

Designing and Validating the Optimal Model of Extracurricular Curriculum for Junior High School Students with a Social Harms Prevention Approach

Article info

Article Type:

Original Research

Authors:

Abdollah Aali shirmard¹,
Faezeh Nateghi^{*2},
Alireza Faghihi³

Article Cite:

Abdollah Aali shirmard, Faezeh Nateghi, Alireza Faghihi. Designing and Validating the Optimal Model of Extracurricular Curriculum for Junior High School Students with a Social Harms Prevention Approach, Curriculum Research 2020: 1(1): 122-135

Article History:

Received: 2020/04/05

Accepted: 2020/06/10

Published: 2020/07/01

Affiliations:

1. Phd Student in Curriculum Development, Department of Education, Arak Branch, Islamic Azad University, Arak, Iran.
2. Associate Professor, Department of Education, Arak Branch, Islamic Azad University, Arak, Iran (Corresponding Author). f-nateghi@iau-arak.au.ir
3. Assistant Professor, Department of Education, Arak Branch, Islamic Azad University, Arak, Iran

Abstract

Purpose: The aim of this study was to design and validate an extracurricular curriculum model in junior high school with a social harm prevention approach.

Methodology: In this study, the methods of qualitative content analysis, documentary method and descriptive-inferential method were used. The samples for data collection were 20 experts in the field of education and 10 sources related to extracurricular activities in education who were selected by non-probability sampling method of snowball or chain. Data collection techniques were semi-structured individual interviews with extracurricular curriculum specialists and qualitative analysis of texts. The data obtained from the interviews were analytically coded and analyzed using SPSS software.

Findings: The findings of this study identified the characteristics of extracurricular curriculum elements with social harm prevention approach for purpose, content, teaching learning strategies and evaluation, respectively, and the initial model of extracurricular curriculum with harm prevention approach. The model was approved after validation by experts and experts and the implementation of adjustments. The results of this research can be used in the design of extracurricular curriculum in junior high school.

Conclusion: According to the research findings, students who participate in extracurricular activities have more social adjustment.

Keywords: Extracurricular Curriculum, Prevention Of Social Harms, Junior High School

Introduction

Education of members of a community can be done formally or informally. Education is formally the responsibility of various institutions, organizations and institutions. One of the most important institutions of formal education is education, which educates students in the form of a curriculum based on the ideological perspective of society. Meanwhile, a healthy and safe society is one in which people feel safe; Security means calmness, lack of fear and not worrying about danger from others. In other words, security has been interpreted as protection from the threat of death, disease, poverty and unexpected events, and in general, any factor that disturbs human peace (Sediq Sarvestani, 2016).

The increase of social harms in a society is a sign of crisis and the prevention of social harms in any society is postponed to the scientific knowledge of the characteristics and laws governing the evolution of harms in society and the application of scientific findings in the social planning process. The success rate of each country in preventing social harms indicates the efficiency of the social system that dominates that society (Pak Gohar, Khalili, Saffarzadeh, 2009)

Social deviations and so-called social pathology is the study and recognition of the root of social disorders. Whenever in a social system, a behavior specifically conflicts with social norms, such as addiction, suicide, divorce, vagrancy, begging, apostasy, which reduces or loses the efficiency and positive performance of the individual, family or social groups, this phenomenon is known as social harm (Ghasemi Gol Afshani, 2010).

On the other hand, if a behavior does not conform to the common expectations of members of the community or a social group or organization and most people find it distasteful or incorrect, it is considered social perversion. An organization or any community expects its members to adhere to the values and norms accepted by the community. But it is natural that there are always people in society who do not follow some of these norms and values. People who are in harmony with the values and norms of society or organization are "compliant" or "compatible" and people who act contrary to social norms and do not adhere to them are "inconsistent" and "incompatible". In fact, those whose deviant and abnormal behavior is permanent and not transient are called perverted. Such behaviors are called social deviance or social deviance (Sotodeh, 2016).

Basically, education, as one of the most important formal institutions of society, plays the most important role in socializing and guiding students. Therefore, this institution considers it necessary to provide the necessary preparation for students to enter various fields of science and culture by presenting various academic and non-academic activities (extracurricular) and to spend the time that students may spend in vain. Fill in the best syntax (Hajilo, Ramzi, Farami, 2017).

The mission of education in any country is to strengthen the human attitude to life and promote its philosophy and create the ability of people in society to live a healthy and productive life. One of the features of advanced and modern education is paying special attention to the activities that students do outside the classroom and school. Undoubtedly, such activities are more effective in the growth of students than classroom activities. It is necessary to mitigate the shortcomings and shortcomings of the curriculum, pay attention to interests and talents, respond to individual needs, enrich leisure time, respond to the rapid changes in today's world and deepen the teaching-learning process, activities in the form of complementary and extracurricular to be considered for implementation in schools (Karami Moghaddam, 1998).

The concept of extracurricular activities is related to other concepts such as: extracurricular activities, outdoor education and training to spend leisure time in the supplementary curriculum, beyond the classroom and socialization and integration, and in some cases with them. There was a side. Gordon and

Brijlal believe that extracurricular activities are educational experiences that are not part of the formal curriculum and are competitive in nature. In defining this type of education, they write: We consider this type of education as "formal and informal learning and the development and strengthening of students' learning opportunities outside of school and beyond formal school hours" (Imam jome, Ahmadi, Timurnia, 2013).

Extracurricular activities are designed to motivate and challenge the learner, to experience the outdoors while being relevant to the subject matter. The range for extracurricular activities is from school to outside school. These almost informal activities are not limited to the classroom and sometimes even the school, and are influenced more than any other factor by the level of interest, experience, and initiative of the teacher, students, and school. A study of education in other countries shows that most countries that have successful education have made up for the shortcomings of their education system by expanding extracurricular activities and have filled students' leisure time in the best possible way (Fathabadi , 2003).

Extracurricular activities involve students in the community, while this is less common in formal classes. These activities can serve as a bridge between formal curricula and real-life learning. These activities are divided into three types of entertainment, cultural and scientific and help students to use time creatively. "These programs have a variety of contexts and require constant attention and attention from school officials to provide opportunities for meaningful student participation" (Kerr, 2009).

People like Klein and Posner also have a level of extracurricular activity in the curriculum segmentation. In discussing curriculum levels, Klein (1991) defines seven levels of curriculum. At Klein curriculum levels, there is a special place for extracurricular activities, to the extent that the student plays the role of an active learner. And will have the freedom to choose what he learns. On the other hand, in the book "Curriculum Analysis", Posner introduces the fifth type of curriculum, "extracurricular curriculum" in order to better explain the concept of the curriculum: in his opinion, extracurricular curriculum; It includes all the planned experiences that are outside the scope of the school curriculum. This type of curriculum, in view of its voluntary nature and its responsiveness to students' interests, is at the opposite end of the formal curriculum. Although administratively less important than the formal curriculum, it is in many ways more important and effective (Fathi, Fadavi, 2012).

Research has shown that there are many benefits to participating in extracurricular activities. Participating in extracurricular activities and membership in student groups increases the abilities and behaviors of adolescents and thus reduces delinquency (Aiklin, 2011 quoted by Zaraati Ideloo, Verizan, 2011) Students who participate in extracurricular activities are more socially adapted (Smith, 2007). Many studies show a positive relationship between participation in extracurricular activities and self-confidence. Participation in extracurricular activities will increase mental health in adolescents. Extracurricular activities play a very important role in strengthening the physical, emotional, social, scientific, aesthetic and spiritual dimensions of children (Kazemi, 2008). Woods, Alabama (2007) believes that if officials want students' academic activities to be effective, they should also use extracurricular activities. Shulruf, Tumen, Tolley (2008) on the positive effect of extracurricular activity on student performance, Blomfield, Barber (2009) on reforming self-confidence; Chambers, Schreiber (2004) on educational achievement; Betz, Redcay (2005) on the therapeutic aspects of extracurricular activities in their research findings.

In conclusion, it can be said that the emergence of the concept of extracurricular activities can be traced to the difference between the two views about the school and its goals. These two perspectives are the academic perspective and the growth perspective. With an emphasis on developing intellectual capacity, the academic perspective believes that the school's goals are to pursue academic excellence and transfer formal

knowledge. According to this view, extracurricular activities provide a context for fun and entertainment that is irrelevant to the main goals of the school. In contrast, the growth perspective emphasizes that school programs should provide experiences that contribute to the overall growth of individual students. From this perspective, non-academic programs are just as important as academic programs for student growth. Accordingly, it is argued that the formal school curriculum alone is not sufficient for student development and that extracurricular activities should be considered as complementary to the formal curriculum activities in or out of school. The theoretical roots of this concept can be traced to ideas that emphasize the holistic development of students and attention to their needs and interests. In fact, the idea of extracurricular activities can be considered as the result of the reaction of formal education systems to these ideas and views of critics who protested against the inefficiency of the formal program in the overall development of students. As a result, formal education systems by combining these two forms of educational programs (formal and informal) were able to reduce some of the undesirable effects of the formal program and use the elements and forms of the informal program to achieve their goals. Activities, taking into account the interests and needs of students, create a good capacity for their voluntary participation in educational programs and also help to enrich the curriculum (Ebrahimi, 2018).

Adolescence is one of the most important and prominent stages of social and psychological growth and development of the individual. This mobile group has replaced its previous generation with a relatively short distance and will take over various social, political, cultural and economic affairs of the country. Therefore, it is necessary to provide appropriate and desirable growth conditions for them (Soltani Aliabad et al., 2011). Meanwhile, the use of extracurricular activities, despite being important for students of all levels of education, is more important in high school in terms of special conditions of adolescence, because this period usually begins with puberty. The flourishing of sexual instinct, the consolidation of professional and social interests, the desire for freedom and independence are important features of this period. Physical, psychological and personality changes in this period raise new demands. On the one hand, the pressure of instincts, needs and desire to follow the values of adolescence, as well as acceptance and absorption in peer groups, group pressures, desire to express oneself, establishing an independent life on the other hand, lack of facilities, inappropriate emotional relationships, disregard for desires Young people, values and opinions, as well as inexperience and insufficient knowledge, put him in a mental crisis and mental turmoil and cause complications such as fruitlessness, emptiness and inadequacy. As a result, they are prone to social deviations (Rafipour, 2008).

In assessing the needs of teachers and school counselors, the most important educational need of students has been the prevention of delinquency and social perversion and dating issues and its effects on adolescent behavior. The choice of high school is considered very important due to the specific ages of students, personality formation, sense of independence and responsibility, and in a word, the transition to a new space in life. During this period, young students become independent and responsible people. In this course, students acquire the necessary knowledge and skills to enter their future lives and due to the psychological, mental, social and emotional characteristics of adolescent students, go through the most sensitive sequential steps (Lotfabadi, 2016). Population estimates in 2019 show that about 24.6 percent of the country's population under the age of 15 and 22 percent, ie about 18 million and 269 thousand young people aged 15 to 29 years and about 47 percent of the country's population, middle-aged 30 to 64 years. And 6.4 percent of the population is over 65 years old (Population Office of Statistics Center of Iran, 2019). In countries with adolescent and young populations; Crime is on the rise. The rising crime rate of children and adolescents is one of the topics that has attracted the attention of public opinion and many

experts over the past few years; The norm-breaking and lawlessness of the young generation is affected on the one hand by the global social crises and on the other hand by the lack of institutionalization of the cultural, educational and executive organs of the country. According to the needs assessments, parents of students have expressed the educational needs related to their children in the methods of prevention of addiction, sexual perversion, violence and delinquency, and recognition of prevention methods (Sahlabadi, 2008).

The emergence of behavioral disorders and disregard for rules, values and social discipline among some adolescents and young people is a sign of a vacuum in the education system that has cast doubt on the effectiveness of education on social issues. Therefore, in order to adopt an important prevention strategy, it is possible to create the necessary immunity in students by scientifically designing some teachings that are attractive and based on correct principles, methods and foundations. Given that Islam is more concerned with prevention than treatment and reform, so the role of education in prevention is irreplaceable given the wide range of its audience. Since prevention is always simpler, more practical and less expensive than treatment, it is very important (Farmahini Farahani, 2018).

The Supreme Leader of the Islamic Revolution says in this regard: "Social harms destroy the foundation of the family and society. If identified and prevented in a timely manner, the likelihood of damage reduction will increase. But if it is neglected; "God forbid, it may shake the building of society." Therefore, in order to adopt an important strategy for the prevention of crime and social harm, serious attention should be paid to students' participation and socialization in order to institutionalize characteristics such as respect and observance of the law, culture of self-control and respect for the rights of others. Given the amount of time students spend in school, "The school can be based on the values and needs of the community, the rules and norms of collective life such as order, focus and perseverance to perform tasks, respect for the rights of others and sense Teach learners to cooperate, compete, and assist "(Rajabi Pour, 2008).

Therefore, with a new look at the category of extracurricular activities, the features and positive effects that it has on attracting students and their tendency towards education; we can try to prevent crime. However, the academic perspective of Iranian schools has caused these programs to be overshadowed by the main and official programs and to be neglected. Therefore, this research was designed and implemented by adopting a growth-oriented approach in designing extracurricular curricula with the aim of identifying the desired status of extracurricular activities with a social harm prevention approach in the first year of high school. No research has been found that directly addresses this topic. Therefore, in the continuation of researches that have been close to the subject of research, it has been mentioned.

Farmahini Farahani (2018) has studied the role of education in the prevention of social harms; one of the most important results of this research is the following: From an educational perspective, prevention is the best way to deal with social harms. Preventive measures as the most important solution to combat social harm in the education system consists of two parts: the first part focuses on educator awareness and the second part strengthens social skills. Hajilo, Ramzi, Farami (2017) in a study concluded that in organizing extracurricular activities, students' interests, needs and talents should be prioritized.

Fathi, Fadavi (2012) in a study concluded that among the causes of increasing social harm are economic problems, poverty, unemployment and problems within the family and society, and in the age group of young people are usually due to thoughts and feelings of emptiness, despair, Feelings of guilt, depression, addiction, feelings of failure, acute emotional crises, severe illness, and lack of foresight, along with other social factors, cause social harm.

Yar Ahmadian (2012) in a study has investigated the effect of increasing social adequacy on individual-social abilities and general health of adolescents. The results of this study have shown that social adequacy training has increased students' individual-social abilities in four dimensions: cognitive, behavioral, emotional and motivational, followed by reducing physical symptoms, anxiety and insomnia, social dysfunction and Depression has improved the general health of learners. The results of Altan, Altıntaş (2017) showed that high school students do not participate in extracurricular activities. These programs are inadequate and mandatory and have no effect on improving the skills of high school students.

Kara (2016) in her research states that extracurricular activities should be done according to the physical condition of the school, be attractive to the teacher and the student, be under the supervision of parents and school staff, and require high knowledge of teachers. Jang, Rimal, Namauk (2013) found in a study, When parents monitor their children's behavior at school, they are less likely to drink alcohol. It also reduces the harmful effects of adolescents' perceptions of the prevalence of alcohol use among their peers through active parental involvement. In order to achieve this goal in this study, the following questions have been raised: 1- What are the features of the curriculum elements (objectives, content, teaching method and evaluation) in the design of extracurricular curriculum for the first secondary school with the approach of social harm prevention? 2- Is the curriculum designed from the point of view of specialists, curriculum planners, and extracurricular activities training experts valid?

Methodology

This research was applied in terms of purpose and in terms of combined method of simultaneous-polynomial type. In this method, quantitative and qualitative methods are designed and implemented simultaneously, however, the process of data collection and analysis in each of these methods is performed simultaneously but separately, then the results and analysis Quantitative and qualitative are compared and combined with each other (Mohammadpour, Sadeghi, Rezaei, 2010). This qualitative-quantitative research was conducted among specialists, experts and experts in curriculum planning, psychology, curriculum planning, counseling, religious sciences and Islamic education, and the design of an optimal extracurricular curriculum model was done with the approach of social harm prevention.

Part One: Template Design: Among the experts and specialists, 20 people were selected and interviewed by non-probability sampling method of snowball or chain type. The interview with the experts was carried out to the point of saturation of the research and ethical issues and obtaining informed consent from the participants were considered. In order to construct the model, first, semi-structured interviews, documents and resources available inside and outside Iran were used, Results of semi-structured interviews, and content analysis in order to understand the meanings and themes hidden in the library texts section. Achieving the objectives was considered and the data obtained from the interview were classified by content analysis as open coding and axial coding and analyzed in an interpretive manner and presented in tabular form. The results of documentary and library research for model design in four elements Purpose, content, method and evaluation were compared with the results of the interview to design the model and finally the desired model was presented.

Part II (template validation): To validate the designed model, a researcher-made questionnaire based on the four elements of the curriculum (purpose, content, teaching, learning and evaluation strategies) obtained in the first part was used, Statistical Society in the Algorithm Validation Section Education and specialists in the field of extracurricular curriculum in the city of Arak, which numbered 85 people. Therefore, at this stage, based on Morgan table, 70 people were selected as a sample.) used. After removing the existing

ambiguities, the questionnaires were again approved by the supervisors to estimate the reliability and internal consistency of the data.

Findings

First question: In this section, in order to determine the characteristics of extracurricular curriculum elements (objectives, content, method, evaluation), the data collected from the opinions of experts during interviews and review of documents are categorized and finally the desired characteristics of curriculum elements. The extracurricular course on social harm prevention in the first year of high school was identified as follows:

In the first part, the objectives of the extracurricular curriculum were fully identified and analyzed with the approach of prevention of social harms (Table 1).

In the second part, the content and methods of organizing the extracurricular curriculum with the approach of social harm prevention were identified (Table 2).

In the third part, extracurricular curriculum teaching strategies were identified with a social harm prevention approach (Table 3).

In the fourth part, the evaluation of the extracurricular curriculum with the approach of social harm prevention was identified (Table 4).

Table1. Main components and subcategories in the objective dimension

The main components	Subcomponents
Discover and nurture talents	Discovery and emergence of individual talents Discovering the group talents of students The growth of innovations and creativity of students Movement of curiosity Fostering the spirit of research, reason, initiative and creativity Develop creative and aura skills Comprehensive growth of personality dimensions
Strengthen life skills	-Strengthening individual skills - Strengthen social skills
Strengthen accountability	-Understand and strengthen the spirit of participation - Strengthening the spirit of accepting social responsibilities and facing issues and problems
Cyberspace	-Familiarity with the damage of spaces and virtual media - Increasing students' knowledge of media literacy and cyberspace
Create mobility and vitality	-Increasing knowledge and awareness in the field of physical and mental health - Creating public spaces and gaining pleasure and entertainment
Achieve a better future	Enhance learning the social skills needed by the next generation -Increasing awareness to get a profession and job commensurate with the capabilities Raising a generation aware of global issues Nurturing autonomous learners
Citizenship Education	- Respect for law and order -Cultivating a balanced and active citizenship of the world. -Develop a sense of responsibility towards the environment. - Familiarity with citizenship rights
Familiarity with social harms	-Prevent the tendency to risky behaviors

	<ul style="list-style-type: none"> -Advice to prevent risky behaviors -Familiarity with injuries and social deviations -Familiarity with the harms of cyberspace -Increase the resilience of learners - Prevent violence
Increase awareness of the environment	<ul style="list-style-type: none"> -Acquire the skills to deal with the environmental issues of the world as future leaders. -Training to fight fire, tuberculosis, protect the environment Fostering a sense of responsibility towards the environment
Cultural identity	<ul style="list-style-type: none"> -Understanding the value of cultural traditions. -Familiarity with different cultures -Tolerance and openness of Sadr against other cultures. -Familiarity with religions, customs and cultures of different nations Encourage both biological and racial dependence - Promoting respect for different ethnicities and religions
Being interactive	<ul style="list-style-type: none"> -Doing group work - Cultivation of discipline, social interaction and working group
Parental involvement	<ul style="list-style-type: none"> -Developing the school relationship with the parent -Interact with teachers, friends and parents

In general, the key themes in setting goals include considering these concepts: discovering and cultivating talents, strengthening life skills, strengthening responsibility, familiarity with cyberspace, creating mobility and vitality, achieving a better future, citizenship education, familiarity with injuries Social, raising awareness of the environment, strengthening cultural identity, interactivity, parental involvement.

Table2. Main components and subcategories in the content dimension

The main components	Subcomponents
Being forward-thinking	<ul style="list-style-type: none"> -up to date -Being popular - Continuity
Activity-driven	<ul style="list-style-type: none"> -The principle of creating competition -motivating -The principle of being practical - Usability
Pay attention to individual differences	<ul style="list-style-type: none"> -Paying attention to the age and psychological characteristics of students -Suitable for the study period of the learners -Content editing in a decentralized manner - Paying attention to the cultural conditions of the regions
Pay attention to occasions	<ul style="list-style-type: none"> -Religious and national holidays -Commemorating the mourning days of the elders -Celebrating occasions and events -Performing religious ceremonies - Celebrating important events, celebrations and occasions
Fit to activities	<ul style="list-style-type: none"> -Visit -Scientific trips - Camps with educational fields

In general, the key themes in determining the content include considering these concepts: being forward-looking, activity-oriented, paying attention to individual differences, paying attention to occasions, appropriate to activities.

Table3. Main components and subcategories in the dimension of teaching-learning strategies

The main components	Subcomponents
field trip	-Holding student camps by way of scientific tour
Exploratory	- Voluntary, voluntary and interest-based participation - Having the right to choose students based on talent
Project	- Performing activities in a step-by-step and project manner
Problem solving	-Problem solving through insight and cognition - Problem solving with analytical method
Virtual training	-Use of educational and multimedia software -Use of new software programs -Short Film - Informative documentation
Do teamwork	-Use of active teaching methods -Carrying out group projects - Performed in groups
Role play	-Use the game method -Playing a role individually - Playing the role of a group
Being interactive	-Cooperation and active presence of the parent at the time of implementation -Guiding and supervising activities by staff and teachers -Collaboration of other organizations -Direct cooperation of data -Active presence of teachers -Parent support and organizations -The effective role of managers in performance - Partnership with other schools

In general, the key themes in determining teaching-learning strategies include considering these concepts: research, exploration, project, problem solving, virtual training, teamwork, role play.

Table4. Main components and subcategories in the evaluation dimension

The main components	Subcomponents
exams	-Group tests -Individual practical projects - Practical projects of the group
Continuous evaluation	-Evaluation in a secret way by registering activities in all stages -The hidden value of comprehensive service schools according to the success rate of schools in providing services -Preparation of educational evaluation forms for students -Perform process and continuous evaluation -Use of diverse and flexible evaluation methods - Description of expected behaviors
Descriptive evaluation	-Preparing educational evaluation forms for each of the students -Describe the waiting behaviors during the school year and complete it and

	prepare a workbook - Performance report of each activity
Visit report	- Evaluate some of the students' activities in the form of reports.
Based on evidence	-Performance evaluation at the end of the academic year -Evaluate the performance of managers -Evaluate the performance of breeding coaches -Observing the behavioral patterns of students in different situations -Paying attention to the abilities of learners -Students' self-assessment -Record changes after running programs -Examining significant differences in the distance before and after the implementation of programs - Earn ranking in festivals and competitions
Qualitative evaluation	-Use of qualitative methods - Hermeneutics to create and strengthen thinking

In general, the key themes in determining evaluation include considering these concepts: tests, continuous evaluation, descriptive evaluation, visit report, evidence-based, qualitative evaluation.

Question 2: To answer this question, a one-sample t-test has been used and the results of each element of the curriculum (objectives, content, method and evaluation) are as follows:

Table5. Summary of the results of the acceptance of the elements of the desired curriculum model

Proposed pattern elements	Theoretical average	Experimental average	Standard deviation	Qty	standar d error	Degrees of freedom	The value of t	Sampling error
Target	3	3/68	0/45	70	0/16	69	4/42	%1
Content	3	3/57	0/28	70	0/06	69	9/20	%1
Method	3	3/36	0/34	70	0/08	69	4/48	%1
assessment	3	3/59	0/35	70	0/09	69	6/57	%1

Examining the above table, it can be seen that according to the obtained ts and comparing them with t expressed in degrees of freedom, it can be said that there is a significant difference between the experimental mean and the theoretical mean; Since the experimental average is higher than the theoretical average, from the point of view of the reference group, the elements considered for the proposed model are sufficiently acceptable and valid.

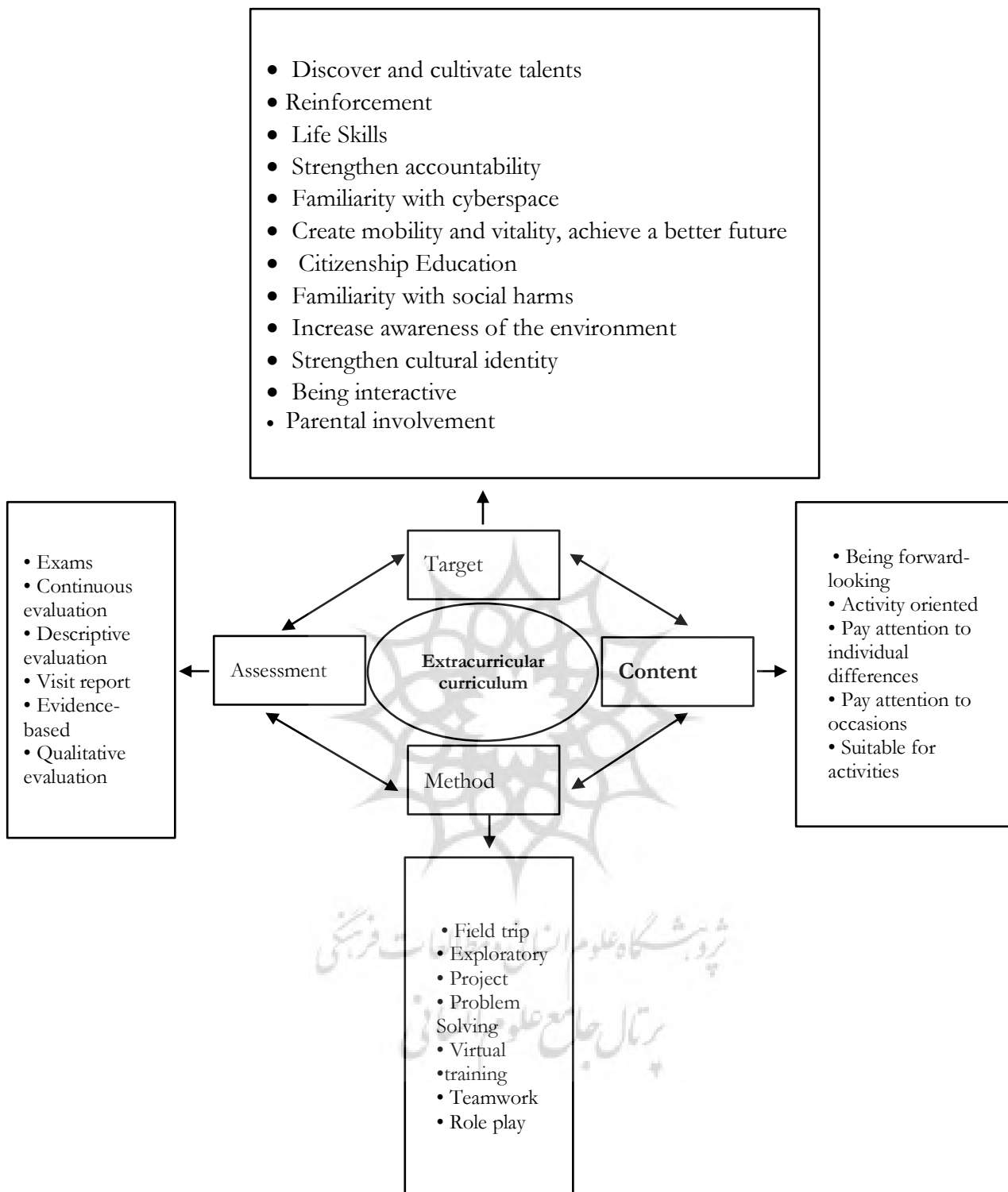


Figure1. Schematic design of the optimal model of extracurricular curriculum with the approach of prevention of social harms in the first year of high school

Discussion

The importance of the achievements of this research can be sought in the importance of extracurricular activities in achieving the goals of the Iranian education system. In a system where formal and routine programs in classrooms and schools are more focused on cultivating memory and using students' mental powers and do not pay much attention to the development of emotional and social aspects of people and most formal lessons are far from the realities of life and inevitably face learners. They do not prepare to deal with life issues. A system in which students are usually classified according to age and organized into classes, thus depriving students younger or older of the opportunity to work with them; The special interests and needs of students are not taken into account despite individual differences, and the necessary opportunity is not provided to practice theoretical learning and to understand the relationship between this learning and coexistence; Extracurricular education, depending on its nature, can be very effective and play a complementary role alongside formal education programs at the school level. How can these shortcomings be addressed? In what way and by what means can the complete education of individuals be provided? How can students' leisure time be enriched in the light of life in the new age?

Thoughts in this area and efforts to answer the above questions have highlighted the need for programs called complementary and extracurricular activities alongside formal school programs, which are a collection of experiences, activities, and opportunities in and out of the classroom. School for special purposes such as eliminating the shortcomings of existing formal programs and enriching them in order to deepen learning, pay attention to the different talents, needs and interests of learners, help them develop special abilities, change the learning environment and prepare learners to perform tasks and responsibilities. Citizenship and participation in development are anticipated and implemented with success in life. Of course, the formation of independent personality and a sense of existence in students is one of the important tasks of extracurricular activities. Extracurricular activities are the best opportunity to get to know children. Humans never present themselves as they are in formal circumstances, but they can be better known in the realm of freedom. The field of extracurricular activities gives teachers the opportunity to know who our student really is, what his or her abilities are and what his or her needs are.

According to the results of the present study and the model designed for the secondary school, the work of teachers and educators is to present concepts to learners through lively and dynamic activities and by creating lively moments, not as a The mechanical task, without stimulating the student's passion and without innovation and creativity, should not be merely the student's mind as a place to accumulate information and contents of the book, but should present the contents to the all-round growth of knowledge in a one-way and direct way. It is not possible to learn science by sitting on a school desk and listening to the teacher's words. Education may be merely taught, but in real education the student must leave the classroom and enter life and society. Providing this opportunity for the student will stimulate the all-encompassing mind and lead him to question and curiosity, stimulate thought, to achieve innovation and creativity. The school should also be planned so that the teacher and student can apply their creative thinking and acquire skills such as problem-solving thinking and decision-making. The student should be taught to learn skills and knowledge, not to instill something in him. The aim is to cultivate talents. In this regard, the model presented in this study can be used well in high school, so we need to provide a platform for cultivating motivation, thinking and creativity in students so that students along with experiences achieve new growth and prosperity.

References

- Altan B A, Altıntas H. (2017). Professional identities of vocational high school students and extracurricular activities. *Journal of education and training studies*, 5 (7): 46-52.
- Betz L, Redcay G. (2004). An exploratory study of future palms and extracurricular activities of transition-age youth and young adults.
- Blomfield J, Barber. L . (2009) .Brief report: performing on the stage, the field, or both? Australian adolescent extracurricular activity participation and self-concept *journal of adolescence*.
- Chambers A, Schreiber B. (2004). Girls academic achievement: varying associations of extracurricular activities. *Gender and Education* ,September, 16 (3).
- Ebrahimi N. (2018). Extracurricular curriculum. *Iranian Encyclopedia Curriculum*
- Farmahini Farahani M. (2018). The role of education in the prevention of social harms (with emphasis on the goals, principles, methods and methods of Islamic education. *Quarterly Journal of Islamic Studies of Social Injuries*, Shahed University, Volume 2, Number 1, Spring 2019
- Fathabadi M B (2003). Necessity and how to create extracurricular activities from the perspective of high school students and teachers in the cities of Markazi province in the academic year 2002-2003 Research project, Research Council of Markazi Province Education Organization.
- Fathi S, Fadavi J. (2012). An analysis of the social harms of young people during 1999-2000 and the factors affecting it. *Journal of Sociology of Youth Studies*, 3 (8): 121-144.
- Ghasemi Gol Afshani M R. (2010). Globalization, information and communication technology and social harms in the field of school, social harms. *Journal of Social Science Education Development*, 14 (2).
- Hajilo J, Ramzi S, Farami S. (2017). Investigating effective strategies for optimizing extracurricular activities in students' academic achievement from the perspective of students of Payame Noor University of Urmia *Second International Congress of Humanities, Cultural Studies*
- Imam jome, S M R, Ahmadi Gh A, Timurnia M. (2013). A comparative study of extracurricular activities in Iran with the United States, the United Kingdom and Malaysia. *Curriculum Research Journal, Iranian Curriculum Study Association*, Spring and Summer, 3 (1): 17-65.
- Jang S A, Rimal R A, Namauk A. (2013). Exploring parental influences In the theory of normative social behavior: findings from a Korean high school sample. *Communication research*, 52 (1): 40-72.
- Kara M T. (2016). Views of Turkish teachers on extracurricular activities at secondary schools. *Acta didactica napocensia*, 9 (4): 1-14
- Karami Moghaddam F. (1998). A study of the relationship between individual time management skills and organizational skills among managers of public high schools in Shiraz. Master Thesis, Shiraz University.
- Kazemi M. (2008). The effect of extracurricular activities on the level of responsibility of male and female high school students in Damavand. Master Thesis, Roodehen Azad University.
- Kerr, B. (2009). *Encyclopedia of Giftedness, Creativity, and Talent*. A SAGE Reference Publication.
- Lotfabadi H. (2016). *Developmental Psychology (2); Adolescence, youth and adulthood*, Tehran: Organization for the Study and Compilation of University Humanities Books (Samat).
- Mohammadpour A, Sadeghi R, Rezaei M. (2010). *Journal of Applied Sociology*, (38): 76-100.
- Pak Gohar A, Khalili M, Saffarzadeh M. (2009). The role of human factor in the occurrence of road accidents, *Traffic Management Quarterly*, Summer 88.
- Population Office of Statistics Center of Iran. (2019). *Information newspaper*. 16 August (2019).
- Rafipour F. (2008). *Special research techniques in social sciences*. Tehran: Tehran Joint Stock Company Publications.

- Rajabi Pour M. (2008). Fundamentals of Social Prevention of Juvenile Delinquency. Tehran: Preventive Police Applied Research Office. End publication.
- Sahlabadi M. (2008). Police and public education. NAJA Deputy Minister of Education.
- Shulruf B, Tumen S, Tolley H. (2008). Extracurricular activities in school, do they matter? Children and Youth Services Review, 30(4): 418–426 .
- Smith, H P. (2007). The relationship between scores on the Bell Adjustment Inventory and participation in extra-curricular activities..
- Soltani Aliabad M, Amirjan S, Younesi J, et all (2011). The effectiveness of communication skills training at the level of self-differentiation of adolescent boys. Journal of Social Welfare.
- Sotodeh H. (2016). Social Pathology, 19th Edition, Tehran: Avaye Noor.
- woods J.R, Alabama. A. (2007). An investigation of two-year community college students' involvement in extracurricular activities.
- Yar Ahmadian N. (2012). Improving the socio-individual abilities and general health of adolescents by increasing their social adequacy. Journal of Behavioral Sciences. 6(3): 288-279.
- Zaraati Ideloo R, Verizan M (2011). The role of education in the prevention of drug addiction in high schools in Bushehr. Journal of Correction and Education, 11(136): 28-23.

