The Effectiveness of Complementary and Extra Curriculum Activities on Students' Self-Belief

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Abstract

The main purpose of this research is to study the effect of complementary and extracurricular activities on students' self-belief. It is a pre-test and post-test quasi-experimental design with a control and an experimental group. The population consisted of 223 sixth grade female students in BardSir. The sample consisted of 40 people who were selected by convenience sampling into experimental and control group. Data analysis was performed using multivariate analysis of covariance (MANCOVA) using SPSS-20 and variance analysis and t-test were used to evaluate the hypotheses. The results of the study showed that training in complementary and extracurricular activities, including participation in artistic activities, membership in student organizations, participation in scientific activities and participation in religious activities, affects the self-belief of sixth grade female students in Bardsir. Comparison of the above variables showed that complementary and extracurricular activities have a positive effect on students' overall social and academic self-belief. However, it did not have a significant effect on individual and family self-belief. According to the role of education in creating a developed, complete and transcendent personality, the research results indicate the importance of considering designing and compiling complementary programs and various extracurricular programs along with formal curricula, tailored to the needs, interests and conditions of students.

Key Words: Complementary Activities, Extra Curriculum, Self-Belief, Curriculum.

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Introduction

The serious and important mission of the education system is to prepare students for multi-dimensional growth. In this regard, it is necessary to survey on the preparation of weighty and valuable scientific and educational curricula. Training a good citizen for the present and the future requires more attention than in the past. Comprehensive development, especially social psychological development and the acquisition of important psychological capabilities, is one of the main needs felt in the developmental stages of any human being. Human self-belief and self-worth is one of the valuable and fundamental goals of the educational system that followers of the theory of humanistic curriculum and above that of individual curriculum theory pay special attention to this important matter (Mehr mohammadi, 2014). In this regard, the importance of self-belief as an obvious trait is undeniable.

Self-belief is the set of information and knowledge of each person about his personal characteristics and beliefs, which includes four categories of components, including individual, educational, social, family self-belief (Sarukhani, 2001). Individual self-belief means that the person is evaluated and measured alone, and self-belief overshadows all aspects of one's life. Social self-belief means to evaluate a person in the society in which he or she lives. Self-belief overshadows all aspects of one's social life. In family self-belief, the individual is evaluated and evaluated in the family in which he or she lives. Academic self-belief means that a person evaluates himself in terms of the level of education and literacy level and it affects a person's education.

Nowadays, there is a great deal of interest in examining students' self-belief in education. Experts believe that poor self-concept is the cause of many countless problems, including lack of scientific learning, irrational behavior, violence, and delinquency increment. Therefore, experts study different ways of increasing self-belief to reduce social harms in different ways. Most researchers believe that self-belief is a multidimensional structure because its one-dimensional structure does not provide a complete and extensive description of behavior (Mahdavi, 2008). Self-belief should not be considered as a simple and unitary aspect, although as a complex structure has effective descriptive aspects of relative measurement and has various affects. Researchers often distinguish between scientific self-belief such as mathematics and general concepts of education from non-scientific fields such as social courage, physical ability, quality of relationships with friends, and family communication. Separating main components of self-belief sections indicates that people's self-concept is different in different situations. For example, their self-concept about their physical ability differs from their self-belief about their social courage (Hamid, Almasi and Mehrabizadeh, 2019).

Erickson defines self-belief as ego identity or the identity I have endured. Self-belief means the ability to consider ourselves as a person worthy of facing the basic challenges of life, happiness and success (Mahdavi, 2008). Brandon (2011) believed that the stronger a person's self-belief, the better prepared he would be to deal with problems and the faster he would recover after a failure, and the more energy he would have to start over.

Self-awareness and recognition of one's true identity need are a teenager's biggest question. Therefore, developmental changes associated with self-belief should be considered (Ruberg, 2018). It is self and a complex combination of unconscious thoughts, attitudes and perceptions. Self-belief provides a framework that influences the management of all situations and relationships with others. Self-belief, or what one thinks of oneself, directly affects one's self-belief and how one feels about oneself (Ruberg, 2018).

Self-concept is an individual's perception of how one thinks about oneself, as well as self-confidence is a complex combination of unconscious thoughts, attitudes, and perceptions. Self-belief provides a framework that influences the management of all situations and relationships with others. Self-belief, or what one thinks about oneself, directly affects one's self-esteem and how one feels about oneself. (Ruberg 2018).

Appropriate curricula are a great tool for building students' self-belief. In this context, both formal and supplementary curricula should be considered. Considering the relationship between curricula and extracurricular activities and complementary programs, it can be concluded that curriculum is divided into three categories of compulsory courses, optional courses and extracurricular activities. In describing the third category, student or extracurricular activities are now referred to as the "Third Course." The third course is the latest course to describe a wide range of school differences and the extent to which they are committed and responsible for systems, clubs and organizations are used (Biont and Kels, quoted by Naderi et al. 2012). Shoari Nejad (2003) believes that extracurricular activities oppose formal educational activities and are a part of informal activities, and its most famous terms are extracurricular activities, out-of-class activities, informal programs, program assistance and etc. However, these names do not diminish the importance and credibility of this program. In fact, considering both formal and informal dimensions of the education as well as curricula, informal education and curriculum, it is a set of information and learning that is not formed within the framework of school textbooks but it has a complementary role. Among them are social or extracurricular educational activities that enrich one's knowledge and skills. (Gordon and Bridgelal quoted by Ahmadi et al., 2012) believe that extracurricular activities are educational

experiences that are not part of formal programs and are competitive basically.

Complementary and extracurricular activities arise and meet the needs of society. The need that the formal curriculum for a variety of reasons cannot acquit that. Ignoring the characteristics of students and their potential has reduced the effectiveness of programs, activities and efforts of teachers and educators in the process of education, which results in the instability of the educational system in society (Ghurchian & Tansaz, 1995). Regarding this issue, the implementation of extracurricular activities as a suitable method and tool can play a significant role in achieving the goals of the education system, especially in the Iranian curriculum planning system in which the needs, characteristics, indigenous and regional culture cannot be considered well. This issue highlights the importance of paying attention to complementary and extracurricular curricula more than ever. Another important point is that the integration of formal curricula and the real needs of society, or in other words, the need for real life is in the preparation of extracurricular and complementary curricula based on the felt needs. In such a situation, informal education can be useful in formal education (Higher Education Council 2011). The comparative comparison of different countries indicates the significant attention of school curricula to extracurricular and complementary activities. For example, in most public schools in Canada and the United States, extracurricular activities such as sports, scientific and artistic clubs are given special attention (Gost va Makari, quoted by Sadeghi and Bahmanabadi, 2019). In Canadian schools, the main goal of providing extracurricular activities is for students to learn to lead and guide their activities and to play a role in these areas. Mahouni et al., 2003).

It is important to note that extracurricular activities are not unplanned activities, but because they have features that are offered outside the formal curriculum of a training center, they are referred to as extracurricular activities. In fact, these programs are related to the educational policy of a country and are a kind of relationship between the system and the trans-system. Economic, moral, religious, emotional and political have been considered in this regard. Maleki (2006) has proposed the important point of developing life skills and strengthening thinking and reasoning and creating a positive spirit and freshness in students. Along with these cases, he considers the strength of the relationship between the teacher and the learner and strengthens the spirit of self-confidence, coexistence, tolerance of other people's opinions, development of patience and mental health as other effects of implementing such programs. (Sadeghi and Bahmanabadi, 2019).

A review of the research background shows that extracurricular activities have had a valuable impact on academic

achievement and various individual skills. The results of research done by Terniki (2009), Safikhani (2005), Zeraati Idaluo (2009), Rahmati (2009) Aminzadeh and Sarmad (2004) Ostavar Abarghuyi (2011), Barati and Zandi (2000), Baker (2010) Wang and Shivoli (2010) Moriana Colleagues (2006) and Case (2007) all emphasize the role of complementary and extracurricular programs on students' academic performance and individual skills. The important thing is to create a pleasant and positive feeling about yourself based on the feeling of academic success. In fact, it directly or indirectly affects students' self-beleif. Safikhani's research (2015) showed that complementary and extracurricular activities increase the social responsibility of self-confidence, motivate enthusiasm for discipline and observe the rules, and feel responsible for recognizing the anomalies and norms of society and the spirit of adaptability and tolerance. Schlesler (2004) showed that 91% of students who participated in extracurricular activities showed interest in leading in school and 22% stated that they had the opportunity to develop their self-regulation (Sadeghi and Bahmanabadi, 2019).

Woods (2007) emphasizes that if education officials are looking for the effectiveness of students' academic activities, they should use extracurricular activities. Chambers and Scriber (2004) on educational achievement, Betz and Redkey (2005) on the therapeutic aspects of extracurricular activities,

Britt (1996) on creating a sense of pleasure together, building self-confidence and creating a collective spirit, camaraderie, recovery Performance at school, improving skills, learning more about how to solve problems and making managerial decisions, Bloomfield and Barber (2009) emphasize the reform of self-confidence as a result of sufficient use of complementary and extracurricular programs (Naderi et al., 2012). Tom Cotton and colleagues consider participation in extracurricular activities a cause to enhance and enrich students' lives. Amanda de Lee also considers extracurricular activities and students 'participation in these activities as an important tool for strengthening students' self-concept and their self-perception (Naderi et al., 2012). Based on the review result the position of complementary and above-mentioned programs in promoting a positive feeling towards oneself, self-concept and self-confidence can be carefully considered and examined. The aim of this study is to study the effect of complementary and extracurricular on students' self-esteem.

Method

The present research method was quasi-experimental with control, control, pre-test and post-test groups. The population was 232 female students in the sixth grade. In coordination with the schools of Bardsir city, the students who volunteered to participate in extracurricular programs and programs were

identified and a group was considered as experimental. The volume and number of each group of 20 people were considered. Smith (1967) included 58 articles describing the feelings of one's beliefs or reactions. The general scale has 26 articles, the social scale has eight articles, the family scale has 8 articles, the educational scale has 8 articles and the false scale has eight articles. Self-esteem is at three low levels, 26 and lower, average 27 to 43 and strong 44 and above. The validity of this questionnaire is reported to be 88% (Herzogosen, 1999) and its reliability is 0/87 (Pourshafei, 1991). In terms of extracurricular programs and programs, four indicators were considered, which included participation in religious activities, participation in scientific activities, membership in student organizations, and participation in artistic activities. Art activities included embroidering, embroidery, weaving, cooking, storytelling, local games, storytelling and group painting. Students in the control and control group were first tested through a

self-belief questionnaire and then the control group selected supplementary and extracurricular programs based on their interests and participated in these courses. After three courses and programs, in three months, the self-confidence of both groups was re-examined for data analysis through 20 spss software from descriptive statistics tests including mean and standard deviation and inferential statistics including independent t-test and analysis. Variance was used. The Kolmogorov-Smirnov test was used to test the assumption of normality.

Findings

The first research finding showed that teaching complementary and extracurricular activities has a positive effect on students' overall self-belief (Table 2). This finding is consistent with the Shoari Nejad's point of view (2003). Also, the findings of Sadeghi and Bahmani (2019) Sarukhani (2001) Charla (2008) Wilson (2000) Nowruz Masir and Rahmani (2016) Saniei (1993) are consistent.

Table 2. Results of analysis of self-belief variance of general students after training in two groups of experiments and control group.

	SSE	Root Square	DF	Mean Square	F	P	Eta Coefficient
The effect of training on the experimental group	31/856	1	31/856	2/467	0/122	0/044
The effect of non-training on the control group	4/256	1	4/256	0/119	0/732	0/002
Interaction effect	52/983	1	52/983	4/102	0/048	0/072
Error	684/51	53	12/92			

Another result of the study emphasized the impact of supplementary and extracurricular activities on students' social self-belief (Table 3). This finding is consistent with the findings of the research of Lowhorn (2009) Otari (2010) Naderi (2012) Nowruz Masiro Rahmani (2016). A study conducted by Vahedi (2006) confirms that the teaching of complementary and extracurricular activities during the intervention period (post-test and follow-up period) has been effective in reducing aggression and increasing the self-belief of aggressive children.

Table 3. Results of analysis of social self-belief variance after training in two experimental and control groups

SSE	Root Square	DF	Mean Square	F	P	Eta Coefficient
The effect of training on the experimental group	0/668	1	0/668	0/471	0/496	0/009
The effect of non-training on the control group	0/668	1	0/668	0/203	0/654	0/004
Interaction effect	6/014	1	6/014	4/238	0/044	0/074
Error	75/21	53	1/42			

The positive effect of supplementary and extracurricular activities on students' family self-belief has not been confirmed (Table 4). This finding is inconsistent with previous research findings that have shown that supplementary and extracurricular activities increase family satisfaction and family adjustment. A possible explanation for this hypothesis is that the teaching of complementary and extracurricular activities in the way used in this study does not significantly increase students' family self-belief. It is possible that the topics and content of the programs envisaged in the schools had little to do with the students' family self-belief. Another possible explanation for this hypothesis is that since the skills taught in this study were only part of life skills, they have not been able to have a significant effect on increasing students' family self-belief. In this context, a more comprehensive review and needs assessment of programs seems necessary.

Extracurricular activities facilitate the growth and development of students' social development. Every student needs opportunity to get together with his peers and friends. Choose good friends and learn how to connect with different people and how to maintain their relationships and friendships. In addition to extracurricular activities, the student learns to control his behavior in public, to

respect and value others, to be pleasant and enjoyable to meet other people, and to change undesirable social habits into good social habits (Ghaemi, 1997). Accordingly, the feeling of individual and family self-belief will be strengthened.

Table 4. Results of analysis of variance of students' family self-belief after training in two groups of experiments and controls

SSE	Root Square	DF	Mean Square	F	P	Eta Coefficient
The effect of training on the experimental group	0/152	1	0/152	0/108	0/774	0/021
The effect of non-training on the control group	6/206	1	6/206	0/765	0/386	0/014
Interaction effect	8/297	1	8/297	5/889	0/019	0/100
Error	74/667	53	1/409			

Another result of the research was the effect of teaching complementary and extracurricular activities on students' academic beliefs (Table 5). The present finding is consistent with the findings of Sadeghi and Bahmanabadi's research (2019) Sarukhani (2001) Barati and zandi (2000) Rahmati (2009).

Table 5. Results of analysis of student self-belief variance analysis after training in two experimental and control groups

SSE	Root Square	DF	Mean Square	F	P	Eta Coefficient
The effect of training on the experimental group	0/152	1	0/152	0/108	0/774	0/002
The effect of non-training on the control group	6/206	1	6/206	0/765	0/386	0/014
Interaction effect	8/297	1	8/297	5/889	0/019	0/100
Error	74/667	53	1/409			

Extracurricular activities are one of the most important factors that play an important role in the moral education of students while promoting academic performance and academic self-belief. It is when a student participates in extracurricular activities that he / she realizes that if he / she wants to be considered an acceptable

person, he / she must be honest, truthful, fair, etc. He corrected it and developed his thinking. In addition to extracurricular activities, the malicious student can be deprived of this malicious state. He solved a problem with him and removed the troubles from him (Saniei, 1993). All these things are possible thanks to the complementary curricula and valuable extracurricular programs.

Teaching complementary and extracurricular activities did not have a significant positive effect on students' individual self-belief (Table 6). The present finding is not in line with the researches such as Sadeghi and Bahmanabadi's research (2019) by Jarla (2008) Wilson (2000), Nowruz, Misirvar Hamani (2016). In explaining the result obtained in this hypothesis, we can perhaps refer to the type of programs considered and the method of their implementation and providing specific feedback to teachers to students.

Table 6. Results of analysis of student self-belief variance analysis after training in two experimental and control groups

	SSE	Root Square	DF	Mean Square	F	P	Eta Coefficient
The effect of training on the experimental group	4/256	1	4/256	1/796	0/186	0/033	
The effect of non-training on the control group	1/856	1	1/856	0/220	0/641	0/004	
Interaction effect	0/022	1	0/002	0/001	0/980	0/000	
Error	125/598	53	2/370				

Extracurricular activities mediate learning. During extracurricular activities, the adolescent is free to experiment and experiment based on the results of his or her experiments, and he or she can internalize his or her experiences through extracurricular activities. Because cultivating talents is one of the most important tasks in education and is one of the factors that helps one's self-actualization. According to Alan Beaver, leisure is fun. Because it is a free and voluntary activity, the person voluntarily engages in an activity that has talent and becomes interested in that activity. Whenever a person engages in an activity that he or she is gifted with and interested in, he or she will certainly flourish. And if a person works together in a group, he will achieve more growth and development through learning social skills and life skills (Sarokhani 2001).

Based on the results of Sadeghi and Bahmanabadi's (2019) research, important principles have

been extracted, including the principle of promoting and developing programs and that complementary and extracurricular activities should be complementary. Defective formal curricula and meet the objectives of formal curricula and be varied and diverse. Successful integration of complementary and extracurricular activities with formal curricula is emphasized. Another important point is to respect the dignity of students in carrying out complementary and extracurricular activities by paying attention to their needs and trusting them; in this regard, volunteering and freedom of choice of activities, as well as having need-based participation. Acceptability is an important necessity. School freedom in the implementation of activities should be provided based on the needs of the environment and the region. In the fourth principle, the issue of paying attention to multidimensional training of balanced human personality is discussed. In general policies related to this principle, individual responsibility education is emphasized. There is emphasis on the components of self-belief, internal discipline, ethics, accountability, cultural identity consolidation, negotiation methods, and ethics discussion and teaching. It is important to note that the credibility and importance of extracurricular curricula are more important in many respects than formal curricula (Fathi Vajargah, 2007). The importance of paying attention to the valuable theories proposed in the science of curriculum slows down and explores all kinds of formal, implicit, hidden, and absurd programs. Curricula are felt (Mehr Mohammadi et al., 2014). Therefore, in order to achieve the stated goals, it is necessary to prepare and design complementary and extracurricular programs based on science and expertise, cultural needs of the region and climate, as well as needs and students' unique interests.

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