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THE ROLE OF STUDENT ACTIVITIES IN DEVELOPING COGNITIVE ACTIVITY AMONG STUDENTS OF THE COLLEGE OF EDUCATION AT MAYSAN UNIVERSITY FROM THE POINT OF VIEW OF UNIVERSITY LECTURERS

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Abstract
The objective of this research is to identify the correlation between extracurricular activities and cognitive activity among College of Education students, Misan University, to verify this, the descriptive analytical comparative approach was followed due to its suitability to the research topic. Some tools were also used, which were represented by the scale of extracurricular activities and their relationship to cognitive activity, which was prepared by (the researchers). The study tools were applied to a sample of (100) students from the College of Education students who were randomly selected. The study's findings revealed a beneficial relationship between extracurricular activities and mental activity among College of Education students, and the existence of statistically significant differences between practicing extracurricular activities and non-practicing students in all dimensions.
The reality of (mental activity) was also presented, discussed and analyzed. The researchers used the values of arithmetic means and standard deviations for students and identified the differences in the scale of extracurricular activities. Then, the results were presented, analyzed and discussed and a number of conclusions and recommendations were reached, which included: The results showed the highest significant difference in favor of regular students participating in extracurricular activities over other students who do not attend extracurricular activities by obtaining the highest values of arithmetic means and the highest values of standard deviations. The necessity of urging sports coaches and workers in the field of physical education to pay attention to the participation of all college students in sports activities and creating an atmosphere of sports competition.

Keywords: Extracurricular activities, mental activity.

Introduction

1-1 Introduction and importance of study: -

The governmental educational system has been pivotal in societal growth, enhancing the efficacy of its operations across several domains of social practice. Educational institutions in the sciences are seen as social systems that embody the process of human socialization and the cultivation and evolution of an individual's character in contemporary society. The

advancement of the whole community is contingent upon the demographic magnitude of ongoing intellectual progress, which is achieved alone via instruction within the social education system.

With the massive transformation into a multi-level structure of training at the university, specialists in university education point out that in order to achieve a high level of scientific and practical training for students, it is necessary to solve two main problems: ensuring the opportunity for students to acquire deep basic knowledge and changing the methods of organizing pedagogical and educational activities in order to improve the quality of training, developing students' cognitive activities, their desire to constantly acquire new knowledge, as well as taking into account the interests of students in themselves.

Enhancing and structuring the lifelong education system for students requires a comprehensive knowledge of their mental and cognitive processes, as well as a detailed examination of the psychophysiological factors influencing mental growth throughout all educational levels (Akinshhikova, G. I. 1977;).

The key concept in this instance is the comprehensive approach to the examination of pupils' capabilities. In organizing and enhancing the continuing education system, it is essential to draw upon an understanding of mental development patterns as well as the individual characteristics of students, thereby systematically directing the process of intellectual growth. Only based on knowledge of these features can the learning process be optimally adapted to the level of mental development, ie. Implement an individualized approach based on science. On this basis, the importance of the thesis research topic is clear. The research reveals the features of the formation of cognitive activities of students in the learning process.

Based on the above and the findings of many educational and psychological studies, which concluded the importance of extracurricular activities and their positive effects on students in various aspects: The researchers seek to identify the relationship between extracurricular activities and cognitive activity to solve shapes, Develop mental talents and educational organization among Misan University's Faculty of Education students.

1 Study problem

Despite the importance of extracurricular activities inside or outside the curriculum and their role in achieving the objectives of the curriculum, these activities weaken their presence within the curriculum during its teaching for many reasons, including: deficiencies in the curriculum document, the learner's book and the teacher's guide, as well as a deficiency in preparing the teacher before service and training him to perform them (Rushdi Labib, 1997), and not providing the material capabilities to practice extracurricular activities.Teachers have low perception of these activities and interest in them (Jamil 1995).

Therefore, Ibrahim Bassiouni Amira (2004: p. 3) asserts that extracurricular activities can achieve many goals related to curricula with different scientific topics.

Through the follow-up of the researchers and their knowledge of the content of the teaching curricula in the College of Education, they found that there is sufficient space for the practice of student activities, but it was not done in a way that achieves cognitive activity, it became clear to him the richness of the content, especially with regard to scientific concepts, and the observation of the researchers, without giving the appropriate amount of care to

extracurricular activities, which hinders the growth of skills and cognitive concepts among students in the College of Education. This may be due to many things, the most important of which is that most of the officials of the sports divisions are interested in scientific concepts that constitute the basic basis for teaching principles and problem solving, This led the researchers to believe that the role of student activities in promoting cognitive activity among students of the Faculty of Education at Maysan University, as perceived by university lecturers, is underutilized (Al-Thaifani and Al-Hakimi, 2003).

The study aims to address the following main questions:

What function do extracurricular activities play in the cognitive mentality development of Misan University's Faculty of Education students?

To answer the main question of the study, the following sub-questions should be answered:

1- In Misan University's Faculty of Education, how can extracurricular activities contribute to the growth of students' cognitive abilities?

2- Does the average role of extracurricular activities in improving cognitive mindset among Misan University's Faculty of Education students vary significantly by characteristics such as gender, grade, and activities?

Objectives of the study

The current study aims to reveal the role of activities to develop the cognitive mentality of students of the Faculty of Education at Misan University, and the following objectives emerge from it:

1- Assessing the part that activities are played in helping Misan University's Faculty of Education develop a conceptual mindset.

2- Ascertaining whether there are disparities in the replies of the sample members about the function of curricular pursuits and the cultivation of a cognitive mindset among Misan University's Faculty of Education students.

The importance of the study

After reviewing the studies that examined the subject of extracurricular activities and leadership personality, I found a few, and the emergence of the need to study the role of extracurricular activities in the development of cognitive activities (imagination, memory, emotion reduction), and directing the attention of the College of Education and scientific departments in directing and motivating students to participate in extracurricular activities to the importance, and directing the attention of researchers to perform more studies.

Study limits and limitations

Human limits: The application of this study was limited to the student community of the Faculty of Education at Misan University.

Spatial boundaries: This study was applied at the Faculty of Education, Misan University.

Time limits: This study was applied in 2024-2025.

Objective determinants: The study is limited to extracurricular activities in the youth department and community centers, youth movements and organizations, and the community center.

Study terminology and definition

1- Extra-curricular activities: Extra-curricular activities are defined as promoting student learning in both challenging and academic skills, and social-emotional learning, helping to develop and expand skills such as empathy, communication, self-confidence, self-regulation, and social competence (Kulagina I.Y., 2001).

2- Sadykova (Sadykova, et al., 2018) defined it as having a certain set of opportunities in the moral upbringing of the student as being integrated in the contents, techniques, giving and mutual enrichment of the spiritual ethical standards of the subject, preserving the use of humanity and initiating the reflection of the subject's own activity on the basis of responsibility, conscience, honesty, understanding and compassion, and encouraging the inclusion of essential aspects of the student's moral formation at the level of the subjects he has mastered. (American Institutes for Research, 2015)

3 - cognitive activity: It is a higher cognitive mental process built and based on the station of other psychological processes such as perception, sensation and imagination, as well as mental processes such as remembering, abstraction, generalization, discrimination, comparison and reasoning, and the more we go from the tangible to the abstract, the more complex thinking is. (Beheiry, 2021, p. 18).

3- Research methodology and field procedures: -

3.1 Methodology:

Based on the nature of the subject and the data to be obtained in which the role of extracurricular activity in the cognitive activity of students is intended, the researchers used the descriptive approach in the survey method and comparative studies as it is the most appropriate and easiest approach in solving the research problem and achieving the objectives of the study.

3-2 population and sample: -

Mahmoud Bouhouche says that information is about the number of units that are withdrawn from the original community of the subject of the research study so that they are accurately and truthfully representative of the characteristics of the research sample (Bouhoush, 2001, p. 99). The research community included the students of the Faculty of Education, Maysan University, numbering (2800) students, while the selection of the research sample came randomly from among the faculties and by (100) students and a percentage of (32.6589%) of the original community and table (1) shows that.

Table (1) shows the research community and the distribution of the sample to the students of the scientific departments in the College of Education

Sample percentage	males	Total number	collage
%15	50	790	male
%5	50	2010	female
%20	100	2800	Total

3-3 methods, devices and tools used: -

In order for the researcher to be able to complete his work in the best possible way, he must use the tools and means that help him, meaning "all the means and tools that the researcher will draw from at each stage of his research.

3-3-1 Research methods: -

1. Arabic and foreign sources and references
2. Mental activity scale and extracurricular activities

3-2 Tools used: -

1. Computer
2. Pens

3-4 Procedures for determining variables:-

3-4-1 Procedure for determining the scale of behavior directed to students:-

In order to know the scale of extracurricular activities and cognitive activity among university students, the researchers collected scientific sources and references and adopted the scale of cognitive activities for university students. A questionnaire was prepared consisting of three dimensions. The first dimension included positive expectations in decision-making, positivity and difference from others, and the method of solving problems from others. The questionnaire consisted of (24) paragraphs for each dimension (8) paragraphs with the aim of identifying the role of extracurricular activities in students' ability to cognitive activities among university students. Then the researchers presented the scale to a group of experts and specialists to show the validity of the scale paragraphs in measuring extracurricular activities among students. After all the forms (questionnaire forms), the researchers presented the extraction of (Ka2) values to show the validity of the paragraphs in doing what they were designed for in light of the answers of the experts and specialists to whom the scale was presented Table (2) shows this. Table (2) shows the number of experts, the percentage of agreement, the calculated and tabular (Ka2) values, and the moral significance.

Moral significance	Table value of (Ka2))(	Calculated value of (Ka2))(	Percentage	Number of experts agreeing	Number of experts	Paragraphs
Spiritual	3.84	6.4	% 90	9	10	,11,9,7,6,5,4,3,2,1) (16 ,15,13

From Table (2), it is clear that the percentage of experts' agreement regarding the scale of extracurricular activities for university students was of two types. The first type was reached by (9) out of (10) experts, with a percentage of 90%, as the calculated value of (Ka2) was (6.4), which is greater than the tabular value of (Ka2) of (3.84), which indicates the significance of the paragraphs. As for the second type of paragraphs related to the scale of extracurricular activities and mental activity, the number of experts and specialists who agreed was (10) out of (10) experts, with a percentage of (100%). Thus, the calculated value of (Ka2) was (10), which is greater than the value of (Ka2) of (3.84), which is also significant for all paragraphs of the scale. 3-5 Exploratory experiment: -

The exploratory experiment is a small experiment conducted by the researchers to choose the extent of change in the validity of the main experiment. Its importance lies in identifying the negatives that the researchers will face to avoid them in the main experiment. The researchers conducted a survey of the scale of extracurricular activities for university students on (10) students from the College of Education students on 3/21/2023 in order to identify the most important difficulties and obstacles that the researcher may face while conducting the main experiment and to know the time required for students to respond to the scale paragraphs, as the answer took between (10-15) minutes on all paragraphs of the scale.

3-6 Main experiment: -

The researchers began applying the scale of extracurricular activities for university students to the members of the research sample from the students of the College of Education, University of Maysan. The application of the scale took (7) days, starting on Sunday (11/1/2024) and ending on Thursday (12/10/2024).

3-6 -1 Scientific foundations of the scale: -

First: - Validity of the scale.

By submitting the scale and its paragraphs to a group of experts and specialists in the area of mathematics education methods and techniques at the University of Misan's College of Education, the researchers aimed to obtain content validity, one of the types of validity, and thus confirm the scale of extracurricular activities in mental activity's validity.

Second: - Stability of the scale.

In order to obtain a degree of stability for the scale of extracurricular activities among students, the researchers used the method of (Alpha Cronbach), one of the methods of splitting half to find stability. The idea of this method is based on finding internal correlations for the scale paragraphs, as the value of (Alpha Cronbach) reached (0.89), which is a high indicator of the stability of the scale of extracurricular activities in mental activity among students, College of Education, University of Maysan.

7 Statistical methods:-

The researchers used the statistical package (SPSS) for the purpose of finding statistical treatments:-

1- Percentage
2- Chi-square
3- Arithmetic mean
4- Standard deviation
5- Test (t) for two independent samples.
6- Alpha Cronbach equation.

4- Presentation, analysis and discussion of the results: -

4-1 Presentation and analysis of the role of extracurricular activities in developing cognitive activities among students of the College of Education at Misan University.

The researchers sought to extract the values of the arithmetic means and standard deviations of the dimensions of the extracurricular activities scale in mental activity among students of the colleges of Misan University in order to identify the scale of extracurricular activities among the members of the research sample. Thus, the first objective of the study was achieved, that the extracurricular activities of students are achieved at the level of extracurricular activities in developing mental activity, as shown in Table (3) shows that.

Table (3) displays the numerical values of the standard deviations and mathematical means. Find out how Misan University's College of Education students' extracurricular activities contribute to their cognitive mindset development.

The first dimension is positive expectations in decision-making						
		Students who regularly participate in student activities		Students who regularly participate in student activities		Scale
Sign level	**Value t**	**Standard deviation**	**SMA**	**Standard deviation**	**SMA**	**The first dimension is positive expectations in decision-making.**
0,000 sign	12.623	**6.412**	43.55	**4.682**	55.14	
The second dimension The second dimension The rhyming and cognitive level						
		Students who regularly participate in student activities		Students who regularly participate in student activities		Scale
Sign level	**Value t**	**Standard deviation**	**SMA**	**Standard deviation**	**SMA**	**Positive and different from others**
0,000 sign	8.572	4.572	52.06	**4.080**	58.23	
The third dimension is problem solving and decision making						
		Students who regularly participate in student activities		Students who regularly participate in student activities		Scale
Sign level	**Value t**	**Standard deviation**	**SMA**	**Standard deviation**	**SMA**	The third dimension is problem solving and decision making.
0,000 sign	8.623	**3.412**	56.88	**4.023**	61.98	
0,000 sign	17.234	**8.023**	150.234	**7.213**	175.23	The scale as a whole

Through Table (3), students who join extracurricular activities can provide valuable, essential solutions to the problems they face and make a better decision about their problems compared to other students who do not practice extracurricular activities (Kaul, 2015), as the activities

allow the exchange of ideas and their development in brainstorming and improve the ability to innovate and form effective mental activity through the results in the content of Table (3)

2-4 Identifying the differences between students who practice extracurricular activities and students who do not join extracurricular activities in the cognitive activities scale.

To achieve the second study objective and after extracting the arithmetic means and standard deviations, the researchers used the (t.test) law to indicate the differences between the arithmetic means and standard deviations for two independent and equal samples, as shown in Table (4).

Table (4) shows the arithmetic means, standard deviations, the calculated (t) value, and the tabular (t) value for the research sample

Moral significance	Table value of (Ka2))(	Calculated value of (Ka2))(	Students not participating in extracurricular activities		Students participating in extracurricular activities		Sample / Dimensions
			Standard deviation	**SMA**	**Standard deviation**	**SMA**	
Moral	1.98	30.78	4.88	18.88	4.92	4.34	Extracurricular activities
Moral	1.98	32.66	2.91	17.82	6.13	4.1	Mental activity

From Table (4), it is clear that the calculated t value between the arithmetic means and standard deviations of regular and non-regular students in sports with respect to the dimension of mental activity, which includes (imagination, social, cultural, religious, and curriculum activities) towards practicing extracurricular activities is (30.78), With a significance level of 0.05 and with 98 degrees of freedom, this is higher than the tabular t-value of 1.98. This indicates that there are significant differences in favor of students practicing sports, because the value of their arithmetic mean of (40.34) is greater than the value of the arithmetic mean of students who do not practice sports, which is (18.88). The results also showed that the calculated t value between the arithmetic means and standard deviations of the regular and non-regular students in sports with respect to the mental activity of the regular students in activities reached a value of (32.66), exceeding the tabular t-value of 1.98 with 98 degrees of freedom and a significance threshold of 0.05. This indicates that there are significant differences in favor of the non-regular students in sports, because the value of their arithmetic mean of (40.1) is greater than the value of the arithmetic mean of the non-regular students in sports, which is (17.82). Through the answers to the paragraphs that include the extent to which the students practice the activities, it became clear that the regular students in sports activities have cognitive activity, and this is what the researchers focused on through the questionnaire, and the answers of the regular students indicated the strength of imagination, memory, and psychological and social stability. - Conclusions and recommendations: -

5-1 Conclusions:

1- The results showed that there are significant differences in the scale of students participating in extracurricular activities among university students and in favor of students who are regular in sports and mental activity.

2- The results showed that there is the highest significant difference in favor of regular students, students participating in extracurricular activities, over other students who are not regular in extracurricular activities, by obtaining the highest values of arithmetic means and the highest values of standard deviations.
3- The results showed that there are significant differences between the dimensions of the extracurricular activity scale for regular and non-regular students through moral indications.
4- The results showed that there are significant differences between the dimensions of the scale through students in the College of Education who are regular in participating in cultural, religious and scientific activities (36.76) and the lowest value for the dimension of students who are not regular in extracurricular activities, which reached (25.98).

5-2 Recommendations: -

5-3 Based on the results of the current research, the researchers proposed the following research topics:
1- The necessity of urging sports coaches and workers in the field of physical education to pay attention to the participation of all college students in sports activities and create an atmosphere of sports competition.
2- Practicing extracurricular activities as an intermediary variable between mental activity and students' effectiveness in practicing cognitive activities.
3- The efficacy of a mental activity strategy-based training program in lowering anxiety levels among college students and faculty.

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Ministry of Higher Education and Scientific Research
University of Maysan - College of Education
Questionnaire form for the opinions of the research sample (for university students)
Dear (student, female student) ..... Respected.
Greetings:
The researcher aims to conduct a survey entitled (The role of student activities in developing cognitive activity among students of the College of Education at Maysan University from the point of view of university lecturers), noting that extracurricular activities and mental activity of students and the extent to which students enjoy a good and acceptable level of general health, family, social and educational life, emotional and psychological state, good management and exploitation of free time enable them to perform their duties. Therefore, we kindly ask you to answer all paragraphs of the scale, noting that there are negative paragraphs and positive statements, by placing a mark (√) next to the appropriate answer for you and that the gradation is from (1 - 5) degrees, as the lowest degree for alternatives is (1) and the highest degree for alternatives is (5) included in three axes.
Thank you for your cooperation with us with appreciation

I Don't strongly agree	I Don't agree	hesitant	I agree	I strongly agree	Paragraph	s
The first dimension is positivity in decision-making.						
					The health benefits of exercising are very important to me.	1
					I like sports activities that include cultural and artistic activities.	2
					I prefer sports activities that require boldness and adventure.	3
					Since competition is a principle in society, it is necessary to encourage practicing sports activities that show the character.	4
					Exercising can make me truly happy.	5
					Sports activities that use the body as a means of expression, such as expressive movements and ballet, are considered among the best types of activities.	6
					It is better to watch or practice sports activities that do not take it seriously.	7
					Does daily exercise help you think better?	8
The second dimension is the rhyming and cognitive level.						
					Can you spend several hours watching some agility or well-coordinated movements such as gymnastics and ballet?	9

					Extracurricular activities affect your academic level.	10
					Do sports activities help you focus on your studies?	11
					Does extracurricular activity cause you to miss out on your homework?	12
					Does taking care of extracurricular activities help you think logically and imagine well?	13
					Do you participate in student cultural activities?	14
					Do you not consider exercise as an important means of education?	15
The second dimension is problem solving and decision making.						
					Do you participate in religious student activities? Do you participate in recreational student activities?	.1
					Do you participate in recreational student activities?	.2
					When you participate in class activities, you avoid getting into trouble.	.3
					Extracurricular activities make you socially interactive with your fellow students..	.4
					Do you want the social connection that comes from playing sports?	.5
					You find it difficult to make critical decisions with your peers through extracurricular activities.	.6
					I participate in extracurricular activities in all their fields because they create a fun atmosphere and solve all problems with my fellow students.	.7
					Extracurricular activities hinder my relationship with others.	.8