PalArch's Journal of Archaeology of Egypt / Egyptology

THE ROLE OF EXTRACURRICULAR ACTIVITIES IN DEVELOPING THE SKILLS OF THE TWENTY-FIRST CENTURY FOR STUDENTS IN LIGHT OF KSA 2030 VISION

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Abstract:

The research aims to identify the role of extracurricular activities in developing the skills of the twenty-first century in the light of the Kingdom's 2030 vision for female students of the preparatory year at Imam Abdul Rahman bin Faisal University. The second year of the academic year 2018-2019, the importance of research and the need for it in response to the directions of the Kingdom of Saudi Arabia and to achieve the vision of 2030 in the inclusion of the skills of the twenty-first century within the programs of preparing university students, the scarcity of research that dealt with the inclusion of skills of the twenty-first century within the programs of extracurricular activities of university students, and Participation in the analysis of extracurricular activities, one of the effective participations in the process of developing extracurricular activities carried out within the university, so the importance of the study stands out in benefiting from its results and from the recommendations that, God willing, will

contribute to improvement and development. The most important results were the effectiveness of the questionnaire in measuring the role of extracurricular activities in developing the skills of the twenty-first century in the light of the Kingdom's 2030 vision for students of the preparatory year at Imam Abdul Rahman bin Faisal University. Extracurricular activities play a positive role in providing students with some of the skills of the twenty-first century, there are deficiencies in addressing Some skills of the twenty-first century through extracurricular activities, in the light of the findings of the researchers recommend
Taking advantage of the results of the current study and the suggested vision by the researchers in developing extracurricular activities in the Kingdom in the light of the skills of the twenty-first century, and merging the skills of the twenty-first century within the goals of extracurricular activities plans, 3 developing extracurricular activities programs for students in line with the requirements and developments of the current era, and the development of extracurricular activities For students to acquire these skills and creativity in them, to establish a calendar plan for the performance of university activity committee officials, and for the good professional preparation of university activity supervisors.

Keywords: extracurricular activities - 21st century skills - KSA 2030 vision

Introduction and Research Problem:

As a social system, education acts as a social system for the formation of individuals and the formation of their educational orientations through educational institutions. It relies on many different activities in addition to curriculums and courses. This activity plays a major role in preparing learners and shaping their attitudes. The process of education requires continuous development and evaluation. The requirements and requirements of the age, so we must redraft the general strategy of the role of the university from a place to receive science to the radiation center of the environment and society. (1: 101)

The educational process contributes effectively to the development of the student through the curriculum and activities. Learning through activities is one of the best methods because it emphasizes and solidifies the concept, excellence and international precedence in any field starting from the semester since its first stage. The key to this excellence is the teacher and the school curriculum in all its components Objectives - content - activities - means - Calendar) which seeks to change the being of the learner and the formation of critical thinking skills and the culture of creativity. (8), (12), (9)

Education is one of the vital sectors that is closely linked to society and has a strong connection to the national economy. Education contributes to transforming the economy from one source of income to an economy based on highly skilled minds and creative and productive human resources and enhancing reliance on safe and reliable sources. , And enhanced programs and projects for investment opportunities and job opportunities. [22]

The university seeks to achieve the comprehensive and integrated development of the learner from all aspects of cognitive, emotional, physical and social, as well as to build his personality in an integrated and balanced construction, to be able to meet the requirements of contemporary life. To achieve this, the university resort to many of the tools comes in its activities extracurricular activities, The basic pillars upon which the university work

depends on linking it between theory and practical application on the one hand, and satisfying the needs of the learners according to their tendencies and attitudes. On the other hand, the non-educational activity in general is a means to achieve many of the educational and psychological goals if the implementation and organization of the good and refined plans and continue to evaluate and follow-up within the university.

The researcher believes that extracurricular activities help in the formation of habits, skills, values and methods of thinking necessary to continue learning and participate in the comprehensive development of female students at the university level, and it is known that extracurricular activities are part of the curriculum that must be provided by the university and the practical aspect of what it offers between the courses of the course and inside the classroom or It is one of the most important means of attaining the goal of education. The acquisition of skills and the development of constructive behavioral attitudes and the preparation of the student to be a useful member can only be achieved with active and practical practice.

This is in line with the results of the study by Hussein Al-Qahtani (2001), 7 Walid Al-Kharashi (2004), and Mandel Krestsn (2010), 19 which emphasized the effectiveness of student activities in developing social responsibility and strengthening the values of citizenship and student protection Of deviation and implantation of good morals.

The current era of knowledge and economic competition between countries, the need for citizens with skills to work and life, and rely on communication with others on modern technologies, and to have skills to solve problems in creative ways, and requires this era of the university to teach students the skills they need in life And work in the twenty-first century, which is the goal of education in Saudi Arabia to achieve the vision of 2030, came at the forefront of the objectives of education, the need to match the outputs of the system education and labor market needs, as well as providing students with the knowledge and skills needed for future jobs.

The Partnership for 21st Century Skills defines 21st century skills as the set of skills needed to succeed and work in the 21st century such as learning and innovation skills, information and communication culture, technology, and life and work skills.
Sama Khamis (2018) defines it as a set of skills needed by workers in different working environments to be active and productive members, as well as creators of knowledge content necessary for success, in line with the developmental and economic requirements of the 21st century. (10: 152)

From the above, 21st century skills can be defined as preparing students to meet the needs and requirements of the 21st century by developing skills such as creativity, critical thinking, problem solving, communication and collaboration.

The skills of the 21st century are divided into the skills of learning and creativity and include the following (critical thinking and problem solving -

communication and sharing - innovation and creativity), the skills of digital culture and include the following (information culture - media culture - culture of information and communication technology) - Initiative and self-direction - Social interaction and intercultural interaction - Productivity and accountability - Leadership and responsibility). (6)

The Partnership for the Twenty-first Century describes these skills as creativity, critical thinking, problem solving, communication, collaboration. (5)

The vision of the Kingdom is based on three main axes: the vital society, the prosperous economy and the ambitious homeland. The national vision has focused on establishing positive values in the personalities of our children through the development of the educational system and education, In youth and young people.

Among the Ministry's goals in realizing Vision 2030 is to support innovation and creativity by developing skills: critical thinking, problem solving, creative thinking, providing students with the necessary skills for the market. Work and future functions by developing skills: collaboration or collaborative work, and interpersonal skills. (22)

Research problem :

It has become commonplace among intellectuals now that the differences between developed and backward countries are differences in the extent of creative minds and in the extent of innovative production. Creativity has become the decisive factor in accelerating the progress of a people or the backwardness of another people. (3: 5) (2: 18)

Creativity has become an urgent and vital need for societies that seek to impose their existence, but are needed to respond to the desire to remain in a human society increasingly complex because of the cognitive and demographic explosion. It has become necessary for individuals through their contribution to self-fulfillment, Education, human grammar and quality of life as a whole. (15: 4)

Many studies have concluded that extracurricular activities are an extension of the curriculum and no less important than the activity associated with the curriculum. If the curriculum is concerned with the development of the mental and cognitive aspects of the students, the activities are responsible for the development of the other aspects of the personality and the extent to which the students interact with their curricula And activities as much as you gain skills, and this contributes to the preparation of a generation for future life and build an integrated personality by providing students with basic skills.

The researchers see the role of important activities in the personal development of female students as the function of the university has developed and become the learner is the focus of the educational process, the university has become a place to collect only, but a small community where its members interacted and affect each other, so the modern education to help the students to become good citizens As well as the role of the activities in

helping students develop the habits, skills, values and methods of thinking necessary to continue education and to participate in the For the comprehensive development, and extracurricular activities are an integral part of the university program as it directly affects the students' personalities. Through the activity of the student, the student can express her emotions, satisfy her needs, adjust her behavior and master the different skills she needs in her life. The education policy in Saudi Arabia stipulates that female students Skills of the 21st century These skills are skills that can only be provided to female students through extracurricular activities.

As we seek to explode the capabilities of the creative students and develop them according to scientific foundations studied in order to get the best results, it was necessary to transform from the education based on the indoctrination and stuffing of information that ends to the outputs of lack of mastery and creative skills to introduce changes to education. Hence, the idea of research is to identify the role of extracurricular activities in developing the skills of the 21st century in the light of the vision of the Kingdom of Saudi Arabia 2030 for the preparatory year students at Al-Ama University Abdul Rahman bin Faisal.

Search Goal:

The research aims to identify the role of extracurricular activities in developing 21st century skills in the light of the vision of the Kingdom of Saudi Arabia 2030 for the preparatory year students at Imam Abdul Rahman bin Faisal University.

Search Questions:

1 - What are the axes of the questionnaire to measure the role of extracurricular activities in developing the skills of the twenty-first century in view of the vision of the Kingdom 2030 for students of the preparatory year at Imam Abdul Rahman bin Faisal University?

2- Is there a significant effect of the extracurricular activities in developing the skills of the 21st century in the light of the vision of the Kingdom of 2030 for the preparatory year students at Imam Abdul Rahman bin Faisal University?

Search terms:

Extracurricular activities:

The program, which is organized by the educational institution, is integrated with the educational program, which is accepted by the learner with his desire, and is characterized by a passion and automatic inclination to achieve the educational goals that lead to growth in experience (17:15)

Extracurricular activities *: Procedural:

Programs and events that do not have an academic character and are chosen by the student or organized or organized through the committees of activities and these programs work to invest the interests of students and talents and abilities.

21st century skills:

Is a set of skills that enable the learner to deal with and interact with the developments of life in the 21st century such as thinking skills with multiple patterns and responsibility and the ability to solve problems and adapt to the variables and skills that develop values, morals and appreciation. (14: 77)

Search procedures :

Research Methodology :

The researchers used the descriptive approach in the survey method for its relevance to the nature of the study.

Community and Sample Search:

The researchers selected the research society by the way of the students of the preparatory year - at the Imam AbdulRajman bin Faisal University for the academic year 2018/2019 AD the second semester, the number of (2431) students divided into five branches and the number of (50) randomly selected sample survey, (1184) were students who answered the questionnaire in full. The questionnaires that were not fully answered were excluded and Table (1) illustrates the reasoning of the research community.

Table (1)
Community Ranking and Research Sample

Search community classification	*The scientific track in Al Rayyan*	*The Social Track in Dammam Community College*	*College of Community in Qatif*	*The health track of the partnership*	*The health track of the partnership*	*Total*
The whole community	**968**	**457**	**335**	**503**	**168**	**2431**
Basic sample	**400**	**250**	**175**	**250**	**109**	**1184**
Survey sample	**20**	**10**	**5**	**10**	**5**	**50**
The excluded	**248**	**197**	**155**	**243**	**54**	**1247**

Data collection tools and means:

The researcher used the following methods to collect research data and information

- Examination and analysis of references and previous studies.
- personal interview.
- Questionnaire**.**

Examination and analysis of references and previous studies:

studies and research related to the subject of research, including the study of **Hussein Al-Qahtani (2001)** (7) study by **Chris Dede (2009) (18),** study of **Mandel Krestsn (2010)** (19), study of **Aisha Al Omri and Ghazil Al Saeed (2011)** (13), study by R. Anna **Saavedra, and Opfer Darleen (2012)** (20).

personal interview:

The researchers surveyed a group of experts in the field of education. Annex(1)

Questionnaire:

The questionnaire is the most important means of collecting the data used in this research. The researchers designed the questionnaire and presented it to a group of experts and carried out the scientific transactions before it was applied, so that the researchers can formulate the paragraphs of the questionnaire to measure the role of extracurricular activities in developing the skills of the 21st century Kingdom 2030, the researchers relied on the formulation of the sections of the questionnaire on the reference survey, previous studies.

Design and preparation of the questionnaire:

The researchers constructed a questionnaire to measure the role of extracurricular activities in developing the skills of the 21st century in the light of the vision of the Kingdom of 2030, where a preliminary concept was developed for the themes of the questionnaire. Seven axes were proposed in its initial form: critical thinking, problem solving, innovation, creativity, Leadership, culture of communication, information and media, culture of computing, information technology and media, profession and self-reliant learning, understanding of multiple cultures), the main points of the questionnaire were presented to experts and specialists. Annex (2)

Table (2)

Clarifying the agreement of arbitrators on the axes of the questionnaire

NO	statement	%
1	Critical reasoning and problem solving	**100%**
2	innovation and creativity	**90%**
3	Cooperation and work in team and leadership	**100%**
4	Culture of communication, information and media	**90%**
5	The culture of computing, information technology and media	**90%**
6	Profession and self-reliant learning	**80%**
7	Understanding multiple cultures	**90%**
8	Thinking outside the box	**20%**

It is clear from Table (2) that the percentage of expert opinions in the survey axes ranged from 20% to 100%. The researchers excluded the axes that obtained a percentage of less than 80%.

Table (3)

The axes chosen according to the consensus of the experts and the number of phrases that are composed of each axis of axes Questionnaire for measuring the role of extracurricular activities in developing the skills of the 21st century N = 10

NO	Statement	number
1	Critical reasoning and problem solving	13
2	innovation and creativity	8
3	Cooperation and work in team and leadership	10
4	Culture of communication, information and media	6
5	The culture of computing, information technology and media	11
6	Profession and self-reliant learning	11
7	Understanding multiple cultures	4
Total		43

It is clear from Table (3) the opinions of the experts on the axes and the number of phrases forming each of the axes of the questionnaire form (63) words.

The researchers adopted the following rules in the formulation of the paragraphs of the questionnaire measuring the role of extracurricular activities in the development of skills of the twenty-first century:

1- The paragraph should express one idea and can be interpreted.

2- That the questionnaire consists of positive and negative paragraphs, and the reason for this diversification to mitigate the respondent's tendency to the first answer, the paragraph is free of any unintended tip for the correct answer.

3- The researchers do not use paragraphs that are likely to be answered by everyone. (21: 289) (11 : 235)

Statistical processing of expert opinions on the terms of each axis:

The researcher distributed the scale in its first image to the experts to determine the extent of each axis's expression by marking (✓) in front of the phrase that belongs to the axis and the sign (×) in front of the words that do not belong to the axis.) And Table (4) clarifies the modifications made to the questionnaire terms:

Table (4)
Number of phrases modified by the questionnaire

NO	Statement	Initial Issue	Number of Phrases			
			addition	Modify	delete	
1	Critical reasoning and problem solving	13	-	1	1	12
2	innovation and creativity	8	-	-	-	8
3	Cooperation and work in team and leadership	10	-	-	1	9
4	Culture of communication, information and media	6	-	-	-	6
5	The culture of computing, information technology and media	11	-	2	1	10
6	Profession and self-reliant learning	11	-	1	1	10
7	Understanding multiple cultures	4		-	-	4
Total Statement		63	-	4	4	59

Correction of a questionnaire measuring the role of extracurricular activities in developing the skills of the 21st century:

The score is corrected by giving three degrees for the alternative (OK), two for the alternative (sometimes) and a score for the alternative (not agreeable) for the positive paragraphs. For paragraphs that were negative, From one to three degrees.

Scientific Transactions of the Questionnaire for Measuring the Role of Extracurricular Activities in Developing 21st Century Skills:

Determining the scientific coefficients of the questionnaire to measure the role of extracurricular activities in the development of the skills of the 21st

century, which the researchers designed on a sample of (50) students from the preparatory year and from outside the basic research sample.

Survey study:

The study was conducted during the period from Sunday 6/1/2019 to Thursday, 24/1/2019, with a view to determining the scientific parameters of the questionnaire.

Procedures of the exploratory study:

The researchers calculated the scientific coefficients (truthfulness - persistence) of the questionnaire that the researchers designed, after the finalization of the questionnaire using the validity of the internal consistency of the calculation of honesty, and the method of "half-division, Alkronbach" to calculate the stability, as shown in Table (4), (5.(6) (

The measurement of the role of extracurricular activities in developing the skills of the 21st century:

The researchers used the validity of the internal consistency of the words with their axis and axes with the total number of the questionnaire on the sample of the exploratory research and table (4), (5). This is illustrated by finding the coefficient of internal consistency between the axis expressions and the total sum of the axis.

Table (4)

Correlation coefficients between the terms and the total axes of the questionnaire to measure the role of extracurricular activities In developing the skills of the twenty-first century N=50

NO	Critical thinking and problem solving	innovation and creativity	Cooperation and work in team and leadership	Culture of communication, information and media	The culture of computing and information technology	Profession and self reliant learning	Understanding multiple cultures
1	*0.90	*0.88	*0.93	*0.88	*0.84	*0.92	*0.90
2	*0.89	*0.95	*0.93	*0.93	*0.83	*0.86	*0.89
3	*0.87	*0.90	*0.90	*0.71	*0.74	*0.92	*0.87
4	*0.92	*0.74	*0.76	*0.92	*0.92	*0.86	*0.92
5	*0.87	*0.85	*0.93	*0.81	*0.92	*0.69	
6	*0.73	*0.95	*0.93	*0.92	*0.84	*0.70	
7	*0.87	*0.90	*0.72		*0.83	*0.93	
8	*0.83	*0.95	*0.94		*0.91	*0.90	
9	*0.76		*0.94		*0.92	*0.76	
10	*0.90				*0.84	*0.92	
11	*0.89						
12	*0.92						

*The value of R-table at level0.277 = (0.05)

Table (4) shows statistically significant correlations between the terms of each axis and the total sum of the axis expressions, indicating the veracity of the expressions for each axis.

Table (5)
Correlation coefficients between the axis and the total of the questionnaire to measure the role of extracurricular activities In developing the skills of the twenty-first century N=50

NO	Statement	No. Statement	Consistency coefficient
1	Critical reasoning and problem solving	12	***0.986**
2	innovation and creativity	8	***0.984**
3	Cooperation and work in team and leadership	9	***0.985**
4	Culture of communication, information and media	6	***0.973**
5	The culture of computing, information technology and media	10	***0.990**
6	Profession and self-reliant learning	10	***0.971**
7	Understanding multiple cultures	4	***0.896**

*The value of R-table at level0.273= (0.05)

Table (5) shows statistically significant correlations between the axis and the total sum of the terms of the questionnaire, indicating the veracity of the axes.

Stability of the scale :

The researchers used the method of "half-division, Alkronbach" to find the coefficient of persistence of the axes of the questionnaire and table (6) shows that.

Table (5)
Stability "and" AlphaCronbach Labs "to measure the role of extracurricular activities In developing the skills of the twenty-first century N = 50

NO	Statement	No-Statement	Midterm Retail	Factor Alpha Kronbach
1	Critical reasoning and problem solving	12	***0.871**	***0.944**
2	innovation and creativity	8	***0.928**	***0.963**
3	Cooperation and work in team and leadership	9	***0.964**	***0.963**
4	Culture of communication, information and media	6	***0.905**	***0.930**
5	The culture of computing, information technology and media	10	***0.967**	***0.943**
6	Profession and self-reliant learning	10	***0.886**	***0.900**
7	Understanding multiple cultures	4	***0.905**	***0.930**
Total score of the scale		12	***0.659**	***0.714**

The value of the r "r" at the level of 0.05 = 0.273

It is clear from Table (6) that the half-term correlation coefficients ranged between 0.659 and 0.967 and alpha kronbach between 0.714 and 0.963 indicating that the questionnaire is highly stable.

Application of the study:

The basic study was implemented during the period from Sunday, 10/10/2019 to Thursday 9/3/2019 where the researchers distributed the form questionnaire (59) Annex (4) words on the basic research sample composed of

students of the preparatory year from During the personal interview with the female students, they were asked to explain the contents of the questionnaire and answer the questions of the sample members in a manner that does not prejudice the neutrality of the responses they write.

Statistical Processes:

Statistical analyzes were carried out by computer using the SPSS & Excel programs. To achieve the research objectives and validity of the questions, the researcher used the following statistical treatments:

Correlation coefficient - Ka2 test percentage

View and discuss results:

View results:

Table (7)

The value of the Ka-2 box and the percentage of the consensus of the research sample in the axis of critical reasoning and problem solving for the questionnaire of measuring the role of extracurricular activities in developing the skills of the 21st century N=1184

NO	Statement	Yes	To some extent	No	Percentage of agreement	Ka 2
1	The activities directed students to write expressions that show their opinion	**980**	**148**	**56**	**%92,6**	***328**
2	The activities of the students are directed to explain and clarify ideas	**904**	**176**	**104**	**%98,1**	***248,1**
3	Activities include positions to develop decision-making skills	**876**	**228**	**80**	**%89,1**	***227,1**
4	Activities include analysis of alternatives to views	**80**	**160**	**944**	**%42,3**	***288,8**
5	Activities develop skills to interpret information, opinions and events	**80**	**692**	**412**	**%57,3**	***118,9**
6	Activities give an opportunity to judge different situations	**80**	**420**	**684**	**%49,7**	***116,2**
7	Activities include a variety of unusual problems and situations	**312**	**352**	**484**	**%62,83**	***7,6**
8	Activities are given an opportunity to clarify diverse perspectives	**68**	**500**	**616**	**%51,2**	***105,7**
9	Different types of thinking are used appropriate to the situation	**196**	**448**	**540**	**%56,9**	***40,2**
10	A wide range of brainstorming methods such as brainstorming are used to be interesting new ideas.	**28**	**700**	**356**	**%54,6**	***146,6**
11	The activities give an opportunity to provide original and innovative solutions and ideas	**160**	**428**	**596**	**%54,4**	***61,3**
12	Activities provide an opportunity to use personal skills and problem-solving skills	**208**	**384**	**592**	**%55,9**	***46,8**

*The value of Ka 2 is tabular at degrees of freedom 1 = 3.84 * Ka 2 value of the tabular at degrees of freedom 2 = 5.99

Table (7) shows that the percentage ranged between (42.3% and 98.1%), while the calculated values of Ka 2 ranged between (7,6 - 288,8) and that there are statistically significant differences in all expressions The focus of critical thinking and problem solving was to determine the role of

extracurricular activities in developing the skills of the 21st century, where (2) obtained the highest percentage, and the number 4 obtained the lowest percentage.

Table (8)

The value of the Ka-2 box and the percentage of the consensus of the research sample in the innovation and creativity axis of the questionnaire measuring the role of extracurricular activities in developing the skills of the 21st century

N1184 =

NO	Statement	Yes	To some extent	No	Percentage of agreement	a 2
1	Activities offer different ways to create ideas	**208**	**384**	**592**	**%55,9**	***46,8**
2	It encourages activities to build and expand ideas	**36**	**496**	**652**	**%49,3**	***129,9**
3	Urges activities to add new and varied details to an idea	**268**	**368**	**548**	**%58,8**	***25,5**
4	Activities encourage unusual explanations of events	**676**	**280**	**120**	**%85,6**	***152,1**
5	The activities are encouraged to organize information according to new ideas	**28**	**424**	**732**	**%46,8**	***157,8**
6	Plan and implement simplified activities	**240**	**308**	**636**	**%55,5**	***56,8**
7	Urges activities to provide innovative and innovative solutions and ideas.	**48**	**248**	**852**	**%44,1**	***216,4**
8	Urges activities to use raw materials from the environment to implement innovations	**40**	**52**	**1092**	**%37,1**	***462,1**

*The value of Ka 2 is tabular at degrees of freedom 1 = 3.84 * Ka 2 value of the tabular at degrees of freedom 2 = 5.99

Table (8) shows that the percentage ranged from (37.1% to 85.6%) while the calculated values of Ka 2 ranged between (25.5 - 462.1) and that there are statistically significant differences in all expressions of axis Innovation and creativity of the questionnaire to measure the role of extracurricular activities in the development of skills of the twenty-first century, where the phrase number (4) the highest percentage and obtained the phrase (8) the lowest percentage.

Table(9)

The value of the Ka-2 box and the percentage of consensus of the research sample in the axis of cooperation and work in the team and leadership for the questionnaire measuring the role of extracurricular activities in developing the skills of the 21st century N = 1184

NO	Statement	Yes	To some extent	No	Percentage of agreement	Ka 2
1	Activities promote positive attitudes of cooperative action	**36**	**496**	**652**	**%48,6**	***129,9**
2	Activities are directed to investing strengths in others	**68**	**212**	**904**	**%43,1**	***253,1**
3	Activities include life positions in collective projects	**800**	**208**	**176**	**%84,3**	***156,4**
4	Activities include positions that promote initiative and leadership	**784**	**340**	**60**	**%87,1**	***168,9**

5	The activities direct human behavior toward honesty	**876**	**228**	**80**	**%89,1**	***227,1**
6	Participatory activities and collaboration are developed effectively	**768**	**320**	**96**	**%85,6**	***148,3**
7	Behavioral activities are directed in a professional manner	**836**	**312**	**36**	**%89,2**	***209,2**
8	Activities enable students to communicate effectively with others' ideas	**944**	**160**	**80**	**%90,9**	***288,8**
9	The activities enable female students to act responsibly when leading a group	**36**	**496**	**652**	**%48,6**	***129,9**

* Ka 2 value of the tabular at degrees of freedom 1 = 3.84 * Ka 2 value of the tabular at degrees of freedom 2 = 5.99

Table (9) shows that the percentage ranged between (43.1% - 90.9%) while the calculated Ka 2 ranged between (129.9 - 253.1) and that there are statistically significant differences in all expressions of axis Cooperation and work in the team and leadership to survey the role of extracurricular activities in the development of skills of the twenty-first century, where the phrase number (8) the highest percentage and obtained phrases (2) the lowest percentage.

Table(10)

The value of the Ka-2 box and the percentage of the consensus of the research sample in the culture of communication, information and media for the questionnaire measuring the role of extracurricular activities in developing the skills of the 21st century N = 1184

NO	Statement	Yes	To some extent	No	Percentage of agreement	Ka 2
1	Activities promote positive attitudes towards technology	**964**	**164**	**56**	**%92,2**	***311,7**
2	Activities include positions requiring the recruitment and use of modern technologies	**692**	**364**	**528**	**%60,1**	***18,5**
3	Activities include situations requiring the use of digital techniques to access information	**268**	**368**	**548**	**%58,8**	***25,5**
4	Urges activities to judge the quality of information sources	**763**	**368**	**80**	**%85,1**	***137,0**
5	The activities enable students to use a wide variety of resources	**800**	**208**	**176**	**%84,2**	***156,4**
6	Uses a wide variety of sources	**160**	**428**	**596**	**%54,4**	***61,3**

*he value of Ka 2 is tabular at degrees of freedom 1 = 3.84 * Ka 2 value of the tabular at degrees of freedom 2 = 5.99

Table (10) shows that the percentage ranged between (54.4% - 92.2%) and the calculated Ka 2 values ranged between (25.5 - 311.7) and that there are statistically significant differences in all expressions of axis The culture of communication, information and media for the questionnaire measuring the role of extracurricular activities in the development of skills of the twenty-first century, where the phrase (1) received the highest percentage and obtained the phrases (6) the lowest percentage.

Table (11)
The value of the Ka-2 box and the percentage of the consensus of the research sample in the culture of computing, information technology and media for the measurement of the role of extracurricular activities in developing the skills of the 21st century N = 1184

NO	Statement	Yes	To some extent	No	Percentage of agreement	Ka 2
1	Activities include positions to develop oral communication skills	**36**	**469**	**652**	**%49,3**	***129,9**
2	Activities include positions to develop written communication skills	**68**	**212**	**904**	**%43,1**	***253,1**
3	Activities include positions related to the collection of information from their sources	**48**	**284**	**852**	**%44,1**	***216,4**
4	Urges activities to use time accurately	**40**	**52**	**1092**	**%37,1**	***462,1**
5	Activities are urged to use information accurately	**28**	**424**	**732**	**%46,8**	***157,8**
6	Directing activities for what is published in the media and benefiting from it	**208**	**384**	**592**	**%55,9**	***46,80**
7	The activities urge the use of multiple media tools and technologies	**800**	**208**	**176**	**%84,3**	***156,4**
8	Activities urge judgments about the effectiveness of means and techniques	**784**	**340**	**60**	**%87,1**	***168,9**
9	Activities are encouraged to access, analyze, configure and share information from multiple sources.	**876**	**228**	**80**	**%89,1**	***227,1**
10	Activities are encouraged to use digital technology and communication tools successfully to manage, integrate, evaluate and synthesize information	**768**	**320**	**96**	**%85,6**	***148,3**

*The value of Ka 2 is tabular at degrees of freedom 1 = 3.84 * Ka 2 value of the tabular at degrees of freedom 2 = 5.99

Table (11) shows that the percentage ranged between (37.1% - 89.1%) while the calculated Ka 2 values ranged between (46.85 - 462.1) and that there are statistically significant differences in all the terms of the axis CULTURE OF COMPUTER, INFORMATION TECHNOLOGY AND MEDIA Questionnaire for measuring the role of extracurricular activities in developing the skills of the 21st century, where the phrase (9) received the highest percentage and the phrases (4) received the lowest percentage.

Table (12)
The value of the Ka-ka box and the percentage of the consensus of the research sample on the occupational and self-learning aspect of the questionnaire on measuring the role of extracurricular activities in developing the skills of the 21st century N = 1184

NO	Statement	Yes	To some extent	No	Percentage of agreement	Ka 2
1	The activities develop adapting students to different	**964**	**164**	**56**	**%92,2**	***311,7**

	roles and responsibilities					
2	Activities are directed to effectively invest feedback	**240**	**308**	**636**	**%55,5**	***56,8**
3	Activities include learning situations with increasingly complex projects	**68**	**500**	**616**	**%51,2**	***105,7**
4	Activities illustrate the objectives of the students	**196**	**448**	**540**	**%56,9**	***40,2**
5	Direct activities to manage projects efficiently	**28**	**700**	**456**	**%54,6**	***146,6**
6	Activities stimulate students to self-questioning	**160**	**428**	**596**	**%54,4**	***61,3**
7	The activities provide an opportunity to overcome the requirements of students to explore and expand their perceptions	**208**	**384**	**592**	**%55,9**	***46,8**
8	Activities develop a sense of responsibility and accountability	**36**	**496**	**652**	**%49,3**	***129,9**
9	Take advantage of time and manage the workload entrusted to them efficiently	**268**	**368**	**548**	**%58,8**	***25,5**
10	Activities give an opportunity to review and develop ideas.	**784**	**280**	**120**	**%85,6**	***152,1**

*The value of Ka 2 is tabular at degrees of freedom 1 = 3.84 * Ka 2 value of the tabular at degrees of freedom 2 = 5.99

Table (12) shows that the percentage ranged between (49.3% - 92.2%) and the calculated Ka 2 values ranged between (25.5 - 311.7) and that there are statistically significant differences in all expressions of axis Profession and self-reliant learning to measure the role of extracurricular activities in developing the skills of the twenty-first century, where the phrase (1) received the highest percentage and obtained the phrases (8) at the lowest percentage.

Table (13)
The value of the Ka-2 box and the percentage of consensus of the research sample in the multi-cultural understanding axis of the questionnaire measuring the role of extracurricular activities in developing the skills of the 21st century N1184 =

NO	Statement	Yes	To some extent	No	Percentage of agreement	Ka 2
1	Activities promote positive attitudes towards other cultures	**48**	**284**	**852**	**%44,1**	***216,4**
2	Activities include attitudes to develop interpersonal skills	**40**	**52**	**1092**	**%37,1**	***462,1**
3	Encourage activities to respond to different social values	**36**	**496**	**652**	**%48,6**	***129,9**
4	Activities indicate what distinguishes the cultures of different countries	**196**	**448**	**540**	**%56,9**	***40,2**

*The value of Ka 2 is tabular at degrees of freedom 1 = 3.84 * Ka 2 value of the tabular at degrees of freedom 2 = 5.99

Table (13) shows that the percentage ranged from (37.1% to 56.9%) while the calculated values of Ka 2 ranged between (40.2 - 462.1) and that there are statistically significant differences in all expressions of the

understanding axis of cultures (4) received the highest percentage and the lowest number of phrases (2) was obtained.

Discussion of results:

Based on the statistical analyzes used by the researchers and in light of the research objectives and the limits of the measurements made in the framework of the sample of the research, the following results were obtained:

It is clear from the results of the tables (2-6) and the commentaries to build a questionnaire to measure the role of extracurricular activities in the development of the skills of the twenty-first century for the students of the preparatory year at the University of Imam Abdul Rahman bin Faisal, and the axes on which the questionnaire was built on seven axes (Criticism and problem solving , Innovation and creativity, cooperation and work in team and leadership, culture of communication, information and media, culture of computing, information technology and media, profession and self-learning, understanding of multiple cultures) Twenty-one students of the preparatory year at the University of Imam Abdul Rahman bin Faisal, and after the standardization of the questionnaire, the researchers applied it to a sample survey consisting of a group of female students from the same community and outside the basic sample and the number of 50 students from the preparatory year, The questionnaire to measure the role of extracurricular activities in the development of 21st century skills in its final form became applicable to the basic sample after deletion and modification of the terms**.**

In this way, the first question can be answered:

"What are the axes of the questionnaire to measure the role of extracurricular activities in developing the skills of the 21st century in view of the vision of the Kingdom of 2030 for the preparatory year students at Imam Abdul Rahman bin Faisal University"?

It is clear from the results of the tables (7-13) that by the answer to the questionnaire that illustrates the reality of the 21st century skills in extracurricular activities, the ratio of the terms of critical thinking and problem solving ranged between 42.3% and 98.1% The percentage of the terms of the axis of innovation and creativity ranged between (37.1% - 85.6%) and all Axis expressions are less than average, except for one term, and therefore lack of extracurricular activities for innovation And creativity. The percentage of the terms of the axis of cooperation and work in the team and leadership ranged between (43.1% - 90.9%). Most of the terms of the axis obtained high ratios, except for three terms, which was average, indicating the success of extracurricular activities in achieving cooperation. (54.4% - 92.2%). Half of the terms of the axis were high and the other half on average ratios, indicating partial achievement of the axis. The percentage of expressions of the culture of computing, information technology and media has ranged from (37.1% - 89.1%). Some of the terms of the axis were above average and most of the terms obtained below the mean. This indicates the lack of extracurricular activities in achieving the axis of the culture of

computing, information technology and media and the lack of interest in the activities through technical and media means. (49.3% - 92.2%). All the terms of the axis obtained a medium percentage except one. Therefore, there is a lack of achievement of the extracurricular activities of the axis. Ranged between (37.1% - 56.9%) and all the axis phrases less To a percentage of the average except for one term that received a moderate percentage indicating neglect and not being dealt with in extracurricular activities in sufficient form**.**

In the light of the foregoing, there is a lack of attention to the extracurricular activities of 21st century skills, and the neglect of their prominent role in the development of female students' personality.

And the belief of the researchers in the positive role of extracurricular activities in the development of many of the skills and values of female students, as well as the important role played by these activities in the development and acquisition of students skills difficult to acquire through courses.

This is consistent with the study of **Hussein Al-Qahtani (2001)** (7) which proved the effectiveness of student activities in the prevention of deviation and its impact in strengthening the values of good morals.

Walid Al-Kharashi (2004) (16), **Mandel Krestsn (2010)** (19), also confirms that student activities have a significant impact on activating the values of citizenship and the development of social responsibility among university students as an essential element in building their personalities.

The researchers believe that if 21st century skills are included among the main objectives of the university's activity plans, this will greatly help students acquire these skills in the desired manner. Therefore, the researchers developed a proposed vision for activities in order to develop 21st century skills in the light of the vision of the Kingdom..

This is in line with the report **of UNESCO (1996)** on the need to pay attention to the skills of the twenty-first century and to reflect on it comprehensively beyond the fields of education and education(4) .

This is also consistent with the results of the study by Chris Dede (2009) (18), R. Anna Saavedra and Opfer Darleen (2012) (20) that 21st century skills are easily accessible to students if they are incorporated in scientifically studied ways Students with skills aimed at their development.

Thus, the second question can be answered:

"Is there a significant impact of extracurricular activities in the development of the skills of the twenty-first century in the light of the vision of the Kingdom of 2030 for students of the preparatory year at Imam Abdul Rahman bin Faisal."?

Conclusions:

In light of the results, the researchers reached the following conclusions:

1- Effectiveness of the questionnaire to measure the role of extracurricular activities in developing the skills of the 21st century in view of the vision of

the Kingdom 2030 for the preparatory year students at Imam Abdul Rahman bin Faisal University.

2- Extracurricular activities play a positive role in providing students with some 21st Century skills.

3- There is a deficiency in dealing with some of the skills of the 21st century through extracurricular activities.

Recommendations:

In the light of the findings of the researchers recommends the following:

1- Benefiting from the results of the present study and the proposed scenario by the researchers in developing extracurricular activities in the Kingdom in light of the skills of the 21st century.

2- Integrate the skills of the 21st century into the objectives of extracurricular activities plans.

3- Developing programs of extracurricular activities for female students in line with the requirements and developments of the current era.

4- Develop extracurricular activities for female students in order to acquire these skills and creativity.

5- Develop an evaluation plan for the performance of the officials of the university activities committees.

6- Good professional preparation for supervisors of activities in universities.

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