



قوائم المحتويات متاحة على ASJP المنصة الجزائرية للمجلات العلمية
الأكاديمية للدراسات الاجتماعية والإنسانية
الصفحة الرئيسية للمجلة: www.asjp.cerist.dz/en/PresentationRevue/552



Effectiveness of a program of extra-curricular activities on the self-efficacy of fourth grade primary school pupils A field study at the schools of Belkaid Benamar and Brixi Nagassa Abdelghani in the State of Tlemcen

**فعالية تطبيق برنامج للنشاطات اللاصفية على الفعالية الذاتية لدى
تلاميذ الصف الرابع من التعليم الابتدائي دراسة ميدانية بمدرستي بلقايد
بن عمرو وبريكسي نقاسة عبد الغني بولاية تلمسان**

¹ MALACHE Assia, SOFI Abdelwahab²,

¹ Abu Bakr University, Tlemcen - Algeria.

² Abu Bakr University, Tlemcen - Algeria.

Article info:

Article history:

Received : 22-09-2019

Revised : 23-11-2019

Accepted : 20-01-2020

Key words:

Program of
extracurricular activities,

Self-efficacy,

Fourth grade pupils,

Primary school.

Abstract

The present study aims to prepare a program for extracurricular activities and to reveal its effects on the self-efficacy of the fourth grade pupils in primary schools. The study sample consisted of the same study population, which consisted of 249 pupils representing the total number of fourth grade pupils for two primary schools, According to the statistics provided by the Education Directorate of Tlemcen State. The control group was represented by Abdelghani school, by 123 pupils. The experimental group was represented by the school of Belkaid Benamar by 126 pupils.

The two researchers followed in their study the experimental method, which initially measured the average degree of self-efficacy in each of the two groups using the study tools and the questionnaire of self-efficacy prepared by their-self after ascertaining the psychometric characteristics (honesty and persistence), which results the absence of significant differences between The average of self-efficacy's degree in each of the two groups followed by a program of extracurricular activities on the experimental group which took nine (09) weeks which extended throughout the second semester. After its implementation, there was another measurement for the two groups (Experimental and control), which Its results shows the presence of statistically significant differences between the average degree of self-efficacy in the experimental group and the control group in favour of the experimental group, especially on the dimensions of power efficiency and initiative level.

The results of the research were finally discussed and some recommendations made.

ملخص**الكلمات المفتاحية:**

برنامج النشاطات
اللاصفية،

الفاعلية الذاتية،

تلاميذ الصف الرابع،

المدرسة الابتدائية.

تهدف الدراسة الحالية إلى تقصي فعالية برنامج للنشاطات اللاصفية على الفاعلية الذاتية لدى تلاميذ الصف الرابع بالمدارس الابتدائية، وقد تكونت عينة الدراسة من مجتمع الدراسة نفسه والمتكون من 249 تلميذا يمثلون العدد الإجمالي لتلاميذ الصف الرابع لمدرستي ابتدائيتين متقاربتين في عدد التلاميذ ومن نفس الترتيب على المستوى الولائي حسب الإحصائيات المقدمة من طرف مديرية التربية لولاية تلمسان. مثلت مدرسة بريكسي نقاسة عبد الغني المجموعة الضابطة والمتكونة من 123 تلميذا (ة) ، أما المجموعة التجريبية فقد مثلتها مدرسة بلقايد بن عمر بـ 126 تلميذا (ة).

اتبع الباحثان في دراستهما المنهج التجريبي حيث قاما في البداية بقياس متوسط درجة الفاعلية الذاتية لدى كل من المجموعتين معتمدين على أدوات الدراسة والمتمثلة في استبيان الفاعلية الذاتية المعد من طرفهما بعد التأكد من خصائصه السيكمترية (الصدق والثبات) والذي أثبتت نتائجه عدم وجود فروق ذات دلالة إحصائية بين متوسط درجة الفاعلية الذاتية لدى كل من المجموعتين، بعدها تم تطبيق برنامج للنشاطات اللاصفية على المجموعة التجريبية والذي استغرق تسعة (09) أسابيع امتدت طيلة الفصل الدراسي الثاني وبعد الانتهاء من تطبيقه تم القيام بالقياس البعدي لدى كلا المجموعتين (التجريبية والضابطة) والذي أظهرت نتائجه وجود فروق ذات دلالة إحصائية بين متوسط درجات الفاعلية الذاتية لدى المجموعة التجريبية والمجموعة الضابطة لصالح المجموعة التجريبية وخاصة على مستوى بعدي قوة الفاعلية والمبادرة.

وقد تم في الأخير مناقشة نتائج البحث وتقديم بعض التوصيات.

1. Introduction

The school environment is the space in which the pupil spends a considerable period of his life with his peers, teachers, workers and employees of the educational institution, in order to acquire the necessary expertise for him to build his future successfully. It is generally adapted to fit the objectives for which he was set, and the pupil plays the role of the affected and influential at the same time.

The educational activities are considered the most important components of the process that contribute to educate young people an integrated education at all stages of their studies. Educational activities are a means which builds the psychological, social, values, aesthetic and motor aspects of learners (Al-Qafas and Qamar, 2002: 309), which enhances the confidence of learners according to their ability to perform in various fields and have the greatest knowledge of themselves if they have the ability to achieve the goal, or in short, Increase their self-efficacy.

Modern Education in its multi-faceted approach considers the extracurricular activities one of the most important aspects that the educational curriculum

should focus on as a Means not an End, because it helps in building various aspects important to the learner, such as psychosocial aspects, motor and aesthetic values, as well as building knowledge, achievement and academic aspects because Modern Education is interested in working outside the classroom and considers it an important and essential aspect that achieves most of the goals through spontaneous activities outside the classroom (Nasrallah, 2000: 206). However, most of these extracurricular activities are few in our schools and the education workers don't care about. It leads our children to search for alternatives to compensate for this shortage. For this reason specialists of psychology of adolescence and child consider that today's pupil needs more extracurricular activities than before. Most of the pupils found in digital games an entertainment tool accessible wherever they go, which the pupil may sit for many hours in front of an electronic game without any physical movement. It is of course what warned dieticians and paediatricians, because sitting to digital games is from the main causes of the phenomenon of obesity in children and adolescents. Moreover, psychological research has confirmed that they

increase the level of stress in gamers and contribute to their low concentration, which affects their school performance and thus their self-efficacy.

Therefore, pupils need to relieve their anxiety in order to move forward in achieving their desired goal. Then, extra-curricular activities provided by the school became a necessity and not a luxury.

In light of the foregoing, the present study entitled: **“Effectiveness of a program of extra-curricular activities on the self-efficacy of fourth grade primary school pupils. A field study at the schools of Belkaid Benamar and Brixi Nagassa Abdelghani in the State of Tlemcen”**, and to answer the following questions:

1. Are there any statistically significant differences between the average degree of self-efficacy of the fourth grade pupils in Belkayed Benamar and Brixi Nagassa Abdelghani schools in Tlemcen before applying the proposed extra-curricular activities program?
2. Are there any statistically significant differences between the average degree of self-efficacy of the fourth grade pupils in Belkayed Benamar and Brixi Nagassa Abdelghani schools in Tlemcen after applying the proposed extra-curricular activities program?
3. Does the application of extra-curricular activities affect the self-efficacy of the study sample?

2- Study hypotheses

To answer these questions, the researchers adopted the following hypotheses:

1. There are no statistically significant differences between the average degree of self-efficacy in the fourth grade pupils in Belkayed Benamar and Brixi Nagassa Abdelghani schools in Tlemcen before applying the proposed extra-curricular activities program.
2. There are statistically significant differences between the average degree of self-efficacy in the fourth grade pupils in Belkayed Benamar and Brixi Nagassa Abdelghani schools in Tlemcen after applying the proposed extra-curricular activities

program.

3. The application of extra-curricular activities affects the self-efficacy of the study sample.

3- The importance and objectives of the study

Its objectives were to answer its questions and verify its hypotheses. And their importance is reflected in:

- a. The nature of the problem addressed by the present study is the attempt to know the impact of the application of extra-curricular activities program proposed by the researchers on the average degree of self-efficacy in the fourth grade pupils. Their importance is reflected in the school of Belkayed Benamar and Brixi Nagassa Abdelghani in the province of Tlemcen
- b. This study is one of the first studies in the Algerian environment within the limits of the knowledge of the researchers, which was interested in studying the impact of the application of extra-curricular activities proposed by them-self on the average degree of self-efficacy in fourth grade primary pupils, as the researchers encountered many studies regarding extra-curricular activities, but did not find any Studies linking the variables of the current study and the current study sample (self-efficacy, extra-curricular activities and fourth grade pupils).
- c. The importance of this study is due to educational considerations as it seeks to spread modern pedagogical methods aimed at developing pupils' skills and developing their self-efficacy.
- d. The practical importance of determining the most important aspects of self-efficacy that is affected and developed by the application of the proposed extra-curricular activities program to the study sample.
- e. The subject of self-efficacy is an important topic that has attracted the interest of many researchers recently in addition to its recent appearance on the world stage.
- f. It is expected that the results of this research will contribute to provide a theoretical and practical understanding of the nature of the relationship and the impact of extra-curricular activities on the self-

efficacy of fourth grade primary pupils.

g. To raise the interest of educational specialists to develop programs for the development of self-efficacy in the educational environment, especially among pupils and why not develop among teachers as well.

h. This study belongs to the field of positive psychology, which needs more studies and research to complete this important branch of psychology, and then this study can enrich the field of psychological education.

i. Detect the effects of extra-curricular activities directed to primary pupils on their self-efficacy.

j. The results of the study provide researchers and practitioners with an explanation for a number of questions related to some factors responsible for the development of performance, for example, or lack of development as expected in primary school pupils.

k. Directing to the importance of linking the cognitive aspects with the emotional aspects, where schools focus in particular on the attention to cognitive goals at the expense of emotional goals.

l. The current research represents a new topic which study non-traditional dimensions of the field of psychology and education.

4- Theoretical Background

In this section we will show in detail the theoretical background of the two variables of the study represented in : Self-efficacy and extra-curricular activities.

4.1) Self-efficacy

4.1.1) Definition of self-efficacy: Hallin & Danaher (1994) consider that self-efficacy is the confidence of individuals in regard to their ability to perform in diverse disciplines and to have greater knowledge of himself if he or she has the ability to accomplish the goal. (Kirnch; 1985) says that self-efficacy means a person's confidence in being able to accomplish behaviour beyond the conditions of reinforcement. (Bandura; 1997: 141) asserts that individuals' perceptions of their self-efficacy are the most influential perceptions in their daily lives and more

influential in their choice. Individuals are either successful if they have high effectiveness or depressed if they possessed low effectiveness.

4.1.2) Sources of expectations of self-efficacy

Bandura (1989) explains that there are four sources through which an individual can gain self-efficacy:

a. Performance Achievements: It is the most influential source of individual self-efficacy. It can be argued that performance achievements represent the performance of the individual and his immediate past experiences, and that successful performance increases the self-efficacy of the individual while repeated failure with the appropriate effort leads to a reduction in the degree of self-efficacy (Jaber, 1990: 443).

b. Alternative experiences: This means (learning by observation) or "learning by model and observation of others", through this source we can acquire beliefs in self-efficacy from observation or translation of the behaviour of others reflect the behaviour that the persons' past experience and behaves in a similar way in similar situations. Observing the success of the others can increase self-efficacy of the person otherwise if he notice that others fail to do something similar to what he do in spite of the great effort they have made, the person's judgment on his own abilities and skills will be reduced. And learning by observing will pay off best when the model -the person who do the behaviour- is similar to the observer in economic situation, gender, culture status and social status (Brawn & Bettien, 1999: 232)

c. Verbal Persuasion: Beliefs about oneself are influenced by the messages received from others. Pajares calls this source: social persuasion. This source refers to encouragement and support from others because the others are in a social learning environment (teachers, parents, peers). They can convince the learner verbally of his ability to succeed in special assignments. Verbal persuasion can be internal and takes the form of what is called "positive talk with oneself" (Pajares; 1996).

d. Emotional stimulation: Bandura (1977) says that this source depends on the motivation status available

in the situation as well as the emotional status of the individual, and that emotional stimulation appears generally in difficult situations, which requires a great effort and depends on attitudes and the assessment of abilities' information in regard to personal competence. High emotional stimulation usually weakens performance, and the amount of emotional stimulation can be reduced by modelling. And there is an most influential variable to increase the level of self-efficacy who is «the conditions of own situation» (Jaber, 1990: 445)

4.1.3) Effects of Self-Effectiveness

Bandura noted that self-efficacy is evident through four basic processes: cognitive, motivational, emotional and behavioural selection. The effects of self-efficacy in these processes are presented below:

i. The cognitive process: Bandura says that the effects of self-efficacy on the cognitive process take different forms, it affects the objectives as well as in predictive processes. Beliefs of self-efficacy affect the cognitive process through the concept of ability, and through the belief of individuals in their ability to control the environment, some persons believe that the ability is acquired and we can work to develop it, and take advantage of the performance of difficult tasks, while they see the ability on the basis that it is inherited then they prefer tasks that avoid them mistakes.

ii. Motivation Process: Bandura and Servedio have pointed out that individuals' beliefs about self-efficacy contribute to their level of motivation. In this regard, we find three types of theories that explain mental motivation:

- **Causal Attribution Theory:** is based on the principle that high-performance individuals attribute the cause of their failure to insufficient effort or inadequate situational conditions, while low-effectiveness individuals attribute the cause of their failure to a decrease in their abilities. Then the causal attribution has effect on both of motivation, achievement and the efficient feedback by believing in self-efficacy.

- **Perceptual Objectives Theory:** Indicates that clear objectives which include challenges enhance

the motivation process, and objectives are more influenced by personal impact than by organizing motives and actions. Motivations based on objectives are influenced by three types of personal impact: personal satisfaction or dissatisfaction with performance, perceived self-efficacy of the objective, and re-adjustment of objectives based on personal progress. Self-efficacy determines the objectives that individuals set for themselves and the amount of effort to counter and resolve them, and the degree of persistence of individuals and perseverance when faced with these problems, so high-efficiency people does a great effort when facing challenges.

- **Results Expectancy Theory:** Regulates motivation by predicting that a specific behaviour will produce a particular outcome with certain characteristics. There are many options that reach this desired outcome, but inefficient people cannot reach it, because they judge themselves inefficiently.

iii. The sentimental process: The beliefs of self-efficacy affect the pressures and frustrations experienced by individuals in threat situations, as well as the level of motivation towards the completion of tasks, as individuals with a low sense of self-efficacy are more likely to be concerned, as they believe that the tasks exceed their abilities, and thus It lead to increases the level of anxiety, believing that they do not have the ability to get the job done.

iv. Behaviour selection: Bandura stated that self-efficacy affects the process of selecting behaviour, and that the process of choosing the activities and actions depends on the individual's beliefs in his ability to achieve success in a specific work alone and perform appropriately. The studies also show that individuals with a sense of low self-efficacy are withdrawing from difficult tasks that they feel are a personal threat to them.

4.2) Extra-curricular activities

4.2.1) The concept of extra-curricular activities

Various activities suitable for the age and potential of pupils, practiced outside the boundaries of classes and curricula. They are called (unusual) because they are outside the boundaries of known classrooms.

Educators agree that it is essential that the choice of extracurricular activity be appropriate to the Childs' personality and tendencies.

Extracurricular activities are defined as: «Experiences experienced by the learner and show his positiveness through specific performance aimed at achieving educational and learning objectives based on a specific school program and include sports programs, music, art and scientific skills in addition to the formation of different groups in cultural, social and sports activities. These activities take place outside the walls of the classroom and are either systematic extracurricular activities related to a particular curriculum or extracurricular meaning general activities not related to a particular curriculum, and all these activities are supervised by the institutions' administration » (Al-Suwaidi, 1997: 141).

4.2.2) Objectives of extra-curricular activities

Extracurricular activity contributes to the acquisition of experiences that are difficult to learn in the regular classroom, such as acquaintance, jealousy, responsibility, self-control and respect for teamwork... The extracurricular activity is an area for pupils to express their tendencies and satisfy their needs, which if not satisfied their needs, will be factors of rebellion and distress of pupils at school (Abul-Fotouh & al., 1978: 193).

We have tried to summarize the objectives of extra-curricular activities as follows:

- Discover the talents, abilities, preparations of the pupils, refine and develop them and guide them to the right and useful direction.
- Turning theoretical studies to practical experiences.
- Linking pupil to the needs of the environment and expand his knowledge of it.
- To develop their collective spirit by involving them in a collective action in which they contribute simultaneously.
- Bring them to respect professional and manual work, and break the psychological barrier between him and that work.

- Propagate the spirit of competition among pupils.

- Develop the professional and productive taste of pupils or in other words: preparing the pupil for life.

4.2.3) Types of extra-curricular activities

• Type I : cultural activities

Cultural activities have a major role in highlighting and developing literary and scientific talents and have contributed greatly to their awareness in the religious, national and social fields. Cultural activities consist of several areas, each of which includes a group of pupils, the most prominent of these groups are: school radio group, school library group, Photography group, seminars and lectures group, cultural competitions group, press group.

• Type II : Social Activities

There are several groups: Public Service and Friends of the Environment, Trips and Health

• Type III : Scientific Activities

These activities are considered one of the most important and contemporary activities to keep pace with technological advancement.

• Type IV : Artistic Activities

Develop imagination and aesthetic taste, and acquire manual, mental and emotional skills, in addition to the use of leisure time for the benefit of pupils, including: drawing activity, life skills activity, chanting and poetic diction, theatre activity, sports activity.

• Type V: Religious Activities

In order to be integrated in all aspects that we are developing in the pupil, comes the role of the religious and spiritual side. Between the most important religious activities: the activity of memorizing the Qur'an, the activity of the school oratory.

5) Methodology of the study: In this section we will present the methodology of the study which is an important part of it.

5.1) The Study Sample

The sample of the study is consisted of the same study population consisting of 249 pupils representing the total number of pupils in the fourth grade of two

primary schools which are similar in number of pupils and in the same order at the state level (according to statistics provided by the Directorate of Education of Tlemcen Province). The Brixi Nagassa Abdelghani School represented the control group by 123 pupils. The experimental group was represented by 126 pupils from Belkaied Benamar School. However, the number of pupils who responded to all paragraphs of the scale was 242 due to the cancellation of 7 forms from the Brixi School due to the failure to complete all the paragraphs. Belkayed Benamar School did not cancel any form due to the keenness of the researcher who works as a professor there.

5.2) Approach

The researchers used the experimental method because of its relevance to the nature of the study and this type of variables, as the objective of the current study is to identify the impact of extra-curricular activities on fourth grade primary pupils on self-efficacy, and this method is suitable to study the impact of the independent variable (extra-curricular activities) on the dependent variable (Self-efficacy), as the researchers selected an experimental group of all pupils in the fourth grade primary school Belkayed Benamar- Chetouane- Tlemcen; and they conducted a pre-measurement to them and then according to the adopted mechanism of implementing an extra-curricular program and then conducted After the experimental group, at the same time, the researchers applied the same scale to the fourth grade pupils at Brixi Nagassa Abdelghani School, but without applying extra-curricular program (pre-measurement, non-application of the program, and post-measurement). Finally, the average of self-efficacy scores was calculated in both groups.

5.3) Study Tools

5.3.1) Self-efficacy Questionnaire

It is prepared by the researchers, and consisted of general data and the questionnaire that came according to the study hypotheses, which is specific to the category of primary pupils.

Description

- The scale includes 40 paragraphs and the answer is by placing an (x) in the appropriate cell (always, often, sometimes, rarely, never) so that each value is given as follows: (always = 5), (often = 4), (sometimes = 3)

, (Rarely = 2), (never = 1).

- The total score for the scale is 200

- The output reading is as follows:

Table (01):

Guide to reading the results of the self-efficacy questionnaire among pupils

Degrees	Levels of self-efficacy
From 40 to 60 degrees	Low
61 to 80 degrees	close to average
81 to 120 degrees	Average
121 to 160 degrees	above average
From 161 to 200 degrees	High

-The validity of the scale was confirmed after calculating the correlation coefficient of the paragraphs to the total degree of the scale, which was indicant at the level of 0.01.

- The researchers also confirmed the stability of the scale by applying it to a sample of 59 pupils. They calculated it using the internal half-coherence method where the correlation coefficient was calculated between the sum of even terms and the sum of the individual terms of the scale where the correlation coefficient was 0.86.

- The questionnaire is divided into four dimensions, which represent the dimensions of self-efficacy according to the following table:

Table (02) :

Distribution of Questionnaire Statements on Dimensions

Dimensions of self - efficacy scale	Number of paragraphs	Paragraphs order
The first dimension: initiative	10	1, 5, 9, 13, 17, 21, 25, 29, 33, 37
The second dimension: performance	10	2, 6, 10, 14, 18, 22, 26, 30, 34, 38
The third dimension: perseverance	10	3, 7, 11, 15, 19, 23, 27, 31, 35, 39
F o u r t h Dimension: Effectiveness capacity	10	4, 8, 12, 16, 20, 24, 28, 32, 36, 40

Finally, the questionnaire statements were as follows:

Table (03):

Statements pupil Self-Effectiveness Questionnaire

N°	Questionnaire statements
1	I have the ability to face to difficulties
2	My ability to deal with the problems in my life is good.
3	I need someone to help me in my work
4	I have efficacy ideas to solve any problem, which helps me to solve it.
5	I make appropriate plans to achieve my goals
6	I can lead a group of my colleagues to a designed goal
7	I can persuade others even if they disagree
8	I trust in my ability to deal efficiently face to unexpected events.
9	A person should return to practice a previously failed action
10	When I set important objectives for myself, I find it easy to achieve them
11	I care to repeat a designed action more than once to achieve what I seek.
12	I can deal with most of the problems that I have in the classroom.
13	It is easier for me to achieve my objectives and ambitions.
14	I'm trying to learn new things that seem difficult to me.
15	I am impressed by the difficult researches and the practical side that requires effort and time and I will be happy to implement them.
16	I plan and organize the details of my work.
17	I set objectives for myself and I am trying to achieve them.
18	If I can't do work in the first time I keep trying.
19	Failure makes me increase my attempts to reach the objective.
20	I trust my abilities to do asked things.
21	If I don't succeed when trying to learn something new, I try again quickly.
22	I trust my ability to plan well.
23	I find it fun to solve a problem that is difficult for others.
24	I trust my abilities to help others when they have a problem
25	I solve problems in a orderly manner.
26	I can distinguish between what I can and what I cannot accomplish.
27	I can find the right solutions for any problems that I have.
28	I can implement my plans.
29	I rely on my own abilities in case I encounter any difficulties.
30	I am happy to persevere and fight in difficult situations
31	I can complete the task accurately no matter how is complicated.
32	I make sure that I work energetically in what I do.
33	I start to achieve what I want as soon as possible.
34	My confidence in my abilities makes me assume many responsibilities.
35	I have many ambitions which I am trying to achieve.
36	My colleagues turn to me to solve most of their problems.
37	I suggest solutions when someone has difficulty.
38	I deal well with emergency problems.
39	No matter how difficult the problem is, I try again until I overcome it.
40	Teachers commend my achievements and interventions in the classroom

5.3.2) The proposed extra-curricular activities program:

Extracurricular activities are so varied that we can't count all of them. Everyone can propose extra-curricular activities in line with his experience and preferences, but in return not all professors have the experiences and tendencies which correspond to the abilities of the pupil and his inclinations. The number of hours allocated by the Ministry of education to extra-curricular activities in schools is few and very limited too. It led us to seek a license from the Directorate of Education to conduct activities on Tuesday evening, which is the only time empty for all pupils. And then search for volunteer teachers and consult with them to complete this work. Finally, it was reached to include four groups of extra-curricular activities that the pupil can belong to what he wants, namely:

- The sports group is represented by two volleyball teams (male / female), which in particular enhances the teams' work and competition spirit.
- The theatre group is an important expressive activity that many educational specialists are heading for; because it serves many psychological, behavioural, motor and emotional aspects.
- Environmental club group that plays an important role in awareness. It increases pupils' awareness and openness, enables them to acquire and apply skills, encourages them to undertake different environmental activities, and develops a sense of responsibility among members, as well as collective participation and social networking. It makes pupils take responsibility for the school, society and the environment at large.
- The wall magazine group, which can include several artistic, cultural and creative activities in addition to news and developments such as the best rates, the arrangement of the first pupils, publishing research on personalities and events, publishing the work of talented pupils in poetry, thoughts and stories... This work is done in coordination with the professor supervisor throughout the academic trimester.

Our program is shown in table number (04)

Table (04):

The proposed extra-curricular activities program

Groups	Goals	Activities	Days / Dates	Time
Sports	* Enhance the spirit of teamwork * Enhance the spirit of competition * Maintain fitness	Training sessions	every Tuesday	14 :00
		Participate in competitions (Inside / outside the school)	once a month (Tuesday)	14 :00
		Journey for members	Tuesday, 03/13/ 2018	All the day
Theater	* Development of language and expression skills * Develop technical skills * Alleviate shyness and introverted	Training sessions	every Tuesday	15 :00
		Presentation of theatrical work at the school	once a month (Tuesday)	Evening
		Presenting the best theatrical work	the end of the trimester	Evening
Environment	* Increase pupils' awareness and openness * Makes them able to acquire and apply skills * Encourages various environmental activities * Develop a sense of responsibility among members towards the school, society and the environment in general * Collective participation and social networking.	Organizing awareness campaigns within the Foundation	throughout January 2017	At the time of rest
		Organize cleaning campaigns within the organization	once a month	At the time of rest
		Organizing an forestation campaign on the occasion of World Forest Day on March 21st every year (advance)	Tuesday, 03/06/2018	14 :00
		Journey for members	Tuesday, 03/13/ 2018	All the day
Magazine wall	* Publish the work of pupils to motivate them to creativity. * Informing pupils about the latest developments * Development of written ability of pupils * Training pupils in ways to collect information.	Editing of the journal (reporting, information gathering, labelling, dissemination of best results, dissemination of pupils' work, wisdom of the week)	throughout the trimester	At the time of rest
		Journey for members	Tuesday, 03/13/ 2018	All the day
All groups	* meet all members of the groups and showcase their achievements and exchange experiences motivational	Journey for members	Tuesday, 03/13/ 2018	All the day

5.4) Limits of the Study: This section cares about human, spatial and temporal limits of our study.

5.4.1) Human limits: Were represented by all the pupils in the fourth grade in the two schools (Belkayed Benamar and Brixì Nagassa Abdelghani, Tlemcen, Algeria), and the total number was 249pupils.

5.4.2) Spatial limits: The field study included Belkayed Benamar school and Brixì Nagassa Abdelghani school, in the department of Tlemcen, Algeria.

5.4.3) Temporal limits: The study was conducted throughout the second trimester of the academic year 2017/2018, which ran from the beginning of January 2018 to mid-March 2018.

5.5) Operational terms of the Study: Here we'll show the important operational terms of our study.

• **Extracurricular Activities Program:** It is a program prepared by the researchers based on the principles and foundations of extra-curricular activities directed

to primary school pupils. It has been procedurally defined in the current study by the following extracurricular activities: physical education, theatre, environmental club, wall magazine.

- Self-efficacy: Procedurally defined by the degree which the fourth grade pupils receive in the self-efficacy questionnaire. It is prepared by the researchers.

- Average self-efficacy scores: is the sum of the scores of all members of a group divided by the number of members of the same group.

- Fourth grade pupils: These are pupils of both sexes who attend regular school in the fourth grade of primary school, who belong in the current study of the two schools concerned and their number is 249 pupils.

- Primary stage: Is the first stage of school, during which the child is trained to think properly and it provides him the minimum skills, knowledge and experience that prepare him for life and exercise his role as a productive person within the formal education system.

- Belkaid Benamar School: is an educational institution located in «El Hamri El Djedid» district of the municipality of Chetouane Wilaya of Tlemcen, belonging to the Ministry of National Education. It accommodates 347 pupils of elementary school from the second to the fifth grade, including 179 males and 168 females.

- Brix Nagassa Abdeghani School: is an educational institution located in «El Kalâa El Olyâ» district of the municipality and Wilaya of Tlemcen, belonging to the Ministry of National Education. It receives 453 pupils of elementary school from the preparatory stage to the fifth grade, including 229 males and 224 females.

5.6) Statistical Processing Methods: The researchers relied on the correlation coefficient “Spearman” and the program “SPSS” (iterations, percentages, arithmetic mean and standard deviation) and test (T) to study the difference between the two samples of study (average degrees of self-efficacy for fourth grade pupils in Belkaid benamar and Brix Nagasas Abdeghani).

5.7) Presentation and Interpretation of the Basic Study

Results: this section concerned with the results of the basic study and their interpretation.

4.7.1) Presentation and interpretation of the results of the first hypothesis which provides that there are no statistically significant differences between the average degree of self-efficacy in the fourth grade pupils of Belkaid Benamar and Brix Nagassa Abdelghani in Tlemcen before applying the proposed extra-curricular activities program.

In order to answer this hypothesis, the researchers applied a questionnaire designed to measure the self-efficacy of each pupil in the sample, and then calculate the average degrees of self-efficacy for each school separately as shown in the following table:

Table (05):

Results of average Self-Efficacy before implementing Extra-curricular activities program, distributed by school and gender

The school name		Belkaid Benamar - Chetouane, Tlemcen	Brix Nagassa Abdelghani, Tlemcen	Total
Males	Number	71	65	136
	Average self-efficacy	72 degrees	73 degrees	77.5 degrees
Females	Number	55	51	106
	Average self-efficacy	76 degrees	79 degrees	72.5 degrees
Total	Number	126	116	242
	Average self-efficacy	74 degrees	76 degrees	75 degrees

From the results of the pre-measurement shown in the previous table, we see an approximation in the average degrees of self-efficacy in both schools, where it reached 74 degrees at Belkaid Benamar school and 76 degrees in Brix Nagassa school, meaning that it was limited between 60 and 80 degrees, which means that the average degree of self-efficacy For both institutions, «close to the average» was explained by the convergence of the two schools at the state level, as well as their presence in two popular neighbourhoods

with similar living and social conditions. There is also a slight increase in the average self-efficacy toward females by 77.5 degrees compared to 72.5 degrees towards males, but it remains confined to the field «close to average».

Table (05):

Average degree of self-efficacy among the study sample.

N	The school name	Average Self-efficacy	Arithmetic Mean	(T) Value	Significance Level
1	Belkaid Benamar	74 degrees	16,81	2,88	0,05
2	Brix Nagassa Abdelghani	76 degrees	17,68	2,93	
Total		75 degrees			

4.7.2) Presentation and interpretation of the results of the second hypothesis which states that there are statistically significant differences in the average degree of self-efficacy among the fourth grade pupils in the schools Belkaid Benamar and Brix Nagassa Abdelghani in Tlemcen after the application of the proposed extra-curricular activities program.

Table (6):

Distribution of Results of Average Self-efficacy on Schools by Gender after Application of Extra-curricular Activities Program

The school name		Belkaid Benamar Chetouane, Tlemcen		Brix Nagassa Abdelghani, Tlemcen	
		Before	After	Before	After
Males	N ^{br}	71		65	
	Average self-efficacy	72 Degree	122 Degree	73 Degree	74 Degree
Females	N ^{br}	55		51	
	Average self-efficacy	76 Degree	96 Degree	79 Degree	78 Degree
Total	N ^{br}	126		116	
	Average self-efficacy	74 Degree	109 Degree	76 Degree	76 degree

In order to answer this hypothesis, the researchers selected a sample of 242 pupils, 126 of them from Belkaid Benamar School and 116 from Brix Nagassa School. After reading the data and convert them to percentage and calculate (T) test, It was found that the results of the study confirmed what the researchers expected as they found statistically significant differences in the impact of the application of the extracurricular program on the degree of self-efficacy at the level of 0.05 for the school Belkaid Benamar, which is a school that has undergone extra-curricular activities program. The results of test (T) demonstrates that the value of (T) calculated is equal to 3.05 with freedom degree 14 and the level of significance (0.05) for both parties.

4.7.3) Presentation and interpretation of the results of the third hypothesis which states that the application of extra-curricular activities affects the self-efficacy of the study sample.

In order to answer this hypothesis, the researchers applied a self-efficacy questionnaire for each pupil of the sample. They used it before the beginning of the program and then after the completion of its application, and compared the results of pre-measurement with the results of telemetry according to each of the four dimensions of self-efficacy. The overall score for each dimension is 50. The results were as shown in the following table:

Table (07):

The difference in the average degree of self-efficacy by dimensions before and after the application of extra-curricular activities program.

Results of the pupil self-efficacy questionnaire					
	Before the application of the program		after the application of the program		percent age of the change
	N ^{br}	Degree	N ^{br}	Degree	
Initiative	126	18	126	30	+ 60%
Performance		20		21	+ 05%
Perseverance		16		18	+ 12.5%
Capacity of Efficiency		20		40	+ 100%
Total	126	74	126	109	+ 47.29%

From the results of the study we can clearly see the difference before and after the application of extra-curricular activities in the study sample, where initially the average self-efficacy was «close to the average» but after the applications the difference was obvious, where Average Self-efficacy become 109 degree which means an augmentation of 35 degree in different dimensions. The results of the questionnaire also showed that the increase was uneven according to each dimension. For the dimension of effectiveness, the average doubled from 20 degrees to 40, or 100%, which explains the success of the program in this dimension as well as the score of initiative increased from 18 to 30 By 60% and for the persistence, the change was about an increase of 12.5% and in the end there was very little increase in the performance dimension as it increased by only one degree, which supports the study of «Al-Quffas and Qamar» (2002) entitled «The impact of the exercise of free educational activities on self-esteem and aggression» which proved the results of the effect of the exercise of free activities (extra-curricular) positively on the self-esteem of pupils and this explains the high degrees of self-efficacy in the sample of the study on the dimensions ability of effectiveness and initiative.

This makes us prove the hypothesis adopted by the researchers, namely: «The application of extra-curricular activities affects the self-efficacy of the study sample», but this effect was varying proportions on the dimensions of self-efficacy, as it was remarkable for the ability of effectiveness and initiative, but rather weak in terms of perseverance and not visible in terms of performance. This shows the importance of intensifying research and studies in the field of extra-curricular activities that serve perseverance and performance dimensions.

Conclusion

In spite of the findings of the present study regarding the determination of the impact of extra-curricular activities on the self-efficacy of fourth grade primary pupils, there is a great deal of importance for this study to continue research in this subject because of the recommendations that are applied on the ground and do not go in the drawers. There were difficulties

encountered by the researchers during the embodiment of this study too, as it required persuading the guardians to allow the introduction of our program in addition to the official program and to finding cooperative professors from the two institutions serving the study. And we returned to pupils' files to fill in personal data correctly. At the end, for fill the answers to the questionnaire statements we had to read to them and attend to the process of filling the answers in the latter requests thing that necessitates time and effort due to the large sample. On this basis, the researchers recommend the following:

- The cooperation of researchers and specialists in the field of psychosocial to expand the circle of research on primary school pupils as white papers ready to make future men.
- Utilizing the results of academic studies and research in developing the educational process.
- Linking the results of research and academic studies with the politics adopted by the countries in this field.
- Emphasizing the importance of involving local and regional associations due the services that they provide, starting from the environmental protection associations, sports associations, cultural associations and others.
- Seek on the part of the concerned authorities to put a special time space for such types of activities.
- The necessity to allocate a budget for the launch of these activities.

Conflict of Interest

The authors declare that they have no conflict of interest

References

- [1] Abu El-Fotouh, Radwan & al. (1978): The Teacher in School and Society, Anglo-Egyptian Editions, Cairo, Egypt.
- [2] Al-Qaffas, Walid and Qamar, Essam (2002) : The Effect of Practicing Free Educational Activities on Self Estimation and Aggression, Journal of the National Center for Educational Research and Development, Vol. 1, No. 1, Cairo, Egypt.
- [3] Bandura, A (1977) : Self-efficacy: Toward a nuifying theory of behavioral change. Psychological review.
- [4] Bandura, A (1989) : Human agency in social cognitive therapy. American psychology.
- [5] Brown, C & Bettine; L (1999) : Self-Efficacy Beliefs And Career Development, Journal Of Assesement.

[6] Jaber Abdel Hamid (1990) : Theories of personality, construction, dynamics, growth, methods of research and evaluation, Ennahda Al Arabyas' Editions, Cairo, Egypt.

[7] Nasrallah Omar (2000): School Activity and Learning, Al-Resala Magazine, No. (9), Academic Institute for Preparing Arab Teachers, Beit Pearl College.

[8] Pajares, F (1996) : Self-Efficacy in Academic Settings. Review Of Educational Rresearch.

How to cite this article according to the APA method:

Author MALACHE Assiam, SOFI Abdelwahab (2020), Effectiveness of a program of extra-curricular activities on the self-efficacy of fourth grade primary school pupils A field study at the schools of Belkaid Benamar and Bixi Nagassa Abdelghani in the State of Tlemcen, Academic Review of social and human studies, vol 12, number 01, Hassiba Ben Bouali University of Chlef, Algeria,pp :219-231