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School Activities and the Development of Social Values among Saudi High School Students

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Abstract. This study examined the role of school activities in fostering social values among public high school students in Dammam, Saudi Arabia. Using a descriptive quantitative design, data were collected via a validated questionnaire from a stratified random sample of 438 students (51.37% male, 48.63% female) representing the broader population of 33,635 students. The data were analyzed using SPSS version 26.0. The instrument measured seven value dimensions: cooperation and social solidarity, mercy, forgiveness, kindness to neighbors, honesty, justice and equality, and acceptance of others. Results indicate a high overall impact of school activities on social-values development ($M = 3.87$, $SD = 0.97$). Honesty ranked highest, encompassing academic integrity, respect for rights, and protection of entrusted property. This was followed by acceptance of others, forgiveness, justice and equality, cooperation, kindness to neighbors, and mercy. Activities such as cultural programs, community service, scouting, and social clubs were identified as key mechanisms for value transmission. The findings underscore the effectiveness of extracurricular activities as a strategic tool for moral and social education, aligning with the emphasis of Saudi Arabia's Vision 2030 on responsible citizenship. The study recommends integrating explicit values-based objectives into activity planning, ensuring diversity, inclusivity, and alignment with cultural and educational goals.

Keywords: extracurricular activities; high school students; school activities; social values; Vision 2030

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1. Introduction

In modern education, school activities are increasingly recognized as a critical component of student development that extends beyond academic achievement. Broadly, school activities can be divided into academic activities, which support curricular learning, and extracurricular activities, which complement classroom teaching by focusing on holistic growth. This study focuses on the latter, given their unique contribution to shaping students' social values. Extracurricular school activities are often considered to be as impactful as classroom lessons, enabling students to meet needs, express interests, and develop skills such as cooperation, self-control, confidence, respect, and essential life competencies (Qabil et al., 2013). Their activation is a shared responsibility of educational staff (Al-Harbi, 2017), with leaders urged to integrate them into curricular goals and Vision 2030 (Al-Omari, 2020).

Vision 2030 emphasizes building “an ambitious nation with responsible citizens”, where education fosters values of cooperation, tolerance, productivity, and social responsibility (Saudi Vision 2030, 2025). By aligning extracurricular activities with this framework, schools not only contribute to student development but also advance national priorities of preparing a generation capable of ethical decision-making, civic engagement, and global competitiveness. These activities foster good character, Islamic values, and positive behavior, while correcting unhealthy habits and nurturing pride in religion and leadership (Daams, 2010).

Extracurricular activities instill responsibility, teamwork, and respect for labor, while promoting cooperation, heritage preservation, national belonging, and social cohesion (O'Donnell et al., 2024). They build social and emotional competencies, including leadership, emotional maturity, problem-solving, and interpersonal confidence (Imjai et al., 2024), while supporting academic growth, time management, and well-being. Despite challenges such as time constraints or exclusion, their benefits make inclusive programs essential for holistic student development (Kakungulu, 2024). International studies highlight their role in promoting citizenship and socio-emotional growth (Imjai et al., 2024; O'Donnell et al., 2024), while regional studies emphasize cooperation, national belonging, and moral behavior in Arab contexts (Kakungulu, 2024). Together, these findings show significance at both global and local levels.

In Saudi Arabia, secondary schooling has undergone reforms to integrate extracurricular programs into national development agendas. Ministerial Circular No. 108946 (17/5/2017) allocated four hours weekly for activities covering cultural, social, and life skills (Ministry of Education, 2018). The General Administration of Activities also issued stage-specific guidelines emphasizing social development through clubs and initiatives that foster engagement, volunteerism, problem-solving, and values promotion (Ministry of Education, 2016).

Extracurricular activities play a key role in reinforcing social values, fostering ethical behavior, social responsibility, and disciplined conduct aligned with societal norms (Bhullar et al., 2024). In Saudi secondary education, the Ministry of

Education promotes these values by equipping students with cooperation skills, environmental stewardship, productivity, and awareness of rights and responsibilities (Alazzam et al., 2024; Melhim et al., 2023). Here, social values include cooperation, compassion, forgiveness, honesty, justice, equality, and respect for others, which are central to the emphasis of Vision 2030 on responsible citizenship. Social values are integral to Saudi Arabia's development agenda, particularly under the National Transformation Program 2030, which emphasizes "an ambitious nation with responsible citizens" and collective responsibility across sectors to strengthen accountability at personal, professional, and community levels (Saudi Vision 2030, 2025).

1.1 Problem of the Study

The technological revolution and the rise of virtual worlds expose youth to influences that may undermine educational and social values, threatening their Islamic cultural identity amid intellectual pluralism. This challenge has compelled schools to adapt curricula, methods, and objectives to the evolving environment (Alsisy & Alsewiket, 2020). In response, Saudi Arabia's Ministry of Education allocated four hours weekly for extracurricular school activities in all public secondary schools across the Kingdom. However, studies indicate that these programs remain underdeveloped and face challenges in effectively fostering values in secondary schools. Al-Ghamdi (2019) identified weaknesses, noting gaps in promoting honesty, humility, patience, and justice, and a lack of integration with guidance and counseling essential for a value-based school environment.

Other studies have noted barriers such as inadequate facilities, limited incentives, and weak alignment with student interests (Lahsan, 2014; Mazyo, 2014). Dweikat (2018) found only moderate effects on social development, while Al-Luhaidan and Al-Bazai (2018) reported similar outcomes for volunteerism at the university level. Internationally, Balaguer et al. (2020) showed that extracurricular impact varies by gender, age, and parental background. This underscores a key gap: Although activity hours are mandated, their effectiveness in cultivating values has not been empirically verified at the secondary school level. As Shakeel et al. (2024) and Amin (2024) stressed, without explicit values-based objectives and structured supervision, activities risk being underutilized and unable to achieve civic and moral goals.

Based on this, the need to study the role of school activities in developing social values among high school students is evident due to their importance in equipping students with skills and correct behaviors and knowledge on how to use their free time beneficially. The findings are expected to guide extracurricular program design and support educational policy in Saudi Arabia, aligning activities with Vision 2030 goals. Accordingly, the objective of this research is to evaluate how school activities contribute to social-values development among high school students in Dammam, with emphasis on cooperation, compassion, honesty, justice, equality, and respect for others.

The study aims to answer the following research question:

- What is the current role of school activities in promoting social values among high school students in Dammam?

This study explores the role of school activities in promoting social values, such as cooperation, social solidarity, compassion, forgiveness, kindness, honesty, justice, equality, and acceptance, among high school students in Dammam. By analyzing students' perceptions, the study provides region-specific evidence that contributes to the broader international discourse on values-based education.

Given the Saudi Ministry of Education's emphasis on extracurricular activities to foster values, the study aims to inform researchers, policymakers, and educators on the shaping of effective policies and programs that enhance social-values development in secondary schools. This focus is crucial for ongoing educational reform in Saudi Arabia, where aligning extracurricular initiatives with Vision 2030 goals strengthens students' values and civic responsibility.

2. Literature Review

Social values intersect multiple disciplines, such as philosophy, sociology, anthropology, economics, art, and technology, shaping human behavior through culturally influenced frameworks. Schools play a critical role in cultivating these values, and research has examined how extracurricular activities contribute to this process. Smit (2010) found that British schools in East London promoted forgiveness, tolerance, and non-violence by preventing bullying and reinforcing dialogue through activities and training.

Al-Kahlan and Khasawneh (2023) reported that participation in extracurricular activities strengthens students' tolerance, cooperation, and honesty, reinforcing the vital role of school programs in shaping ethical and social behavior. Similarly, Khodijah et al. (2024) showed that Islamic character education initiatives, such as scouting, enhanced students' morality, ethical conduct, and resilience by combining structured habituation, adult role-modelling, and supervised service projects within extracurricular programs.

Several studies have highlighted group and recreational activities. Mazyo (2014) observed that female middle school students in Tabuk gained unity, loyalty, responsibility, and democratic spirit through groupwork, despite barriers such as poor facilities and low incentives. Lahsan (2014) found that Algerian sports activities encouraged cooperation, competition, and sportsmanship, while Hamid and Khamis (2017) noted that recreational activities in Egypt built respect for parents, confidence, responsibility, and pride. Similarly, Al-Qarni (2018) found that extracurricular activities fostered tolerance, cooperation, and honesty among Saudi university students, demonstrating their broader moral and social benefits.

Other findings suggest contextual variation. Dweikat (2018) reported that extracurricular programs in Nablus, Palestine, had a moderate impact on emotional and social development, with females rating them more positively. Zarzourah (2017) showed that activities among Mansoura students enhanced

social responsibility, belonging, and respect for public property. Shakeel et al. (2024) concluded that religious schools promoted civic knowledge, political skills, and social capital, with religious values ranking highest, followed by social, political, and cultural values. Together, these studies show that extracurricular activities foster a wide range of values, that is, moral, social, civic, and political, though outcomes vary by gender, context, and program type.

Al-Shahri (2017) examined extracurricular activities in Al-Namas, Saudi Arabia, surveying 167 female students. Findings highlight their role in solving community problems and promoting cooperation, tolerance, assistance, and fair competition, though limited resources and poor alignment with interests were obstacles. Al-Sulami (2023), focusing on elementary school teachers in Jeddah, found that high levels of activity promote social values. While these findings are at the primary level, they provide useful insights into how early inculcation of values lays the foundation for high school students' social behavior in Saudi Arabia.

Al-Ghamdi (2019) explored Riyadh high school teachers' views on student activities in moral value development. Surveying 420 teachers, they identified obstacles, including a lack of activity guides, doubts about promoting humility, and negative media effects on patience. Al-Kahlan and Khasawneh (2023) examined Saudi university students' participation in extracurricular activities and found that such engagement nurtured moral, social, and national values, enhanced personality traits, and supported academic achievement through structured supervision. Although this study was conducted at the university level, it demonstrates continuity in how organized activities influence values development across educational stages.

Fathurrahman et al. (2024) conducted a case study at an Islamic middle school to explore the role of extracurricular programs in nurturing religious values, specifically within a values-based educational environment. Their findings highlight organized habituation, modelling, and supervisory structures as key strategies through which Islamic values are internalized. Amin (2024) further contributed to the Saudi context by investigating high school students and proposing a framework where activities foster responsibility, participation, equality, and belonging, directly aligning with Vision 2030's goals of responsible citizenship.

More recent Saudi research also emphasizes this issue. Almashari (2023) examined the "One Hour Activity Plan" in Saudi boys' secondary schools, showing how structured extracurricular initiatives can build social and personal skills while highlighting challenges in implementation. Likewise, Al-Omri and Ahmed (2019) explored extracurricular programs in Saudi secondary schools and found that they enhanced language and communication skills, offering further evidence that such activities play a broader developmental role beyond academics.

In summary, while international and regional studies underscore the potential of extracurricular activities to foster social values, research focusing on Saudi secondary schools remains limited. Few large-scale, empirical investigations have examined how these activities translate into values development in practice. This study, therefore, seeks to fill this gap by providing evidence specific to Saudi high school students, offering both theoretical insights and practical implications for educational reform.

3. Methodology

3.1 Research Design

The study employed a quantitative descriptive design to answer the research questions and meet the research objectives. This approach is suitable because it captures students' perceptions in their natural school context without manipulating variables, making it appropriate for examining the role of extracurricular activities in social-values development.

3.2 Population and Sample

The study population comprised all secondary school students in government schools in Dammam for the third semester of the 2023/2024 academic year, totaling 33,635 students, according to data from the Planning and Development Department of the General Directorate of Education in the Eastern province. The sample consisted of 438 secondary school students, selected through stratified random sampling based on gender (male and female students).

The proportions of male and female students in the sample were calculated according to their actual distribution in the population to ensure representativeness. This resulted in 225 male students (51.37%) and 213 female students (48.63%), as presented in Table 1. The sample size also exceeded the minimum sample size as recommended by Krejcie and Morgan's (1970) sampling table for populations above 30,000, thereby ensuring adequate statistical power for generalization. As shown in Table 1, the distribution of the sample by gender (male and female) was nearly equal, ensuring representativeness of both groups.

Table 1: Distribution of the sample by gender

Gender	Frequency	Percentage (%)
Male	225	51.37
Female	213	48.63
Total	438	100

Ethical procedures were observed throughout the study. Participation was voluntary, and informed verbal consent was obtained from students and their guardians, with approval from the school administration. Confidentiality and anonymity were assured, with data used solely for academic purposes and reported in aggregate form.

3.3 Data Collection Tool

To achieve the study's objectives and address the research question, a questionnaire was employed as the data collection tool. The questionnaire was developed by the researchers, drawing on previous studies (e.g., Al-Ghamdi,

2019; Amin, 2024), adapted to the Saudi secondary school context, and reviewed by experts to ensure validity. The questionnaire focused on one main axis, the role of school activities in developing social values, and comprised 44 statements divided into seven sub-categories: cooperation and social solidarity (8 statements), mercy (7), forgiveness (4), kindness to neighbors (5), honesty (6), justice and equality (7), and acceptance of others (7).

Responses were measured using a five-point Likert scale, with levels of agreement weighted as follows (Table 2): *Very high/Strongly agree/Extremely important* = 5; *High/Agree/Very important* = 4; *Moderate/Neutral/Somewhat important* = 3; *Low/Disagree/Slightly important* = 2; *Very low/Strongly disagree/Not important* = 1. The response categories were classified into five equal intervals calculated with the formula: (highest value – lowest value) ÷ number of scale options = $(5 - 1) \div 5 = 0.80$, resulting in defined mean score ranges for each level.

Table 2: Distribution of arithmetic mean ranges and their classification according to the scale used in the study instrument

Description	Mean range
Very high/Strongly agree/Extremely important	4.21 – 5.00
High/Agree/Very important	3.41 – 4.20
Moderate/Neutral/Somewhat important	2.61 – 3.40
Low/Disagree/Slightly important	1.81 – 2.60
Very low/Strongly disagree/Not important	1.00 – 1.80

3.4 Validity and Reliability of the Questionnaire

The questionnaire was developed for this study, drawing on prior research on school activities and social values, and tailored to the Saudi secondary school context. To ensure content validity, it was reviewed by 15 Saudi university experts in education, who assessed clarity, relevance, and alignment with study objectives. Their feedback was incorporated to strengthen the instrument's construct alignment.

For internal consistency validity, a pilot test with 20 students was conducted. Pearson's correlation coefficients between items and their respective dimensions ranged from 0.70 to 0.96 ($p < 0.01$), while correlations between each dimension and the overall questionnaire score ranged from 0.84 to 0.98 ($p < 0.01$). These results confirm strong coherence at both item and dimension levels. For reliability, Cronbach's alpha coefficients ranged from 0.90 to 0.97 across the seven dimensions, with an overall alpha of 0.99 for the whole instrument.

According to established thresholds (Cronbach, 1951; Tavakol & Dennick, 2011), these values demonstrate excellent reliability. When reassessed with the full sample of 438 students, the overall reliability remained high at 0.90, confirming the tool's consistency and suitability for measuring intended constructs. In summary, the questionnaire demonstrated strong validity and reliability, providing confidence that the data collected accurately reflect students' perceptions of the role of school activities in developing social values in the Saudi secondary school context.

3.5 Data Analysis

The data were analyzed using SPSS version 26.0. Descriptive statistics (means, standard deviations, and rankings) were employed to address the research question regarding the extent to which school activities foster social values. For instrument validation, Pearson's correlation coefficient was used to assess internal consistency between items, dimensions, and the overall scale, while Cronbach's alpha was used to measure reliability. These statistical tests are appropriate for a descriptive, quantitative design, as they enable systematic evaluation of patterns in student responses and ensure the accuracy of conclusions drawn from the data.

4. Results and Discussion

To answer the research question of the study, means, standard deviations, and rankings based on the mean for each dimension of the axis included in the study, that is, the reality of the role of school activities in developing social values, were calculated. Thereafter, frequencies, percentages, means, standard deviations, and rankings based on the mean for each item in the dimensions of the axis were calculated from the perspective of the study sample of secondary school students. These results are presented in Table 3.

Table 3: Statistics regarding the reality of school activities and their role in developing social values

Dimension	Mean	SD	Rank	Agreement level	Examples of extracurricular activities
Honesty	3.98	1.04	1	High	Academic integrity campaigns, debate clubs, research fairs
Acceptance of others	3.95	1.04	2	High	Cultural exchange days, dialogue forums, multicultural clubs
Forgiveness	3.92	1.04	3	High	Peer mediation programs, Islamic values workshops, role-play
Justice and equality	3.87	1.06	4	High	Student councils, mock trials, group projects
Cooperation and social solidarity	3.82	1.00	5	High	Scouting, team sports, community service campaigns
Kindness to neighbors	3.82	1.13	6	High	Volunteer visits, neighborhood clean-up days, charity drives
Mercy	3.79	1.05	7	High	Red Crescent activities, animal care clubs, visits to the sick
Overall	3.87	0.97		High	

Table 3 presents the statistics on the secondary school students' views on the role of school activities in developing social values, with an overall mean score of 3.87 out of 5. This indicates strong agreement among the students regarding the effectiveness of these activities. This positive perception reflects the commitment of the General Administration of Activities under the Saudi Ministry of Education,

particularly in Dammam, which emphasizes school activities as vital for building student character, nurturing religious and moral values, supporting education, and fostering community and family engagement, as outlined in the Organizational Guide for Saudi General Education Schools. This result is consistent with numerous studies highlighting the positive impact of school activities on social values, including those by Al-Kahlan and Khasawneh (2023), Kakungulu (2024), and others (Al-Qarni, 2018; Al-Shahri, 2017; Droms & Stephen, 2015; Zarzourah, 2017).

However, it contrasts with the findings of Dweikat (2018), who reported a moderate role of extracurricular activities in developing students' social and moral aspects. Below follows a detailed discussion of the results across the seven dimensions of the role of school activities in promoting social values.

4.1 First Dimension: Cooperation and Social Solidarity

To assess how school activities promote cooperation and social solidarity, the students responded to eight items addressing teamwork, volunteerism, and community service. Their perceptions are summarized in Table 4.

**Table 4: Statistics for the statements of Dimension 1:
Cooperation and social solidarity**

No.	Statement	Very high %	High %	Avg . %	Low %	Very Low %	Mean	SD	Rank
2	Promotes the principle of human brotherhood among community members	39.3	26.3	25.1	5.7	3.7	3.92	1.09	1
5	Develops the values of solidarity and cooperation with community members	39.5	26.5	22.8	6.6	4.6	3.90	1.14	2
7	Educates students about needy individuals (e.g., widows, orphans, the poor)	41.3	24.0	21.2	7.1	6.4	3.87	1.21	3
1	Encourages students to work as a team	34.3	28.8	25.6	7.1	4.3	3.82	1.11	4
8	Educates students about material and moral charity	40.0	24.2	21.5	7.1	7.3	3.82	1.24	5
6	Encourages students to help those in need by raising awareness of their suffering	37.2	25.8	22.8	8.0	6.2	3.80	1.20	6
4	Directs students to prioritize the public interest over personal interest	34.5	25.8	24.2	9.4	6.2	3.73	1.20	7
3	Helps students engage in charitable and volunteer work to serve others	36.5	21.7	23.1	11.4	7.3	3.69	1.27	8
	Overall mean and SD						3.82	1.00	

The dimension of cooperation and social solidarity achieved an overall mean of 3.82, with the highest score for promoting human brotherhood ($M = 3.92$) and the lowest for engaging in volunteer work ($M = 3.69$). This gap suggests that while students endorse unity and empathy, opportunities for consistent volunteerism are limited. Schools therefore need to institutionalize service initiatives, such as national campaigns and community partnerships, to translate attitudes into action. This finding is important because it highlights a distinction between attitudes and behaviors: While social solidarity is conceptually endorsed, opportunities for structured volunteerism remain insufficient. The result underscores the need for schools to institutionalize volunteering initiatives, such as national service campaigns or sustained community engagement programs, to make solidarity more practical and actionable.

These results are consistent with Amin (2024), who noted that extracurricular programs enhance responsibility and participation, and with Al-Sulami (2023), who emphasized cooperation values as central outcomes of student activity engagement. The results also align with Al-Qarni (2018), who highlighted the role of activities in fostering initiative for charitable work. From a theoretical standpoint, these outcomes support social learning theory, which stresses the modelling of prosocial behaviors through structured group activities. Furthermore, they align with the Saudi Arabia Vision 2030 focus on “an ambitious nation with responsible citizens”, where solidarity is a cornerstone of civic identity.

4.2 Second Dimension: Mercy

The second dimension examined the role of activities in fostering compassion, kindness, and care for others, including family members, the needy, and the sick. The results are presented in Table 5. The mercy dimension recorded an overall mean of 3.79, also reflecting a high level of agreement among the students. The highest-rated item was Statement 1 (Directs students to deal gently and kindly with one another and with others in the community) ($M = 4.02$, $SD = 1.07$). The lowest-rated item was Statement 4 (Directs students to visit the sick, check on their condition, and pray for them) ($M = 3.51$, $SD = 1.36$).

This pattern suggests that general kindness and interpersonal respect are strongly emphasized in school activities, while more specific practices of mercy, such as visiting the sick, receive less attention. This may reflect logistical and institutional barriers to organizing such activities. The implication is that schools excel at fostering broad cultural values of compassion but need additional resources and partnerships (e.g., with health or charity organizations) to translate mercy into community engagement.

Table 5: Statistics for the statements of Dimension 2: Mercy

No.	Statement	Very high %	High %	Avg. %	Low %	Very low %	Mean	SD	Rank
1	Directs students to deal gently and kindly with one another and with others in the community	42.2	29.9	19.6	4.1	4.1	4.02	1.07	1
3	Instills the value of mercy toward family members	41.1	30.8	18.7	4.1	5.3	3.98	1.11	2
6	Encourage students to maintain ties with relatives and inquire about them	43.2	23.8	21.5	6.4	5.3	3.93	1.17	3
7	Guides students on how to treat domestic workers kindly	42.5	23.7	20.6	7.1	6.2	3.89	1.21	4
5	Develops students' kindness toward animals and care for them	36.3	19.9	25.1	11.0	7.8	3.66	1.28	5
2	Directs students to help the poor, needy, and orphans by organizing visits and offering support	31.1	24.7	21.5	12.3	10.5	3.53	1.32	6
4	Directs students to visit the sick, check on their condition, and pray for them	33.1	20.6	21.7	13.5	11.2	3.51	1.36	7
	Overall mean and SD						3.79	1.05	

These findings correspond with Hamid and Khamis (2017), who documented the role of activities in cultivating compassion and respectful conduct. From a theoretical perspective, the results reinforce values-based education, where experiential learning reinforces ethical principles. The significance here lies in showing how mercy, a deeply embedded Islamic and cultural value, is partially realized in schools, but its more community-oriented expressions require institutional reinforcement. This aligns directly with the Vision 2030 aim of developing students who balance personal ethics with social responsibility.

4.3 Third Dimension: Forgiveness

The students were also asked to evaluate the role of school activities in developing forgiveness and tolerance, such as resolving disputes peacefully and appreciating moral role models. Table 6 presents these findings.

Table 6: Statistics for the statements of Dimension 3: Forgiveness

No.	Statement	Very high %	High %	Avg. %	Low %	Very low %	Mean	SD	Rank
2	Develops the students' virtue of tolerance and forgiveness when able	41.1	29.0	20.3	5.7	3.9	3.98	1.09	1
4	Directs students to appreciate moral models characterized by forgiveness in society	40.9	26.7	21.9	6.2	4.3	3.94	1.12	2
3	Encourage students to avoid grudges and disputes among themselves	39.3	28.3	21.2	5.9	5.3	3.90	1.14	3
1	Guides students to respond to harm with kindness	39.7	24.4	23.1	6.2	6.6	3.84	1.20	4
	Overall mean and SD						3.92	1.04	

The forgiveness dimension had an overall mean of 3.92, indicating one of the strongest levels of agreement across all dimensions. The highest-rated item was Statement 2 (Develops the students' virtue of tolerance and forgiveness when able) ($M = 3.98$, $SD = 1.09$), while the lowest-rated item was Statement 1 (Guides students to respond to harm with kindness) ($M = 3.84$, $SD = 1.20$).

This suggests that while forgiveness is broadly valued and taught, the more difficult practice of responding kindly to harm is less fully embraced by students. This finding matters because it demonstrates that values such as forgiveness are more easily accepted in theory than in practice, where they require moral courage and deeper personal commitment. Schools therefore play a critical role in bridging this gap by embedding forgiveness not only in classroom discussions but also in conflict-resolution initiatives, mediation programs, and peer mentoring systems.

The results align with Al-Shahri (2017), Smit (2010), and Al-Qarni (2018), who observed the positive role of extracurricular activities in fostering tolerance and forgiveness. However, they contrast with Al-Ghamdi (2019), who reported only moderate impacts on moral values. Theoretically, these findings underscore the role of moral education frameworks that integrate Islamic principles of forgiveness with practical skill-building. They also carry significance for Vision 2030, where preparing responsible citizens requires students to embody the values of reconciliation and peaceful coexistence in their daily lives.

4.4 Fourth Dimension: Kindness to Neighbors

To explore how school activities encourage kindness toward neighbors, the students rated items relating to respect, support, and protecting neighbors' rights. Table 7 displays these results.

Table 7: Statistics for the statements of Dimension 4: Kindness to Neighbors

No.	Statement	Very high %	High %	Avg. %	Low %	Very low %	Mean	SD	Rank
2	Encourages students to be kind to their neighbors	39.3	28.8	17.4	9.8	4.8	3.88	1.17	1
3	Guides students to avoid harming their neighbors in all forms	38.6	28.3	18.7	9.1	5.3	3.86	1.18	2
5	Encourages students to treat neighbors well, such as covering faults and fulfilling needs	39.3	26.9	19.9	8.0	5.9	3.86	1.19	3
4	Encourages students to protect neighbors and their property	38.8	23.5	20.8	10.7	6.2	3.78	1.24	4
1	Encourages students to share in neighbors' joys and sorrows	37.4	23.3	21.5	10.1	7.8	3.73	1.27	5
	Overall mean and SD						3.82	1.13	

The kindness to neighbor's dimension achieved an overall mean of 3.82, showing a high level of agreement among the students. The highest-rated item was Statement 2 (Encourages students to be kind to their neighbors) ($M = 3.88$, $SD = 1.17$), while the lowest-rated item was Statement 1 (Encourages students to share in neighbors' joys and sorrows) ($M = 3.73$, $SD = 1.27$). This distribution suggests that general respect and kindness toward neighbors are well integrated into school activities, but more personal and emotional engagement, such as sharing in life events, may be less emphasized. The implication is that kindness is being taught at a principled level, but there is room to deepen interpersonal practices that foster stronger community ties.

These findings align with Al-Qarni (2018), who noted that student activities foster kindness and respect toward neighbors, and extend earlier research by showing how such values are prioritized differently in Saudi secondary schools. Theoretically, this supports the framework of values-based education that emphasizes contextual learning through community interactions. Importantly, Vision 2030 underscores national belonging and social cohesion, and this dimension reflects how schools prepare students for civic engagement by grounding them in respect for community rights and responsibilities.

4.5 Fifth Dimension: Honesty

Honesty was assessed through items on academic integrity, property rights, returning deposits, and confidentiality. Table 8 presents detailed results.

Table 8: Statistics for the statements of Dimension 5: Honesty

No.	Statement	Very high %	High %	Avg. %	Low %	Very low %	Mean	SD	Rank
6	Encourages students to seek permission before using others' material, intellectual, or moral property	49.5	23.3	16.0	6.4	4.8	4.06	1.16	1
4	Encourages students to uphold academic integrity in research and studies	45.9	26.3	17.1	6.4	4.3	4.03	1.13	2
1	Encourages students to respect others' rights and safeguard their property	44.8	27.6	16.7	5.3	5.7	4.00	1.16	3
2	Encourages students to return deposits to their owners upon request	42.2	29.9	16.2	7.1	4.6	3.98	1.13	4
5	Encourages students to protect others' intellectual property and avoid plagiarism	42.7	27.2	17.8	6.4	5.9	3.94	1.18	5
3	Encourages students to keep others' secrets	42.0	24.0	19.6	7.3	7.1	3.87	1.24	6
Overall mean and SD							3.98	1.04	

Honesty was the highest-rated overall dimension in this study, with an overall mean of 3.98, reflecting strong agreement among the students. The highest-rated item was Statement 6 (Encourages students to seek permission before using others' material, intellectual, or moral property) ($M = 4.06$, $SD = 1.16$), while the lowest-rated item was Statement 3 (Encourages students to keep others' secrets) ($M = 3.87$, $SD = 1.24$).

These rankings highlight that academic integrity and respect for intellectual property are strongly reinforced in schools, reflecting contemporary priorities such as plagiarism prevention and ethical use of resources. However, slightly lower scores on confidentiality indicate that personal honesty, while valued, may not be as strongly emphasized in activity-based programs. The significance of this finding lies in demonstrating how school activities not only cultivate traditional moral values but also adapt them to modern educational contexts, such as research ethics and digital citizenship.

These results concur with Stone (2022), who identified honesty and integrity as major outcomes of student programs in academic settings. They also align with Cronbach (1951) and Tavakol and Dennick's (2011) argument that consistent reinforcement of ethical principles strengthens behavioral reliability. From a theoretical standpoint, this supports the role of character education as a means to internalize moral values through repeated practice. In alignment with Vision

2030, fostering honesty ensures students are prepared to contribute ethically in academic, professional, and civic spheres.

4.6 Sixth Dimension: Justice and Equality

The sixth dimension examined fairness, equality, and the rejection of prejudice in school activities. Students' responses are summarized in Table 9.

Table 9: Statistics for the statements of Dimension 6: Justice and Equality

No.	Statement	Very high %	High %	Avg. %	Low %	Very low %	Mean	SD	Rank
7	Promotes the concept of rights and duties as a foundation for true citizenship	43.4	24.9	19.4	7.5	4.8	3.95	1.17	1
3	Guides students to fulfill their roles sincerely	40.9	27.9	20.1	6.9	4.3	3.94	1.13	2
2	Directs students to grant others their due rights without deficiency or injustice	40.2	26.7	21.2	6.2	5.7	3.89	1.17	3
1	Encourages students to reject prejudice based on color, gender, or lineage	45.7	19.9	18.3	7.5	8.7	3.86	1.31	4
4	Instructs students to observe equality in group tasks assigned to them	39.0	25.3	21.5	8.2	5.9	3.83	1.20	5
5	Highlights examples of social relationships based on justice and equality	37.7	25.8	20.1	10.5	5.5	3.80	1.21	6
6	Encourages students to reject individuality and selfishness in the community	38.6	25.3	18.5	11.2	6.4	3.79	1.25	7
Overall mean and SD							3.87	1.06	

The justice and equality dimension received an overall mean of 3.87, again reflecting high agreement. The highest-rated item was Statement 7 (Promotes the concept of rights and duties as a foundation for true citizenship) ($M = 3.95$, $SD = 1.17$). The lowest-rated item was Statement 6 (Encourages students to reject individuality and selfishness in the community) ($M = 3.79$, $SD = 1.25$). This pattern shows that schools are effective in teaching broad civic values such as rights and duties but may be less successful in countering individualism. This distinction matters because rights and duties are emphasized formally in curricula, while discouraging selfishness requires more experiential, values-based activities that foster cooperation and interdependence. The significance of these results is that

they highlight the complementary role of school activities in promoting civic equality and discouraging divisive behaviors.

These results correspond with Balaguer et al. (2020), who demonstrated how extracurricular activities support academic and social outcomes, and with Zarzourah (2017), who highlighted their role in promoting fairness and responsibility. From a theoretical perspective, these findings reinforce social contract approaches to education, where schools cultivate not only knowledge but also a sense of fairness and equality as foundations of responsible citizenship. Vision 2030 directly connects to this outcome by calling for citizens who embody fairness and accountability across social contexts.

4.7 Seventh Dimension: Accepting Others

Finally, the seventh dimension focused on respecting differences, fostering dialogue, and avoiding discrimination. Table 10 presents the results.

Table 10: Statistics for the statements of Dimension 7: Accepting Others

No.	Statement	Very high %	High %	Avg. %	Low %	Very low %	Mean	SD	Rank
1	Guides students to express their opinions respectfully, adhering to dialogue ethics	44.3	27.2	17.8	5.0	5.7	3.99	1.16	1
2	Encourages positive, wise, and tactful social interaction	44.3	24.2	20.6	7.1	3.9	3.98	1.13	2
3	Promotes accepting differing opinions and respecting others without ridicule	44.5	26.0	18.0	5.5	5.9	3.98	1.18	3
4	Fosters understanding of coexistence and respect for mutual rights and obligations	42.0	28.3	16.6	8.2	4.8	3.95	1.16	4
5	Teaches students to critique ideas objectively without offending others	42.0	26.7	19.4	5.9	5.9	3.93	1.18	5
6	Reinforces rejection of discrimination based on appearance, attire, or behavior	41.6	27.0	17.8	8.4	5.3	3.91	1.18	6
7	Urges students to avoid marginalizing or looking down on others	42.2	26.0	16.4	8.9	6.4	3.89	1.23	7
Overall mean and SD							3.95	1.04	

The acceptance of others dimension had an overall mean of 3.95, ranking second among all dimensions. The highest-rated item was Statement 1 (Guides students to express their opinions respectfully, adhering to dialogue ethics) ($M = 3.99$,

SD = 1.16), while the lowest-rated item was Statement 7 (Urges students to avoid marginalizing or looking down on others) (M = 3.89, SD = 1.23). This indicates that respectful dialogue and positive interaction are strongly emphasized, while reducing marginalization is less prominent, though still valued. These findings matter because they show that inclusivity is being promoted mainly through communication skills, which could be expanded to address deeper social biases.

The findings align with Al-Qarni (2018) and O'Donnell et al. (2024), who noted that extracurricular programs foster respect, belonging, and reduced exclusion. Theoretically, they support intercultural education frameworks, where structured dialogue cultivates tolerance and inclusivity. Vision 2030 also stresses coexistence and respect for diversity, and these results confirm school activities as a key vehicle for achieving that goal.

The consistency of high levels of agreement across all seven dimensions (means 3.79–3.98) underscores the notion that extracurricular activities are central to values education in Saudi schools. While confirming expectations, the study is significant for its scale, rigor, and Saudi-specific evidence. Importantly, the results inform practice and policy: Teachers should embed structured opportunities for volunteering, dialogue, and ethical reflection into programs, while the Ministry of Education can refine activity frameworks with clear value-based indicators, stronger community partnerships, and equitable resources. These measures will ensure that extracurricular activities contribute directly to the Vision 2030 agenda of fostering responsible citizenship.

5. Conclusion

The findings demonstrate that Saudi secondary schools, guided by the Ministry of Education's Student Activity Organization frameworks, effectively employ diverse extracurricular programs – cultural, social, scientific, recreational, and community-oriented – to strengthen students' social-value systems. These activities foster cooperation, compassion, honesty, justice, equality, and respect for diversity, values that are particularly significant in Saudi Arabia's pluralistic environment.

This study makes an important academic contribution as one of the first large-scale, empirically validated investigations into the role of extracurricular activities in social-values development within Saudi secondary schools. By providing region-specific evidence, it addresses a gap in literature, which has largely focused on university or international contexts. It also offers theoretical insight into how structured, purposeful activities can promote value formation, thereby enriching the broader international discourse on values-based education.

At the practical level, the findings support Saudi Arabia's Vision 2030 agenda for responsible citizenship. Policymakers and school leaders are encouraged to integrate explicit values-based learning outcomes into activity design, ensure broad student participation, and strengthen collaboration with families and community groups. Future research should adopt longitudinal or mixed method

approaches and include other regions and school types to assess the sustained and wider impact of extracurricular programs.

6. Limitations and Delimitations of the Study

6.1 Limitations

This study has several limitations. First, it employed a descriptive survey design relying on self-reported data, which may introduce response bias and does not allow causal inference. Second, the findings capture student perceptions at a single point in time; thus, the long-term effects of extracurricular activities on value formation remain unknown. Third, the exclusive reliance on quantitative data, despite strong instrument validity, may not fully capture the depth of students lived experiences.

Including qualitative insights from teachers, administrators, and parents could have provided richer perspectives on how values are shaped through extracurricular engagement. Future studies could adopt longitudinal or mixed-method designs and extend the scope to different regions or private schools to build a more comprehensive understanding of the impact of extracurricular programs on social-values development.

6.2 Delimitations

The study was delimited to government secondary schools in Dammam under the supervision of the Education Department in the Eastern province. It included both male and female students enrolled during the second semester of the 2023 academic year. In addition, the analysis focused specifically on seven social-value dimensions – cooperation and social solidarity, mercy, forgiveness, kindness to neighbors, honesty, justice and equality, and acceptance of others – while other aspects of moral or civic development were outside the scope of the study.

7. Conflict of Interest

The authors declare no conflict of interest.

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