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Extracurricular activities as a mechanism for developing national values among Algerian primary school pupils: a psycho - educational approach in view of the theories of social learning and constructivism

الأنشطةُ اللَّاصَفِيَّةِ كآليَّةٍ لِتَنْمِيَةِ القِيَمِ الوطَنِيَّةِ لَدَى تلاميذِ الطَّوْرِ الابْتِدَائِيِّ الجَزَائِرِيِّ، مُقَارَبَةٌ نَفْسِيَّةٌ تَرْبَوِيَّةٌ، فِي ضَوْءِ نَظْرِيَّتَيْ: التَّعَلُّمِ الاجْتِمَاعِيِّ وَالبِنَائِيَّةِ.

Les activités extrascolaires comme mécanisme de développement des valeurs nationales chez les élèves algériens du primaire : une approche psycho - pédagogique à la vue des théories de l'apprentissage social et du constructivisme

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ملخص: تهدف هذه الورقة البحثية إلى استكشاف دور الآليات النّفس تربوية للأنشطة اللاّصفية في تعزيز القيم الوطنية لدى تلاميذ الطّور الابتدائي الجزائري، اعتمادا على مقاربة ثنائية، تجمع بين نظريتي التّعلم الاجتماعي والبنائية، تُشكّل هذه الأنشطة وسيطاً حيوياً لتحويل القيم المجرّدة إلى ممارسات سلوكية من خلال النمذجة، الملاحظة والاستبطان، تكشف عن إمكانية توظيف مكوّناتها اجرائيا، بالرغم من وجود بعض التّحديات التي يمكن تجاوزها، بوضع أُطر منهجية متكاملة ومتطوّرة، لتحقيق التّكامل بين الأبعاد النظرية والتطبيقية في بناء الهوية الوطنية.

الكلمات المفتاحية: الأنشـــطة اللاّصـــفية؛ آليّة التّنمية؛ القيم الوطنية، التّلاميذ؛ الطّور الابتدائي؛ الجزائر؛ المقاربة النّفس تربوية، نظرية التّعلم الاجتماعي؛ النّظرية البنائية.

Abstract : This research paper aims to explore the role of psycho-educational mechanisms in extracurricular activities in promoting national values among Algerian primary school pupils, based on a dual approach. combining social learning and constructivist theories. These activities constitute a vital medium for transforming abstract values into behavioural practices through modelling, observation and introspection. They reveal the possibility of employing their components procedurally, despite the existence of some challenges that can be overcome by developing integrated and advanced methodological frameworks to achieve integration between the theoretical and practical dimensions of national identity building.

Keywords: Extracurricular activities; development mechanism; national values; pupils; primary school; Algeria; psycho-educational approach; social learning theory; constructivist theory.

Résumé: Cet article vise à explorer le rôle des mécanismes psycho-pédagogiques des activités extrascolaires dans la promotion des valeurs nationales chez les élèves du primaire algérien, en s'appuyant sur une approche double, qui combine les théories de l'apprentissage social et du constructivisme. Ces activités constituent un moyen essentiel pour transformer des valeurs abstraites en pratiques comportementales à travers la modélisation, l'observation et l'introspection. Elles révèlent la possibilité d'utiliser leurs composantes de manière procédurale, malgré l'existence de certains défis qui peuvent être surmontés, en mettant en place des cadres méthodologiques intégrés et évolués, afin de parvenir à l'intégration entre les dimensions théoriques et pratiques dans la construction de l'identité nationale.

Mots clés: Activités extrascolaires; mécanisme de développement; valeurs nationales; élèves; école primaire; Algérie; approche psycho-pédagogique; théorie de l'apprentissage social; théorie constructiviste.

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Introduction :

Since its independence to the present day, Algeria, like other countries, especially developing countries, has undergone numerous socio-psychological, cultural, political, economic and even security changes that have cast a shadow over the education system, which has had to keep pace with these rapid changes. These changes have coincided with an explosion of knowledge that has been reflected in the teaching of school subjects, making it necessary to periodically modify or update them, on the one hand, and on the other hand, the COVID-19 pandemic, which over the past few years has led to an almost complete halt in face-to-face education for fear of spreading infection among pupils and teachers, and a shift towards distance learning, despite the difficulties it faced, particularly with regard to the lack of qualified human resources, weak infrastructure, or the reduction in the number of face-to-face teaching hours, including teaching in batches, on the one hand, and the challenges of globalisation, technological development, and the spread of modern media and communication, on the other hand, especially with the spread of smart electronic devices connected to the internet, including social media and electronic games, which have had a negative impact on the education and upbringing of pupils, who are most vulnerable to the dangers of surfing the internet due to their lack of awareness (motor, cognitive, emotional, social, and moral awareness, etc.), making them electronically addicted, spending many hours a day in front of computers, mobile phones, or electronic tablets**.**

This was confirmed by McGinley in his study, where he concluded that individuals spend long periods of time playing electronic games, equal to the time they spend on various other activities in their lives. By the age of 21, an individual spends at least 10,000 hours playing these games, which causes them to develop internet gaming disorder (IGD). (Asmani, 2023)

As a result of these changes, Algerian schools face many challenges in translating the national discourse on values into behaviours and feelings that are firmly rooted in young people. Hence, there is an urgent need to develop their national values, especially in primary education, which is considered the first building block in shaping the identity of schoolchildren - from the ages of approximately 6 to 10, with the addition of one year of preparatory education - within the framework of the general community project (which includes the formation of an Algerian, Muslim, Arab and Amazigh identity, imbued with the ideas of republicanism and democracy, and open to the outside world, in a manner that does not conflict with its values, history, customs and traditions, etc.), under the three general principles of national education (democratic, free and compulsory education until the age of 16, with the possibility of extending it to 18 for those with disabilities).

National education aims to develop good citizens, make them aware of the problems facing their society, and provide them with the information necessary to raise their awareness (Hamdan, 2007). The right to education, training and vocational education is guaranteed, and the state constantly strives to improve their quality, free of charge in public institutions and compulsory, especially in primary and secondary education. The state organises the national education system and ensures the neutrality of its institutions and the preservation of their pedagogical and scientific character, in order to protect them from any political or ideological influence. School is considered the fundamental basis for citizenship education (Constitution of the People's Democratic Republic of Algeria, 2020).

According to this vision, the school, as a social institution, is not limited to academic achievement, but also contributes to preparing good citizens who are able to integrate effectively into social and national life. Therefore, the community project is considered a short- and long-term strategy that aims to build citizens who are aware of their culture and belonging. This is achieved by moving beyond the traditional curriculum to adopt modern and innovative methods, where

extracurricular activities are an effective tool for translating theoretical aspirations into concrete practices, to ensure – albeit relatively – the development and promotion of national values (upbringing) and the formation of scientific knowledge that is efficient and effective in all fields (education).

In other words, these activities contribute to shaping the child's personality on the basis of noble moral values and embodying active citizenship in a way that strengthens the cohesion of his community by building healthy relationships with his peers and family and strengthening his connection with his environment and nation. Their evaluation is not limited to imparting knowledge or slogans that are repeated, but rather involves monitoring their behaviour and observing their actions in their environment. Acquiring these values enables them to achieve personal and social security, strengthens their connection to their homeland, and contributes to the preservation of the cultural and social heritage of their nation. (Civic Education Subject, 2023/2024) and to strengthen their beliefs and raise them to perform their duties towards God, themselves, their families, their community and their homeland. Acquiring these competencies contributes to building a balanced personality with the ability to engage in dialogue, accept and respect differing opinions, bear individual and collective responsibility, promote good morals and positive behaviour, interact well with daily problems, and develop ways of dealing with others in accordance with rules that reflect adherence to Islamic values and ethics. (Islamic Education Subject, 2023/2024) instilling human values, developing physical and mental abilities, refining and developing talents in various physical, skill, emotional, aesthetic, and moral aspects, to enable students to: endurance, resistance to physical and mental fatigue, the value of teamwork and the fight against selfishness, openness to others, control of emotions and impulses, compliance with laws and rules, and the distribution and adaptation of efforts according to the situation or context. (Acquisition Physicaland Sports Education Subject, 2023/2024)

To achieve this, the education system must be reviewed and certain practices that limit the importance of these activities in the field must be changed, especially given the intensity of the curriculum – despite attempts by the relevant ministry to lighten it by removing certain subjects (civic education, geography and science) in the first three years of primary education and the focus on academic achievement at the expense of citizenship values and national identity, which leads to behavioural manifestations among pupils that indicate a gap between theoretical knowledge of values and actual practice**.**

Hence, the problem of the contradiction between this dialectical duality emerges, which we will attempt to address in this research paper. Given that national values are a fundamental component of Algerian identity, extracurricular activities emerge as an effective mechanism, presenting themselves as a vital educational medium and one of the important educational pillars in shaping the student's personality, as they go beyond purely cognitive dimensions to instil values, attitudes, and behaviours that support their national belonging and enhance their positive interaction with their community. They serve as a hidden pedagogy for the development of values and a space that embodies free interaction, practical practice and collaborative learning, enabling the transformation of abstract values into sensory and emotional experiences.

There fore, this study proposes a two-dimensional approach from an educational psychology perspective, combining Bandura's social learning theory, which focuses on learning by observation, modelling, and imitation in social contexts, with the constructivist theory of Piaget and Vygotsky, which emphasises the construction of knowledge and values through the active interaction of the individual with their environment and the resolution of cognitive contradictions**.**

This leads us to ask the following questions: Do extracurricular activities contribute to the development of national values among Algerian primary school pupils? What mechanisms can be adopted through extracurricular activities to develop national values among Algerian primary school pupils according to social learning and constructivist theories **?**

We will rely on the descriptive approach appropriate for such research papers, as the current study seeks to reveal the role of extracurricular activities in instilling national values in primary school pupils in Algeria, and to analyse extracurricular activities from an educational perspective according to social learning and constructivist theories, and propose some mechanisms in the form of practical indicators to activate extracurricular activities in Algerian schools in a way that serves the development of national values, based on the researcher's experience in the field of psychology and educational sciences, his previous practice as a school and career guidance counsellor, and his contribution to the design and evaluation of extracurricular activities in educational institutions, his work as a trainer for newly recruited teachers in primary, middle, and secondary education at the Directorate of Education of the Wilaya of Guelma from 2008 to 2014, as well as the researcher's interest in educational issues and his direct contact with the Algerian educational system from 2008 to the present day.

1- Extracurricular activities

Before discussing extracurricular educational activities, it is necessary to talk about educational activities in general, as follows:

1-1. Educational activities

It refers to a set of new and diverse educational experiences that are considered an appropriate introduction to achieving lasting learning and helping students develop various aspects of intellectual, emotional and skill growth. These experiences stimulate curiosity for research, investigation, analysis, comparison, synthesis, and evaluation, which helps to form awareness and understanding of educational topics, issues, and concepts. It also prepares learners to develop their skills to perform any task, whether academic, teaching, research, or fieldwork, and to take specific steps and actions to perform this work. Practising activities leads to an increase in an individual's self-esteem. It is also more stable and less forgettable, as well as being economical in terms of time and effort. It is also characterised by learners' enthusiasm, which is not usually found in theoretical study. It is therefore one of the means used by schools to build the personality of learners through activities carried out within a group to which they belong, in accordance with their inclinations and aptitudes, and in a way that satisfies their psychological, mental, social, cultural, athletic and artistic needs, as it plays a major role in their healthy and balanced upbringing. (Qazamel, 2013) We also mean the process of interaction between the student and the external conditions in the environment to which he can respond, whether it is a natural, intellectual, psychological or social environment. It also means everything the student does to learn, not what the teacher does to teach him. It is a set of exercises, assignments, examples, problems, activities and projects. We can say that the experience that the school plans and implements, taking into account the individual differences between students, plays an important role in achieving the objectives of the curriculum with its content, but the latter sometimes falls short of some objectives. (Talafha, 2013)

In general, classroom and extracurricular educational activities cover most of the students' time in school. The former are defined as those that are part of the school curriculum, award academic credit (grades), provide intentional instruction to learners, and take place during regular school hours. The latter activities take place outside the school curriculum, do not usually award academic credit, do not usually provide direct instruction to students, and usually (though not always) take place

outside regular school hours. Examples of curricular activities include English literature, mathematics, physics, biology, history, geography, and music (as part of school education). Examples of extracurricular activities include participating in a regional science fair, playing in an informal jazz band, starting a bake sale, participating in debate club, scouts, the state orchestra, and playing on the school football or volleyball team. (Robert J. Sternberg, 2025)

1-2. Extracurricular activities

Extracurricular activities are various recreational experiences with an educational purpose, complementing, supporting and expanding the school curriculum. They are usually informal and voluntary (usually not compulsory) and take place under the supervision of the school. To ensure that they are carried out in an organised and safe manner, they aim to develop and enhance learners' skills and interests and engage them in social interactions. (Harris, 1983)

Extracurricular activities, whether inside or outside the school, play a pivotal role in shaping and refining the learner's personality. They are therefore a fundamental part of their development, extending beyond their well-being to form a key part of their education. — play a pivotal role in building and refining the learner's personality, and are thus a fundamental contributor to their development. They are not limited to their well-being, but go beyond that to constitute a real investment in their integrated cognitive, social, and psychological development, making them better prepared to face the various future challenges they will encounter in their daily lives. (Kakungulu Samuel, 2024)

These activities, as defined by the Education Reform Dictionary (2013), include "a variety of offerings or arrangements provided by educational institutions outside the scope of formal academic education. Although these activities are often associated with sports and athletics, they also include non-athletic activities, such as music, public speaking, and debate. The broader academic community has recognised co-curricular and extracurricular activities as valuable complements that contribute to the emotional, physical, and moral growth of students." (Le, 2024)

Activities are classified according to their level of organisation (organised vs. unorganised), duration of participation, and frequency, which affect the developmental benefits of the activity. Academic and sporting activities are the most common in schools, while voluntary activities are considered to have the greatest impact on the development of social responsibility. They can be classified as follows: (JOSEPH L. Mahoney, 2008)

- Sports activities: These include team and individual sports such as basketball, football, swimming, gymnastics, and combat sports**.**
- Artistic activities: These are divided into three sections: music, such as singing and playing in bands; visual arts, such as painting, sculpture, and photography; and theatre and drama, such as acting, directing, and scriptwriting**.**
- Academic activities: These focus on enhancing academic knowledge and skills, such as science clubs, maths clubs, robotics clubs, and debate clubs**.**
- Volunteering and community service activities: Aim to develop a sense of social responsibility, such as environmental clean-up campaigns, assisting the elderly, and volunteering at public libraries**.**
- Cultural and identity activities: Focus on strengthening cultural identity and community awareness, such as cultural heritage clubs and support groups for students from diverse backgrounds**.**
- Leadership activities: Aim to develop leadership skills, such as student council and organising school events.

This can be applied in the Algerian context by integrating environmental activities under the umbrella of 'volunteer activities' to promote environmental security, such as participating in clean-up campaigns, tree planting, Using cultural and sporting activities to encourage pupils to join various cultural and sporting clubs and associations, such as Islamic scouts and Koranic schools, to promote national identity (e.g. reviving religious, national and cultural heritage). Linking academic activities to the curriculum by activating clubs such as the Little Inventor Club, the Green Club, the Foreign Language Club, etc**.**

In general, it can be said that extracurricular activities are one of the most important elements of the educational curriculum, alongside classroom activities. They include various educational, cultural, sporting, artistic and social activities carried out by pupils inside the school (outside the classroom) or outside it, under the supervision of the administrative and educational team, and all educational environments that are not directly related to the school (family, peer groups, media, mosques, sports, cultural, environmental and health associations and clubs, theatre, libraries, etc.).), aimed at developing the personal skills, knowledge and emotional intelligence of these pupils, with a view to achieving the goals of Algerian society as a whole.

2- Algerian national values

Before addressing the national values included in the Algerian education system, it is necessary to define what is meant by values in general, as follows**:**

2-1. The concept of values

In Lisan al-Arab by Ibn Manzur, it is stated that values are the plural of 'value,' which is the fair price estimated as compensation for a damaged item, derived from the linguistic root (**ق و م**). The concept is not limited to the material dimension (price) but also includes normative and ethical dimensions, as it is based on actions such as 'qawama' (meaning to adjust and estimate the price fairly) and 'qama' (meaning integrity and steadfastness). Thus, 'value' combines economic meaning with the principles of justice and legitimate balance. (Ibn Manẓūr, 1997)

As for terminology, there are many different views on the definition of values, to the extent that this has increased their ambiguity rather than our understanding of them. Sociologist Alvin Toffler summarises this situation by describing values as: 'the unhappy child who suffers from the misery and misery of our ignorance of it.' Therefore, analysing the concept of values reveals the difficulty of reaching a consensus definition due to the multiplicity of methodological and epistemological angles it addresses. From a psychological perspective, values are understood as internal psychological constructs, representing acquired beliefs and standards that guide an individual's behaviour and determine their choices in different situations, giving their life consistency and meaning, and thus focusing on the individual acquisitive aspect of values.. (Zaher, 1984)

As for the classification of values, it is impossible to establish a unified classification due to the different philosophical and intellectual frameworks of each classification, but we can refer to three main classifications. The first is Spranger's classification, which distinguishes between six values according to their purpose: theoretical (the search for truth), economic (utility and practicality), aesthetic (harmony and beauty), social (love and service to others), religious (communication with the unseen), and political (desire for power). The second is Morris's classification, which arranges values in graduated levels, starting with organic (biological) values, then qualitative (chemical) values, then personal (self-actualisation) values, then social (social adaptation) values, and finally cultural values (beliefs and higher visions). The third is Richier's multi-criteria classification, which classifies values according to: their subjectivity or objectivity, their generality or specificity, their

finality or intermediary nature, their content (moral, practical, humanitarian), and their direction (towards the self or towards others) (Zaher, 1984).

2-2. National values

We will attempt to address the values of the Algerian educational system in general, and primary school curricula in particular, as follows:References relating to the Algerian nation and its values: These consist of the following references: (National Curriculum Committee, 2009)

- Belonging to Algeria as the fabric of historical solidarity, both ancient and modern. A sense of belonging to one nation and one people, based on a historical, geographical, civilisational and cultural heritage symbolised by Islam, the two national languages (Arabic and Amazigh), the national flag and anthem, and openness to the civilisations of the world and universal values that do not conflict with our own **.**

- Algeria is a national, republican and democratic state, meaning that the governed appoint their rulers. The republican nature of the state requires the application of and respect for the law issued by institutions representing the people, and the conduct of social relations in accordance with a freely agreed 'social contract'.

- In the field of education, efforts are made to raise awareness of belonging to a single, shared collective identity represented by Algerian nationality. Belonging to Algeria is a network of historical solidarity and a sense of belonging to one nation and one people. This feeling is based on historical, geographical, civilisational and cultural heritage, symbolised by Islam and the nation's two languages, Arabic and Amazigh, as well as the flag, anthem and national currency**.**

- The fundamental characteristic of a republican state is that it is a democratic state. Democracy, as an ideology and political system, is the means by which the values of the republic, such as citizenship, solidarity, respect for others and tolerance, can be established. It goes without saying that democracy requires freedom of expression, which in turn requires the development of the ability to listen to and respect others, as well as the acceptance of majority rule – while respecting the rights of minorities – through voting in the absence of consensus. In the field of education, we must always remember that democracy is a value that we must pass on to future generations. More than that, it is a practice and a set of behaviours that must be instilled. Schools and classrooms are the first places where these behaviours are practised and developed.

- Algeria is a national and popular state: that is, it is an expression of the sovereignty of the people in the service of the people. The popular nature of the state requires the emergence of both individual and collective consciousness, which serves to strengthen personal status and preserve social harmony. This consciousness, based on the prevailing values of joint effort to preserve social harmony, its permanence and prosperity, in turn requires the development of active citizenship in the service of the community**.**

- In the pedagogical sphere, schools contribute significantly to building national solidarity that transcends selfishness and individualism, through education that is more practice-based.

- Values that shape national identity: Values are considered the foundation upon which curricula are built, based on philosophical, ethical and cultural references that shape national and social identity. Curricula aim to strike a balance between individual and collective values, and between inherited and modern values, linking national identity with universal human values. There are several types of values, including those related to life and respect for it in all its forms, those related to work and the associated virtues of benevolence, rigour and conscience, and national and collective values that ensure social harmony and the exercise of citizenship.(Curriculum Committee National, 2016)

- School tasks: Algerian schools perform the following tasks: In the area of social education, the school has the task of: educating pupils to respect the spiritual, moral and civic values of Algerian society, as well as the rules of life in society, in cooperation with the family, which is considered the primary unit of society. In this capacity, it shall: develop pupils' civic awareness, provide education and training in line with children's rights and human rights, raise awareness among young people of the importance of work, prepare pupils for life in society by teaching them the rules of living with others, and develop citizens with a spirit of initiative and innovation (Curriculum for Primary Education Stage, 2016)
- Stages of primary education: Primary education aims to develop pupils' basic skills in the areas of oral and written expression, reading, mathematics, science, moral and civic education, and Islamic education, to ensure an appropriate education, a better understanding of time and place, an expanded awareness of their bodies and the objects around them, the development of their intelligence and senses, their manual, physical and artistic abilities, and the gradual acquisition of systematic knowledge. It also prepares them to continue their studies in better conditions. Therefore, this stage is considered fundamental in their educational path, and their success and that of the school depends on it, as it lays the foundations for their future development. Or rather, preparing them to face life's difficulties, it is responsible for providing each pupil with a foundation of skills and knowledge, and mastering them to such an extent that they become a means of accessing secondary education, and more specifically, establishing the basic tools of learning: reading, writing, arithmetic and computer skills; instilling values of identity and providing initial information about the historical and cultural heritage of the country; teaching pupils how to organise the space and time in which they live; and guiding pupils towards independence and developing their initiative. These objectives are distributed across the three stages of primary education. (Curriculum for the Primary Education Stage, 2016)
- Duties of primary school teachers: Primary school teachers, under the authority of the primary school principal and the supervision of the primary education supervisor, are responsible for teaching, educating and training pupils in primary and preparatory education by doing the following: Contributing to the identification and selection of gifted students, diagnosing learning difficulties in students who are falling behind in their studies, participating in the development and implementation of a programme of pedagogical treatment and support, and teaching students in adapted education sections. and in classes open to pupils in hospital, educate pupils to respect the spiritual, moral and civic values of Algerian society, supervise pupils in cultural, artistic, scientific and sporting activities, and participate in educational and cultural activities related to the objectives of the education system, and opening the school to the surrounding community. (Executive Decree No. 25-54, 2025)

  By reading the provisions of the Education Act No. 25-54 dated 21 January 2025, we can see that supervising extracurricular activities to promote national values is at the heart of the duties of primary school teachers in all departments. Their role is to ensure that pupils receive an adequate education, which is their main task, but they are also responsible for providing them with a sound social upbringing and developing their skills in psychological, social, cultural and sporting areas, with the aim of creating human resources that are sound in all respects.

- Values and characteristics at the end of primary education: The values and characteristics at the end of primary education can be illustrated through the three cycles of primary education, in Arabic for example, using the following table:(Curriculum for the Primary Education Stage, 2016)

Table -1- Values and characteristics of graduation in Arabic language in primary school

Values and attitudes	Primary School
National identity	Through Arabic texts –:Takes pride in his language –;Takes pride in and appreciates the components of Algerian identity and respects its symbols –;Develops his moral, religious and civic values derived from the components of national identity.
National conscience	–Preserves and defends national symbols –;Exhibits religious and civic morality towards the homeland and the nation.
Citizenship	Demonstrates a spirit of cooperation, solidarity, teamwork and honesty in their dealings with others –;Contributes to the cultural life of the school and the neighbourhood or village –;Employs listening and dialogue techniques and rejects racism and violence in all its forms.
Openness to the world	–Respects the cultures and civilisations of the world –;Accepts differences and seeks peaceful coexistence with others –;Is open to foreign languages and other cultures –; Learns from the experiences of others to understand his era and build his future.

Source: Curricula for the Primary Education Stage. Ministry of National Education, 2016.

This table shows that the Algerian curriculum's value framework offers an integrated vision that links national identity with global openness, but it faces fundamental challenges, including the abstraction of concepts that are inappropriate for the age group, the difficulty of assessing value-based learning outcomes, and the lack of professional training for teachers. This requires the development of implementation mechanisms that take into account developmental sequencing, promote practical application through concrete activities, and provide a clear assessment system, along with training teachers in effective pedagogical methods to avoid turning values into theoretical slogans and to protect students from identity conflicts.

3- The psycho-educational approach to extracurricular activities and national values

After discussing extracurricular activities and national values in some detail, we will attempt to present the psycho-educational approach in light of my theory: social learning and constructivism, according to a dualistic view that allows for a deeper understanding of how national values are transformed from mere abstract concepts into values integrated into the student's lived reality, by explaining how these values are acquired socially and then integrated cognitively, through an integrated interactive process that begins with the social dimension (the acquisition of values through observation and modelling in an interactive context) and ending with the cognitive dimension (the internal construction of meanings and values through personal experience). This dual model thus provides an analytical framework for understanding and interpreting how to design extracurricular activities suitable for application in the Algerian environment, in order to develop Algerian national values, which are characterised by their diversity and richness, This makes it ideal for studying the complex formation of national values in learning environments, in various direct and indirect educational settings where extracurricular activities are implemented. These can be summarised as follows:

3-1. Social Learning Theory, Bandura, 1977

In his book Social Learning Theory, Bandura a comprehensive theoretical framework that challenges traditional behavioural models that limit learning to direct experience and adaptation. He

argues that most of an individual's learning occurs in a social context through observation of others, allowing for the efficient acquisition of complex knowledge and skills without the need for direct reinforcement. Among his most important concepts and ideas are: (Bandura, 1977)

- Observational learning: Observational learning is defined as the process by which new behaviours are acquired or existing behaviours are modified through observation of a model (another person) and the results of their actions. It is considered the primary mechanism of learning in individuals, as it is faster and safer than learning through trial and error**.**
- Intermediate psychological processes in learning: He criticises the simple behavioural view (stimulus-response) and emphasises that observational learning does not occur automatically, but is mediated by cognitive mental processes. He identifies four basic processes: Attention: the observer must pay attention to the model and the characteristics of the behaviour. Retention: The observed behaviour must be encoded in memory (symbolically or visually) so that it can be recalled later. Reproduction of movement: The observer must have the motor skills to reproduce the observed behaviour. Motivation: There must be an incentive or reinforcement to perform the learned behaviour.
- Reinforcement and adaptation: Bandura distinguishes between acquiring behaviour and performing behaviour. An individual can learn behaviour through observation but will only display it if there is a motive (reinforcement) to do so. He presents three types of reinforcement: direct reinforcement, rewards and punishments. Vicarious reinforcement, where an individual learns by observing the consequences of others' actions (seeing a model being rewarded or punished). Self-reinforcement, where an individual sets their own standards and rewards or punishes themselves based on them, which is an essential process for developing independence and personal agency**.**
- Self-efficacy: This concept is one of Bandura's most important contributions, meaning 'the belief in one's ability to organise and execute the courses of action required to manage future situations.' He emphasises that beliefs about self-efficacy are powerful predictors of behaviour. Individuals with high self-efficacy are more persistent and less fearful of failure, while those with low self-efficacy avoid challenges and give up easily.
- Modelling: Types of models that can be observed include: live modelling, where the model is present. Symbolic modelling, where the model is presented through the media (television, films, books). Bandura warns of the influence of aggressive and violent models in the media on the behaviour of viewers, especially children**.**
- Albert Bandura challenged other theories with his famous experiment, which explored whether children would imitate aggressive behaviours simply by observing adults, without any direct reward or punishment. In 1959, Bandura and Walters found that children with aggressive parents often behaved aggressively themselves, suggesting that imitation and modelling play a key role in how aggression develops. Bandura conducted the Bobo Doll experiment specifically to test this idea. (McLeod, 2025)
- His experimental study focused on the transmission of aggression through imitation of aggressive models, aiming to test the hypothesis that children can learn new aggressive behaviours by observing and imitating adult behaviours, even in the absence of the original model. It is based on social learning theory, which suggests that learning can occur through observation without direct reinforcement: (Albert Bandura, 1961)

− This experiment was conducted on a sample of 72 children (36 boys and 36 girls) from Stanford University Nursery, aged between 37 and 69 months. The children were divided into groups: the

experimental group (aggressive), who watched an adult model (male or female) behave aggressively towards a Bobo doll; the control group (non-aggressive), who watched an adult model behave calmly and ignore the Bobo doll; and the control group, who did not watch any model before the test. Within each group, half of the children were exposed to a model of the same gender and the other half to a model of the opposite gender. Prior to the experiment, each child's baseline level of aggression was measured to ensure that the groups were comparable.

- What can be concluded is that this study confirmed that children's exposure to aggressive adult models leads to a significant increase in their imitation of those aggressive behaviours in a subsequent different situation, strongly supporting the role of observational learning in the acquisition of new behaviours, including aggressive behaviour**.**

- This theory has numerous educational applications: it focuses on the fact that learning occurs through observing and imitating others (modelling), which has significant implications for educational practices, leading to the emergence of better methods of teaching, learning and discipline. It therefore provides a powerful model for improving educational effectiveness by motivating students, reinforcing positive behaviours, and creating a supportive and effective learning environment. The most important educational applications can be summarised as follows: (Brodowicz, 2024)
  - Presenting positive role models: Teachers should be positive role models in the classroom by demonstrating desirable behaviours and skills (such as respect for opinions, perseverance, and curiosity). Using peer models (successful classmates) to encourage other students to learn and emulate them. Use symbolic models in multimedia (videos, educational clips) to demonstrate the targeted behaviours**.**
  - Promote self-efficacy, design tasks to ensure students succeed, even if only gradually, reinforcing their belief in their ability to achieve. Self-efficacy, provide positive reinforcement and constructive feedback to motivate them and increase their self-confidence**.**
  - Learning by observation is one of the most commonly used concepts in the classroom. It allows pupils to develop new skills by observing others. This is not always limited to observing the teacher; often they learn from each other. This is why it is believed that bad behaviour leads to more bad behaviour on their part. Teachers should not only be friendly, but should also try to incorporate examples from real-life situations, if possible**.**
  - Use cooperative learning strategies to enable students to learn from each other**.**
  - Use proxy reinforcement, rewarding pupils publicly in front of their peers, which encourages others to emulate the reinforced behaviour in order to receive the same reward. Highlight success stories and achievements as examples for others to follow**.**
  - Technology applications and distance learning: Design digital learning materials to include simulations and practical recordings that allow students to practise the required skills. Create platforms that allow them to watch their peers perform tasks or solve problems**.**
  - Focus on cognitive processes, ensuring that students are attentive to the model. Help them store information in their memory through repetition and summarisation. Provide opportunities to practise the learned behaviour.

3-2. Constructivism Learning Theory, Piaget and Vygotsky

The roots of constructivist concepts of learning can be traced back to the works of Dewey (1929), Bruner (1961), Vygotsky (1962) and Piaget (1980), which emphasise that learning is an active process of knowledge construction, rather than a mere response to stimuli. Bednar, Cunningham, and others (1992), as well as von Glasersfeld (1995), have derived practical principles from this theory, namely that effective learning design must be based on real, meaningful tasks. It is not a stimulus-response phenomenon, but rather a process that requires self-organisation and the development of conceptual structures through reflection and abstraction. It is worth noting in this regard that constructivism manifests itself in several ways, and that these different views share important points of overlap, but also contain significant differences. (BADA, 2015)

In his book 'The Science of Education,' Piaget presents a practical and applied embodiment of his constructivist theory of knowledge, which forms a fundamental pillar of educational psychology and cognitive development science. He not only describes the stages of development, but also directs his sharp criticism at traditional educational methods (which he calls 'old pedagogy') and builds on this to propose a 'new pedagogy' based on the scientific principles of developmental psychology. The central idea is that knowledge is not a passive reproduction of reality, but rather an active construction that the individual undertakes through interaction with the environment. (Piaget, 1970)

- Vygotsky's theory of cognitive development posits that social interaction is fundamental to cognitive development, comprising concepts such as cultural tools, the interconnection between language and thought, and the zone of proximal development. Furthermore, the theoretical concepts presented here provide part of the basis for constructivism and have contributed significantly to the restructuring of formal education systems. (MooreMA, 2011)

After attempting to clarify some of the differences between the theories of Piaget and Vygotsky within constructivism, we will now move on to discuss its basic principles in general and its educational applications, as follows:

- This theory is based on the idea that knowledge is constructed rather than transferred, whereby learners actively construct their knowledge through interaction with their experiences and surroundings. This theory emphasises that knowledge is personal and influenced by an individual's previous experiences and cultural and social context. Its basic principles are as follows: (Nurhasnah Nurhasnah, 2024)

- Active learning: Learners must be active participants in the learning process through exploration, problem solving, and direct experimentation.
- Building on prior knowledge: New learning builds on the learner's prior knowledge and experiences.
- Social context: Learning occurs through interaction with others, whether peers, teachers, or society as a whole.
- Cognitive challenge: Deep learning occurs when learners encounter contradictions between their current knowledge and new experiences, prompting them to reconstruct their knowledge.
- Learners play the role of active seekers of knowledge and are responsible for constructing their own understanding. They collaborate with others to enhance learning. Teachers facilitate the learning process rather than merely imparting knowledge. They create rich learning environments and provide guidance when needed.

- Constructivist theory and its educational applications: This theory seeks to transform the educational process from a teacher-centred model to a learner-centred model, where the classroom becomes a laboratory for exploration and meaning-making. This requires a change in the roles of

the teacher and learner, teaching strategies, classroom environment, and assessment systems to become more interactive and meaningful. The following are the most prominent educational applications derived from this theory: (Priyamvada, 2018)

- Teaching strategies include: inquiry-based learning, where students are encouraged to ask questions, research, and explore to reach conclusions on their own; problem-based learning, where students are presented with real-world problems that they work to solve collectively, which enhances their critical thinking and self-learning; project-based learning, where they engage in long-term field projects that promote deep learning and connect knowledge to disciplines; and collaborative learning, where they work in groups to achieve common learning goals, which promotes communication, teamwork and peer learning.
- New roles in the classroom, where learners become active and responsible for their own learning, collaborate with their peers, build on their prior knowledge, and participate in setting their goals and evaluating their progress. The teacher's role shifts from that of a lecturer to a facilitator and guide of the educational process, designing rich learning situations, asking open-ended questions, providing gradual support to students, and offering feedback.
- The learning environment is designed to promote social interaction and collaborative learning, where dialogue and group discussion are essential tools for knowledge building. It also provides a variety of resources that allow students to explore and discover, and focuses on tasks related to their lives and real-life contexts.
- Assessment: The focus shifts from measuring memorisation to assessing the learning process itself. Continuous formative assessment based on observation, oral discussions and performance tasks is used to measure students' ability to apply knowledge and solve problems.
- The constructivist teaching model is a structured teaching framework consisting of five stages: It begins with arousal to attract students' attention and connect the topic to their prior knowledge, followed by exploration, where students interact practically with the educational material, then explanation, where concepts are explained and clarified, moving on to deepening, where knowledge is applied in new contexts, and finally assessment of students' understanding and achievements.
- Integrating technology: Technology tools support the constructive environment through simulations, online collaboration platforms, and content production tools that enable students to represent the knowledge they have constructed.

4- Extracurricular activities and the development of Algerian national values according to the psycho-educational approach

Presenting some psycho-educational approaches, identifying their most important principles and educational applications within the school, and their relationship to the elements of the teaching/learning process and the curriculum with all its basic elements (objectives, academic content, teaching methods and strategies, educational tools, educational activities, and educational assessment) and secondary (teacher, learner, school administration, school and career guidance, school health, parents, educational media, etc.). remain ink on paper unless they are followed by an attempt to translate them into reality for learners in particular, both inside and outside school, by proposing a set of mechanisms that transform these theoretical approaches from abstract ideas into practical actions, particularly with regard to the adoption of extracurricular activities as a mechanism for developing national values in pupils, in order to achieve integration in their personal, skills, knowledge and emotions, and to achieve the Algerian public community project. We will attempt,

through what follows, to propose a set of mechanisms based on the psycho-educational approaches mentioned above, which are merely the researcher's interpretation, based on his research specialisation in the fields of psychology and education, and based on his previous experience in the educational system, as follows:

4-1. Extracurricular activities and the development of Algerian national values according to social learning theory

Social learning theory is one of the most important theories that can be used in the Algerian education system to develop values in schoolchildren, based on various extracurricular activities, by transforming them from theoretical ideas into a strategic tool for building conscious, who are active and effective, and who do not learn national values passively, but rather observe, practise and reinforce them through interaction with different models within the classroom or school, which are microcosms of the nation. In this way, values are transformed from mere idealistic slogans into concrete behaviours and collective awareness, achieving our social project, which involves proposing a set of mechanisms in accordance with this theory, including the following:

- **Learning by observation**: To foster pride in national history and sacrifice for the homeland, we set a procedural goal: students must identify three positive national behaviours by observing the examples around them. Positive behavioural examples that embody national values can be presented, such as: -Inviting a mujahid from the region to tell stories from the liberation revolution.
- **Modelling by the teacher as a role model:** To develop values of belonging and national responsibility through positive imitation, we set a procedural goal, which is: for the student to emulate the teacher's positive national behaviours and apply them in their daily behaviour. The teacher must: -Become a living example of national values within the classroom. not only by explaining values (such as respect for national symbols, sacrifice, and unity), but also through their daily behaviour. An example of this is starting the day with the national anthem, standing in respect and honour, with the teacher participating as a role model, taking into account the need for the entire administrative and educational team, workers, in this activity, and even the parents of the pupils on occasion . -He uses eloquent Arabic and takes pride in local differences as an expression of identity. -Respect cultural diversity within Algeria (Arabs and Amazighs within the framework of Islam, with an emphasis on African and Mediterranean origins as well) in their speech and interaction with students or others.
- **Modelling with symbols and heroes:** To develop an understanding of national symbols and their values, we set a procedural goal, which is for students to learn about five national symbols and explain their meanings. We use symbolic models from Algerian history and culture as role models. Examples include: -Showing short videos or comic strips about local and national figures (Prince Abdelkader, Abdelhamid Ben Badis, Bachir El Ibrahimi, Djamila Bouhired, Larbi Ben M'hidi, Ahmed Zabana, Mustapha Ben Boulaïd, Zighoud Youcef, Colonel Lotfi, etc.) -Studying Algerian history, the national anthem and the national emblem, and analysing the meanings of national colours and symbols. -Hosting local and national figures who are considered role models (mujahideen, scholars in all fields, writers, athletes, intellectuals, civil society activists, such as the founder of the Green Algeria initiative) to tell stories of their struggle, loyalty and dedication to serving their country, in order to highlight values such as courage and sacrifice for the homeland.
- **Mental retention of information:** To develop the values of embedding national symbols in long-term memory, we set a procedural goal, which is for students to memorise three national

songs and explain their meanings. This is achieved through the following activities: - Organising workshops to memorise national songs such as 'Qasama' and 'From Our Mountains.' -Analysing the lyrics of the songs and extracting their values.

- **Collaborative learning:** To develop the values of teamwork and social responsibility, we set a procedural goal, which is for students to participate in at least three national group activities per year. We design group activities that promote national values such as unity, cooperation, and collective responsibility. Examples include: - Completing group projects, such as painting a mural or creating a wall magazine about the stages of the blessed liberation revolution, with each student collaborating on a part of it, thereby promoting the value of teamwork for a national goal . - Participating in contemporary situations that promote citizenship (such as respecting the law, participating in public clean-up campaigns, and helping the community).
- **Motivation and reinforcement:** To develop values that promote national belonging and encourage positivity, we set a procedural goal, which is for students to exhibit nationalistic behaviours as a result of receiving appropriate reinforcement. This includes reinforcing and rewarding behaviours that express national values openly in front of students, such as : -Publicly praising a student who tells a story about an Algerian hero in a particular field. -Praising a student who helps to preserve school property (as part of their small homeland). - Creating a "Hall of Fame" where photos or names of students who have demonstrated patriotic behavior (helpfulness, honesty, respect, perseverance, and diligence) are displayed, especially those who have participated in regional, national, and even international competitions, whether in academics, religious, cultural, or athletic activities.
- **Reproducing behavior:** To translate national values into practical actions, we set a procedural goal, which is for students to imitate positive behaviors by playing national roles. Suggestions include: -Playing the roles of national figures in school plays. - Simulating a student council as a model of democratic practice, as is done in middle school, general secondary education, and technical education, where representatives of departments, joint branches, and various groups are elected, participate in pedagogical councils, and represent students. - Practical training on the maintenance of public facilities.
- **Supportive environment:** To promote a sense of belonging through the school environment, we set a procedural goal, which is for students to interact with elements of the school environment that reinforce national values. This is achieved by creating a supportive and stimulating environment for students through: - Designing murals documenting the stages of the liberation revolution. - Creating a corner for Algerian heritage in classrooms. - Allocating space for national symbols in school courtyards.
- **Using local multimedia (technology and distance learning):** to promote values that keep pace with the digital age while preserving national identity, we set a procedural goal: that students use at least three technological tools to express their national identity. Suggestions include: - Creating a school YouTube channel to showcase national activities. - Designing digital posters about national events. - Producing short videos about Algerian heritage.

4-2. Extracurricular activities and the development of Algerian national values according to constructivist theory

Constructivist theory is also considered one of the most important theories that can be relied upon in practice when designing and implementing extracurricular activities as an effective mechanism for developing national values in Algerian schools. It complements social learning theory, as mentioned above, through which the student transforms from a passive recipient to an active

participant in building his identity with its various rich values, through active and purposeful learning experiences that further reinforce them and make them a source of inspiration for his personality, because he builds them himself through experience and practice, rather than through indoctrination. Consequently, this may appear in their daily behavior as well as in their speech (words and actions), which will allow for the realization of the social project we mentioned earlier. Among the mechanisms that can be proposed according to this theory, we mention the following:

- **Active knowledge building:** To develop pride in local and national history, we set a procedural goal: students should be able to gather information about an Algerian national figure from multiple sources (interviews, books, and photos) and present it in a simplified report. Suggestions : - Simple research projects. - Dividing students into small groups. - Choosing topics related to national identity, such as: "Heroes of the revolution in our village or city" or "The heritage of our region". - Searching for information from local sources such as the municipal library, regional museums, listening to grandparents, historical books, old photos, and presenting the results in a simple presentation using projectors or a mural.
- **Learning based on direct experience:** To develop values of tangible connection to national heritage, we set a procedural goal, which is for the student to identify three historical landmarks in their area and draw a map showing their locations and significance. Suggestions include: - Field trips to local museums and historical landmarks. - Organizing trips to archaeological sites in the region. - Holding meetings with veterans and families of martyrs to gather information about the heroism of these heroes. - All of this should be documented, either through drawings or simple reports.
- **Collaborative learning:** To develop the values of cooperation and teamwork, we set a procedural goal, which is: for students to participate in a group project (mural, play) that expresses the values of national unity and cooperation. Suggestions include: - Group activities presented in a distinctive and creative way, such as preparing a wall magazine on national symbols or designing group artworks depicting scenes from the liberation revolution. - Creating a special corner in the school dedicated to Algerian heritage. - Preparing short plays about heroic national events.
- **Problem-based learning:** To develop the values of social responsibility and active citizenship, we set a procedural goal, which is for students to propose a practical solution to a local problem (cleanliness, maintenance of facilities) and implement it with their classmates. The following can be proposed: - Community initiatives in collaboration with various associations and clubs in different fields, by carrying out clean-up campaigns in public spaces (streets, parks, areas surrounding various institutions, and archaeological sites).
- **Guided progressive learning (educational scaffolding):** To develop progressive values in building national identity, guided progressive activities should be proposed, with a procedural goal of having students memorize a national anthem and explain its lyrics and historical significance. Participation in the following activities could be proposed: - Cultural competitions on national history. - Celebrating Algerian cultural heritage, such as religious holidays.
- **Reflective learning:** To develop critical thinking and self-awareness, we set a procedural goal: students must write three lessons learned from participating in national activities and how to apply them in their lives. Documentary activities should be suggested, such as: - Writing a diary about national activities. - Preparing short videos on cultural heritage. - Organizing exhibitions of students' work. - Hosting national figures to talk about their experiences.

- **Practical example in the Algerian context:** For example, students could be assigned a project entitled " **Tayeb Otmania**, martyr of my region: A Symbol of Pride and Honor." Under the supervision of their teacher, they would research the biography of this martyr, beginning with his birth and upbringing, his struggle in the liberation revolution, and the circumstances of his martyrdom. They would then prepare a simple report about him and plant a tree in his name in the schoolyard. This process would continue to include all the martyrs of the local area where the students live.

4-3. The obstacles to implementing extracurricular activities for developing national values in primary education institutions in Algeria

The implementation of extracurricular activities for the development of national values in primary education faces many obstacles, which we have observed through our direct contact with the education system, as explained above, and through our review of numerous studies on this subject. These obstacles can be summarised as follows:

- **Organisational:** represented in the density of the curriculum, which leads to most of the school hours being covered by academic subjects at the expense of extracurricular activities, which are considered marginal. Although the ministry in charge is trying to lighten the programmes at the primary education level, especially in the first three years, in my opinion, some activities have been eliminated after the cancellation of civics and geography in the aforementioned curricula, even though they are very important in shaping students' values. There is also a lack of advance planning, with activities limited to occasions such as national and religious holidays, which are very few and do not help in developing values that need to be nurtured on a daily basis. The introduction of physical education and sports in primary education has helped to some extent in making schools an open environment that allows children to release their emotions and get rid of the psychological pressures associated with teaching. However, it can be observed that, despite the importance of this step, it remains insufficient, especially with the adoption of numerical assessment, which means that it will be viewed as a subject like any other, and pupils will entertain themselves but with an obsession with the marks they will receive. This may lead to conflicts between students, feelings of jealousy among them, and a sense of unfairness in the grading system, which may negatively affect the development of desirable values such as cooperation, respect, brotherhood, and belonging.
- **Material:** A significant number of primary schools, especially in rural and semi-urban areas, suffer from poor infrastructure due to a lack of financial resources and a shortage of adequate facilities and equipment, particularly as they do not enjoy financial independence, unlike secondary and tertiary education. and secondary education, as they are attached to local communities in terms of equipment, canteens, etc. On the one hand, the lack of facilities and equipment for cultural and sporting activities at the municipal and village level has also affected the spread of extracurricular activities in society.
- **Human resources:** as reflected in the poor training of teachers, especially in the field of modern active pedagogy, which considers extracurricular activities to be a key component of the curriculum. This can be attributed to the education system's focus on academic achievement rather than skills and emotional development, the ministry's resorting in many cases to the direct recruitment of university graduates, and the fact that it does not rely solely on the output of teacher training colleges, as this is currently insufficient to cover the shortage. It is well known that Algerian universities provide specialised training in all fields, but do not focus on the pedagogical and psychological aspects of teaching. Teachers cannot be successful in their work without in-

depth training in all aspects of educational objectives, teaching methods, teaching aids, classroom and extracurricular activities, educational assessment, child and adolescent psychology, behavioural and educational problems, learning difficulties, etc. This is in addition to overcrowding in classrooms, which often makes it difficult to organise effective activities.

- **Methodology**: Despite the ministry's efforts to implement these activities in schools, there is no clear practical guide linked to the official curriculum that explains how to use the activities to serve specific value-based objectives. and weak performance assessment tools, given that the current assessment philosophy focuses on the cognitive aspect, which has negatively affected its implementation on the ground.
- **Community-based**: Most parents focus on academic achievement and invest time, effort and money to improve it. This is clearly evident in their encouragement of their children to take private lessons and, in most cases, their lack of interest in the importance of these activities in building their personalities. There is also a lack of coordination between schools and sports and cultural institutions, which, as I mentioned earlier, is limited to national and religious events only.

Conclusion:

In conclusion, this research paper highlights the strategic importance of extracurricular activities as an effective mechanism for shaping the personalities of primary school pupils in Algeria, through their efforts to develop national values, strengthen their sense of belonging, and instil pride in their Islamic, Arabic, and Amazigh identity, and opening them up to the outside world in a manner consistent with their customs and traditions. This is achieved through a dual integrative educational approach combining social learning theory, which emphasises that modelling and interaction with the group contribute to the transmission and consolidation of values, and constructivist theory, which focuses on the importance of making pupils active in building their values and formulating their national concepts through guided educational practices and activities, in a self-directed manner.

Methodologically, the effective implementation of this vision requires careful scientific planning that takes into account the specificities and potential of Algerian society, based on the identification of needs, the formulation of behavioural objectives, and the development of measurement tools that take into account sensory, cognitive, and emotional aspects, in coordination with various actors in the educational system in the fields of school health, mosques, culture, youth and sports, security, and municipalities. and emotional aspects, in coordination with various actors in the educational system in the fields of school health, mosques, culture, youth and sports, security, municipalities, and the family, through parents' associations, libraries, theatres, various media outlets, and civil society organisations of a religious, cultural, sporting, and community nature.

In light of this, it can be said that investing in extracurricular activities is a strategic choice for strengthening national identity and building positive citizenship, in line with modern trends in education that emphasise the importance of education for life, not just academic achievement. Extracurricular activities are not merely a means of entertainment, but rather a profound psychological and educational investment in building the citizens of tomorrow, by satisfying the basic psychological needs of schoolchildren and providing a supportive environment that allows them to live life to the fullest. However, the success of this mechanism remains contingent on the adoption of a comprehensive vision that makes schools a living space for socialisation and a driving force for comprehensive national development, opening up new horizons for research and development in this important field.

Finally, in order to overcome the various obstacles to the implementation of these activities for the development of national values in Algerian schools, this study recommends the adoption of a

comprehensive action plan that includes: The inclusion of extracurricular activities in the official curriculum, with the provision of the necessary financial and material resources, as well as human resources (especially teachers and educational supervisors) who are sufficiently qualified through training programmes focused on designing activities based on various educational psychological theories, and the need to employ educational psychologists in schools (school and career guidance counsellors), as is the case in middle and secondary education, with the possibility of establishing partnerships with community institutions and adopting assessment mechanisms that focus on measuring value growth through behaviour observation, while promoting parental involvement to ensure the effectiveness of these activities in developing national values.

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