers' perspectives, focusing on how well these activities are integrated and the role of school leadership in supporting them. The study will address a gap in understanding the practice of extracurricular activities in Jordanian schools. Exploring teachers' perspectives highlights their challenges and the importance of leadership in promoting these activities. The findings will guide the Ministry of Education in improving the planning and execution of extracurricular activities, encouraging schools to prioritize them, and helping parents recognize their positive impact on students' development.

2. Literature Review

Literature highlights the significance of extracurricular activities and their role in developing and preparing students in all aspects of life. Al-Shorman (2024) explored the perception of extracurricular activities in Irbid city schools, revealing a medium level of implementation, with no gender differences but significant differences based on academic qualifications and experience (Al-Shorman, 2024). Similarly, Al-Kassasbeh (2022) found that the role of extracurricular activities in primary schools in Jordan was high, with no significant differences attributed to gender or job title. Al-Kassasbeh (2022) examined extracurricular activities in teaching English and found that female teachers implemented these activities more frequently, especially in the fifth grade (Al-Kassasbeh, 2022). Moreover, Hussein (2020) identified 20 key activities to foster integrity and outlined principals' crucial roles in supporting these initiatives, emphasizing the leadership requirement to induce effective programs (Hussein, 2020).

Furthermore, Bani Sakhr (2019) examined how extracurricular activities are employed in the teaching process in Jordanian primary schools. The findings indicated a moderate usage level, with no significant differences based on gender, experience, or academic qualifications, suggesting a consistent approach across different teacher demographics (Bani Sakhr, 2019). Similarly, Abu Al-Qiaan (2018) analyzed the role of principals in managing extracurricular programs in the Negev region. The study found a medium level of engagement in planning and supervising activities, with a positive correlation between principals' involvement and students' adherence to moral values, underscoring the broader impact of leadership on student behavior (Abu Al-Qiaan, 2018). Atma (2018) further

explored the role of Jordanian primary school principals in promoting extracurricular activities. The study revealed moderate involvement, with male teachers perceiving greater support from school leadership. Differences were also noted based on academic qualifications, particularly in cultural activities (Atma, 2018).

In addition, Kara (2016) examined the perspectives of Turkish teachers on extracurricular activities, concluding that while teachers recognized the value of these programs, they faced significant challenges due to limited resources and inadequate facilities. This study highlighted the need for better infrastructure to support effective extracurricular engagement (Kara, 2016). Likewise, Zeleke (2016) explored factors affecting student participation in Ethiopia, citing school leaders' lack of interest, motivation, and support as key barriers to engagement in extracurricular activities. This emphasizes the importance of both leadership and resource availability in fostering active student involvement (Zeleke, 2016). Mzio (2014) studied extracurricular activities among female students in Saudi Arabia, revealing low participation rates despite widespread recognition of the benefits of these programs. The study stressed the need for curricular development to better engage female students in extracurricular activities (Mzio, 2014).

2.1. Research Question

This study aims to investigate the following research question:

To what extent do teachers in Jordanian public schools perceive the practice of extracurricular activities?

3. Methodology

3.1. Research Design

This study employs a descriptive survey design to explore the extent of extracurricular activity implementation in Jordanian government secondary schools from the teachers' perspective. This design is appropriate for gathering data on teachers' experiences and insights regarding extracurricular activities, which allows for a comprehensive analysis of their views.

3.2. Population and Sample

The target population comprises all secondary school teachers working in government schools within the Amman Governorate. According to the Ministry of Education's 2023/2024 statistics, this population includes 740 teachers. From this population, a sample of 252 teachers was selected using random convenience sampling to ensure a representative and manageable group for data collection.

3.3. Research Instrument

Data was collected using a self-administered questionnaire developed based on a thorough review of relevant literature and studies Al-Kassasbeh (2022); Al-Qatawneh (2020) and Hamarsheh (2022). The final questionnaire consisted of 27 items, categorized into three main areas: Planning Extracurricular Activities (12 items), Organizing Extracurricular Activities (8 items), and Follow-up and Evaluating Extracurricular Activities (7 items). Each item was measured using a 5-point Likert scale, ranging from 1 (Strongly disagree) to 5 (strongly agree).

3.4. Validity of the Instrument

The questionnaire was reviewed to ensure face validity by a panel of 10 experts in education and extracurricular activities from Jordanian universities. Feedback from these experts led to modifying, deleting, or rewording items. After adjustments, the questionnaire achieved an approval rating of 86% or higher, ensuring it accurately measures the intended variables.

3.5. Reliability of the Instrument

The questionnaire was pilot-tested on 30 teachers (Male and female) outside the main sample to ensure reliability. Cronbach's Alpha was used to assess internal consistency across the three domains. The results indicated high reliability (Internal consistency coefficient), with values 0.82, 0.83, and 0.80 for individual domains 1 (12 items), 2 (8 items), and 3 (7 items), respectively, and 0.92 for the overall questionnaire, demonstrating strong reliability for conducting the main study.

3.6. Data Collection Procedure

The questionnaires were distributed to the selected teachers during the 2023/2024 academic year. Teachers were given adequate time to complete the questionnaire, and their responses were collected for analysis. The anonymity and confidentiality of participants were maintained throughout the data collection process.

3.7. Statistical Analysis

The collected data were analyzed descriptive statistics to examine the responses from participants through *ABC software version* (26). Means and standard deviations were calculated to determine the overall and domain-specific response trends. Cronbach's Alpha was employed to confirm the reliability of the instrument. The following classification was used to interpret the mean scores: Low: 1.00-2.33, Moderate: 2.34 -3.67, and High: 3.68-5.00.

4. Theoretical Framework

The theoretical framework is constructed to address the concept of extracurricular activities, the significance of extracurricular activities, the objectives of extracurricular activities, the areas of extracurricular activities, and the role of school administration in activating extracurricular activities.

4.1. The Concept of Extracurricular Activities

Extracurricular activities are planned, intentional activities that occur outside the curriculum and classroom, such as participation in school radio, scientific and literary competitions, seminars, debates, camps, exploratory trips, and scientific visits (Al-Amri, 2009; Al-Harashseh, 2017). These activities are crucial in shaping, refining, and developing students' personalities in physical, mental, psychological, and social aspects, and help in achieving various educational goals throughout their school years (Pangrazi & Beighle, 2019). Extracurricular activities also

encompass experiences, where students actively participate in recreational, artistic, cultural, sports, and practical skills programs, aimed at achieving pre-determined goals (Sullivan, 2018).

4.2. Significance of Extracurricular Activities

Extracurricular activities play a vital role in personal growth by fostering goals, personality traits, and spiritual well-being, such as cooperation and self-reliance (Kamboj & Garg, 2021). These activities enhance life understanding, communication skills, physical and cognitive development, and mental health. Extracurricular activities also improve organizational skills, provide a platform for talents, promote competition, and strengthen community relations, fostering a sense of belonging and encourage self-learning (Eccles, Barber, Stone, & Hunt, 2003; Hasouneh, Atoom, Mansour, Ruheel, & Arabyat, 2024; Oberle, Ji, Guhn, Schonert-Reichl, & Gadermann, 2019).

4.3. The Objectives of Extracurricular Activities

Extracurricular activities aim to satisfy social and personal needs, boost self-expression, and foster research and investigation (Diab, 2001). They help discover, develop, and guide students’ talents, connect them with societal needs, promote teamwork, and instill respect for manual work (Mansour, Hamzeh, Al-Shammari, & Ahmad, 2021). These activities also teach values, enhance emotional control, and support scientific thinking and problem-solving. They nurture artistic expression, national belonging, environmental responsibility, and public health awareness, while also addressing psychological issues, and linking theory to practice across social, cognitive, and physical domains (Anderson, 2024; Cortellazzo, Bonesso, Gerli, & Pizzi, 2021; Eccles et al., 2003).

4.4. The Areas of Extracurricular Activities

Extracurricular activities cover various domains, including sports, cultural, social, scouting, health legal, and environmental activities. These activities tend to promote teamwork, cooperation, and fair competition through school sports teams and inter-class or inter-school competitions. It enhances aesthetic and critical sense via art exhibitions, concerts, and scientific trips. Raise awareness about public health and the environment through seminars, campaigns, and publications. This also foster self-reliance and responsibility through scouting with proper support and facilities. Extracurricular activities also contribute to educate on citizenship rights and duties via while focusing on environmental awareness through trips and conservation campaigns (Farah & Dabbaneh, 2011).

4.5. The Role of School Administration in Activating Extracurricular Activities

School administrations contributes to promote extracurricular activities through planning, implementation, follow-up, and coordination. They ensure activities are scheduled, integrate community resources, and create a safe and enjoyable environment for students to participate. Administrations also organize school events, provide logistical and moral support, and encourage participation from all school members leading to improve the role of school in the development of social and personal skills that are crucial for life success (Dewi, Nisa, & Ramadhan, 2023). Studies emphasizes that extracurricular activities are as important as classroom lessons, allowing students to explore their interests, meet their needs, and gain experiences outside the classroom (Freeman, 2017). School principals should create comprehensive plans, assign appropriate supervisors, chair activity councils, and integrate activities with the broader school community to effectively activate extracurricular activities. Moreover, evaluation of participants, set incentives, and collaborate with public and private sector supporters are also required (Anjum, 2021).

Table 1. Planning extracurricular activities.

S. no.	Items	Mean ± S. D	Degree	Rank
1.	The school administration transforms the philosophy of extracurricular activities into clear and specific educational goals.	1.93 ± 0.31	Low	1
2.	The school administration takes into account balance and comprehensiveness when planning extracurricular activities.	1.87 ± 0.42	Low	2
3.	When planning extracurricular activities, the school administration considers the financial capabilities and human competencies available in the school.	1.86 ± 0.39	Low	3
4.	The school administration selects extracurricular activities that can be translated into behavior and practice.	1.85 ± 0.41	Low	4
5.	The school administration considers the suitability of extracurricular activity plans for students with different inclinations.	1.85 ± 0.43	Low	4
6.	The school administration presents the extracurricular activity plan for approval to the educational district administration.	1.84 ± 0.45	Low	6
7.	When planning extracurricular activities, the school administration considers students' role in implementing that plan.	1.83 ± 0.43	Low	7
8.	The school administration supervises the disbursement of financial activity allocations.	1.76 ± 0.59	Low	8
9.	The school administration is keen to set a time frame for implementing the extracurricular activity plan within the school.	1.73 ± 0.50	Low	9
10.	The school administration is keen to ensure that the detailed objectives of extracurricular activities are consistent with the general objectives of the activities.	1.40 ± 0.59	Low	10
11.	The school administration is keen to involve school activity supervisors in planning extracurricular activities.	1.35 ± 0.54	Low	11
12.	The school administration discusses proposals related to activating extracurricular activities during school meetings.	1.28 ± 0.50	Low	12
Overall degree		0.59 ± 1.71	Low	

5. Results

Our results indicate a generally low level of attention given to extracurricular activities across various dimensions. The domain of Planning Extracurricular Activities scored the highest with a mean of 1.71 ± 0.59 (Table

1), ranking first among the evaluated domains, though it still falls within the low category. This suggests that while planning is slightly more prioritized, it remains underdeveloped.

Organizing Extracurricular Activities ranked second with a mean of 1.64 ± 0.18 (Table 2), also reflecting a low level of implementation. The relatively low variability in this domain suggests consistent shortcomings in how schools organize these activities.

Table 2. Organizing extracurricular activities.

S. no.	Items	Mean $\pm$ S. D	Degree	Rank
1.	The school administration evaluates plans according to the specified time frame.	1.90 ± 0.36	Low	1
2.	The school administration divides the work based on the nature of the school activity.	1.89 ± 0.37	Low	2
3.	The school administration distributes roles when implementing plans related to extracurricular activities based on placing the right person in the right place.	1.88 ± 0.40	Low	3
4.	The school administration distributes the burdens and responsibilities to the supervisors of the activities and students.	1.85 ± 0.45	Low	4
5.	The school administration forms a committee to represent it in organizing extracurricular activities.	1.81 ± 0.48	Low	5
6.	The school administration finds appropriate urgent solutions to the related problems.	1.30 ± 0.52	Low	6
7.	The activities are divided based on clear foundations and standards.	1.27 ± 0.54	Low	7
8.	The school administration works to define the detailed roles of school workers when organizing extracurricular activities.	1.25 ± 0.50	Low	8
Overall degree		0.18 ± 1.64	Low	

Lastly, Follow-up and Evaluating Extracurricular Activities had the lowest mean score of 1.53 ± 0.23 (Table 3), indicating minimal emphasis on assessing and monitoring the effectiveness of these activities.

Table 3. Following-up and evaluating extracurricular activities.

S. no.	Items	Mean $\pm$ SD	Degree	Rank
1.	The school administration works to find solutions to the problems and obstacles that hinder the implementation of the extracurricular activities plan.	1.88 ± 0.41	Low	1
2.	The school administration forms a committee to determine the extent of the employees' commitment to the drawn plan.	1.81 ± 0.44	Low	2
3.	The school administration works to set standards for evaluating extracurricular activities.	1.73 ± 0.48	Low	3
4.	The school administration determines the standard follow-up procedures followed by employees in extracurricular activities.	1.40 ± 0.61	Low	4
5.	The school administration is keen to benefit from the evaluation "feedback" results to support strengths and avoid mistakes in the future.	1.29 ± 0.50	Low	5
6.	The school administration follows up and evaluates continuously during the implementation of the extracurricular activities plan.	1.29 ± 0.54	Low	5
7.	The school administration follows up on implementing activities to identify strengths and promptly address shortcomings.	1.28 ± 0.51	Low	7
Overall degree		0.23 ± 1.53	Low	

Overall, the entire questionnaire yielded a mean score of 1.63 ± 0.41 , reflecting a consistently low level of engagement with extracurricular activities across all stages: planning, organizing, and follow-up. These results highlight a significant area for improvement in managing extracurricular programs within the schools evaluated.

6. Discussion

Although extracurricular activities play a crucial role in fostering various aspects of student development, they do not receive the same level of planning and oversight as academic subjects (Wise, 2022). Often, these activities become seasonal, occurring at specific times of the year and fading away during other periods. This inconsistency may be attributed to the numerous responsibilities placed on school administrations, such as managing extended school days, overseeing teacher performance, and handling various school affairs. These duties tend to push extracurricular activities to the bottom of the priority list (Ritacco-Real, Garrote-Rojas, Jiménez-Ríos, & Rodríguez-Martínez, 2022). Furthermore, after the COVID-19 pandemic, many schools shifted their focus from extracurricular activities to addressing academic losses. Another critical factor contributing to the limited implementation of these activities, particularly in government schools, is the lack of incentives, financial resources, and essential equipment to support them effectively (Frank & Schweiger, 2023).

Aligned with previous literature, this study highlights the significant challenges preventing government school principals from effectively implementing extracurricular activities in their schools. The extracurricular activities remain underdeveloped and lack a structured, well-organized process. Table 1 shows that the overall degree of school administration's engagement in planning extracurricular activities is low. Items 1 and 2 rank first and second, indicating that planning extracurricular activities receives slightly higher attention than others. Items 3 and 4 show that the important aspects of activity planning are not adequately addressed. Items 5 and 6 point to a general lack of focus on tailoring activities to student needs or seeking external approval. Items 7-10 suggested greater administrative engagement and oversight in planning, supervising, and aligning extracurricular activities with broader goals.

Additionally, item 11, involving activity supervisors in planning and discussing proposals during school meetings (Item 12), reveals little collaboration or discussion around improving extracurricular activities. Our findings differ from those of a study that showed that the planning of educational and extracurricular activities and directors of educational extracurricular activities perform their roles moderately (Abu Al-Qiaan, 2018). This indicates

that successive school administrations failed to recognize the importance of extracurricular activities in nurturing students, shaping their personalities, and preparing them for life. School meetings often prioritize achieving curriculum objectives and delivering necessary knowledge over extracurricular initiatives. Our findings emphasize that, across the board, school administrations are not placing sufficient importance on the effective planning, financial management, and collaborative efforts needed to enhance extracurricular programs. Moreover, the results indicate that the school administration's role in organizing extracurricular activities is generally weak, indicating a low level of organization across all evaluated aspects (Table 2). The highest-scoring item 1 first suggests that while evaluation within a given time frame is somewhat prioritized, it remains in the low category. Item 2 indicates a slightly better but inadequate approach to distributing tasks according to activity requirements. Similarly, distributing roles based on placing the right person in the right place (item 3) ranks third, highlighting a lack of strategic role assignment in implementing extracurricular plans. Other key areas, such as distributing burdens and responsibilities to supervisors and students and forming a committee to organize extracurricular activities (Items 4 and 5), also show low engagement, indicating insufficient delegation and formal structure in organizing these activities. These findings align with the previous studies highlighting that school leaders lack interest in organizing extracurricular activities (Zelege, 2016) and female students' low participation level in extracurricular activities at the intermediate level (Mzio, 2014). Contrary to this, the studies also indicate that teachers and school principals engage in extracurricular activities to a moderate extent (Al-Shorman, 2024; Atma, 2018). Items 6-8 with low scores, including finding urgent solutions to related problems and defining detailed roles of school workers, pointing to a significant deficiency in problem-solving and role clarity, further weakening the overall effectiveness of organizing extracurricular activities. These results indicate major obstacles to effective planning of extracurricular activities. While schools encourage staff to attend training, their efforts fail to provide sufficient guidance on organizing activities or using modern teaching methods and resources effectively (Asif, Thomas, Awan, & Muhammad Din, 2020; Komalasari, Arafat, & Mulyadi, 2020). Furthermore, Table 3 reveals that the school administration's efforts in follow-up and evaluating extracurricular activities are generally weak, indicating a low level of performance in this area. The highest-scoring item 1 suggests that addressing problems is given slightly more attention than other areas. The formation of a committee to assess employee commitment to the extracurricular plan ranks second (Item 2), showing a low but somewhat more organized approach. This finding indicates that despite their demanding schedules, school administrations acknowledge the value of extracurricular activities and try to address staff challenges, as highlighted in other studies King, McQuarrie, and Brigham (2021). The development of standards for evaluating extracurricular activities ranks third (item 3) but remains within the low range, indicating insufficient emphasis on structured evaluation criteria. Other lower-scoring items (4-6), determining follow-up procedures and benefiting from evaluation feedback, highlight a lack of systematic follow-up and feedback utilization. However, school administration follows and evaluates the implementation of extracurricular activities plan to identify strengths and address shortcomings promptly. There is still a lack of focus on evaluating the effectiveness of extracurricular activities and addressing challenges in real time. This contrasts with Abu Al-Qiaan (2018) study, where the coordination and follow-up of educational extracurricular activities were found at a medium level (Abu Al-Qiaan, 2018). Moreover, item 7, follow-up on implementation to address strengths and shortcomings, indicates that timely identification and correction of issues in extracurricular activities is notably deficient. This is in accordance with a study demonstrating that mixed-profile schools exhibited strengths and weaknesses and emphasize enhancing school-level policies to strengthen extracurricular activities' role in student perseverance (McCabe et al., 2020).

7. Conclusion

In conclusion, this study explores the extent of extracurricular activities practiced in Jordanian secondary schools from the teachers' perspective. Our findings indicate that school administrations engage in these activities at a relatively low level, highlighting the need for a stronger commitment to their implementation. Among the various aspects examined, planning for extracurricular activities was the most prioritized, indicating some recognition of its importance. However, the organization of these activities remains insufficient, and the lack of follow-up and evaluation processes further diminishes their effectiveness.

The results underscore school administrations' need for a more proactive approach to extracurricular activities. Schools can better leverage these initiatives by enhancing planning, organization, and assessment to boost student engagement and create a supportive learning environment. Recognizing the value of extracurricular activities is essential for fostering students' holistic development and enriching their overall school experience.

8. Limitations

The study is confined to a sample of secondary school teachers, which may affect the broader applicability of the results. Additionally, the research was conducted in government secondary schools in Amman's capital governorate, limiting the spatial scope. Furthermore, the study took place during the second semester of the academic year 2023/2024, which may influence the findings based on the specific timing of the research. Lastly, this research focuses on the extracurricular activities practiced in government secondary schools in Amman from the teachers' perspective, which may further constrain the generalizability of the results.

9. Future Recommendations

This study recommends that the Ministry of Education guide teachers and students on the extracurricular activities that should be implemented during the school year. Additionally, school administrations should be directed to create a safe and supportive school and classroom environment to encourage teachers and students to engage in extracurricular activities inside and outside school. Principals should encourage students to plan activities that align with their interests, desires, and abilities. It is also essential to conduct a study that addresses the difficulties and challenges preventing school principals from implementing extracurricular activities effectively.

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