

**PERCEPTIONS OF  
EXTRA-CURRICULAR  
ACTIVITIES**

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What Are The Expectations Of Parents, Teachers And Students  
Of The Extracurricular Program Offered At Catholic Central High  
School In Lethbridge, Alberta, Canada?

Cal O'Brien

**Purpose**

The general purpose of this research is to add to the existing knowledge about extracurricular programs being offered to high school students throughout Canada and the United States of America. Research would indicate there are two philosophies of thought on the value of offering such programs. Some researchers such as (Coleman, J.S. 1959. Holland, A. & Andre, T. 1987) indicate there is no causal relationship between extracurricular activities and desirable characteristics such as self-esteem, academic ability and grades in school. While others such as (Marsh, H. 1992. Otto, L.B. & Alevin, D.F. 1977) find positive correlations between extracurricular activities and student development. The majority of research findings favour the effects of extracurricular activities in the school setting, feeling that both the school and students are positively influence by such a program. The data supplied by this study will either validate the assumption that extracurricular programs are a positive influence on the students and school or negate the running of such a program. This information can be utilized in setting future directions for the extracurricular program at Catholic Central High School.

## Definitions

Extracurricular Activities: For the purpose of this research project, extracurricular activities will be defined as all organized activities which are offered outside of regular classroom time and which involve actual participation or attendance of students and advisory staff. For example: athletics may include basketball and badminton, cultural activities may include musical theatre, band, chorus or debate club and social activities may include dances or graduation.

## PRIOR RESEARCH

Coleman, J.S. (1959) Academic Achievement and the structure of Competition. Howard Education Review 29, Pg. 330-351.

Coleman in this research article looks at high school students as his subjects. His research using a null hypothesis finds no basis or correlation between involvement in athletics and academic success.

Grabe, Mark. (1981) School size and the importance of school activities. Adolescence; Spring 16(61), Pg. 21-31.

The author surveyed 1562 students from large and small schools. These students completed a questionnaire concerning school activities, an alienation scale and the Piers-Harris Self Concept Scale. It was found that the students in the smaller schools participated in more school activities and that this participation was more strongly related to feelings of personal worth. However it was also found that students in small schools were found to be more alienated than those from larger schools.

Hanks, Micheal P.; Eckland, Bruce. (1976) Athletics and social participation in the educational attainment process. Sociology of Education(1976) Oct. 49(4), Pg. 271- 94

High school and college models were developed to assess the role of the extracurricular program in the educational attainment process which distinguished participation in

athletics and other activities. Findings supported the thesis that sports neither complement any academic missions of educational organizations nor the idea that they are counterproductive. However participation in other extracurricular activities (non-athletic) serves an important integrative function by fostering the acquisition and transfer of status across adolescent and adult social systems.

Hauser, W.J and Lueptow, L.B. (1978) Participation in athletics and academic achievement: A replication and extension. The Sociological Quarterly. 19, Pg. 304-9.

The researchers' findings indicate that there is no causal effect between athletics and academic achievement. Differences between athletes and non-athletes are due to initial dissimilarity, not to the socialization effects of athletes. Another possibility for the relationship between athletes and academics is that the same social or personality factors that cause athletic participation and success also cause academic achievement and attainment. Perhaps such factors as competitiveness, success striving and the ability to put out maximum efforts might account for success in both athletic and academic areas. The authors suggest that possibly high school athletics has a causal effect upon educational and occupational attainment even though it has none upon academic achievement.

Holland, A. and Andre T. (1987) Participation in extracurricular activities in secondary schools. What is known, what needs to be known? Review of Educational Research 57, pg. 437-466.

The paper reviews literature relating to extracurricular participation and adolescent development. Five areas are described: personal-social characteristics, academic achievement, educational aspirations and attainments, participants' roles in activities and environmental social context. It was found that participation correlated with high self-esteem, improved race relations, involvement in political/social activity in young adulthood, academic ability and grades in male students, educational aspirations and attainments, feelings of control over one's life and lower delinquency rates. However, causal relationships between participation and desirable characteristics were not demonstrated. It was also found that students in small schools participate in a greater number and variety of extracurricular activities than students in larger schools. Because of the smaller size in schools lower ability and lower socioeconomic students are more involved in these

activities.

Marsh, Herbert. W., (1992) "Extracurricular Activities: Beneficial Extension of the Traditional Curriculum or Subversion of Academic Goals?" Journal of Educational Psychology, 84, No. 4, Pg. 553-562

The purpose of this research article is to determine the effects of extracurricular activities on students' growth and change during their last two years of high school. The students to be studied were selected from a national database called National Center for Educational Statistics (N.C.E.S.) 1986. The geographic source was New South Wales, Australia. Marsh studied 4000 students in either their sophomore or senior year. Marsh's research showed a positive correlation between extracurricular activities and social and academic self-concept, educational aspirations, coursework selection, homework, absenteeism, academic achievement and subsequent college attendance.

Otto, L.B. and Alevin, D.F. (1977) Athletics, Aspirations and Attainments. Sociology of Education, 42, April, Pg. 102-113.

The researchers found that participation in athletics has a positive effect on each form of aspiration and attainment, and that perceived peer status contributes to neither the predictive nor the explanatory powers of the research model designed for the project. The research indicates that effects of athletics on males, as for this study only 17 yr males were examined, is largely mediated by social psychological processes ( Significant others' influence.) Participation may teach interpersonal skills that are readily transferable and marketable outside athletics. Athletics may serve an allocation function by raising the visibility of participants and provide them with an early success definition or label. Finally that participation may introduce participants to interpersonal networks, contacts and information channels that are beneficial in establishing careers.

Otto, L.B.(1975) Extracurricular activities and aspirations in the status attainment process. Rural Sociology, 41, Pg. 217-33.

This analysis tests the aspirations hypothesis by means of a structural equation model which examines the effects of participation in extracurricular activities on attainments, statistically controlling on educational and occupational aspirations. Estimates are based on 17 year old males

studied in 1957 and again in 1972. The findings are that participation in extracurricular activities has an independent statistically significant total effect on attainments, and that these activities do serve as a mechanism for transmitting antecedent effects on attainment. The research suggest that what develops through participation are marketable skills, that being interpersonal skills.

Snyder, Eldon E. and Spreitzer, Elmer.(1992) Social Psychological Concomitants of Adolescents' Role Identities as Scholars and Athletes: A Longitudinal Analysis. Youth and Society;, 23, n4 Pg. 507-22 June.

The researchers analyzed attitudinal and behavioral correlations from four categories of high school students from the High School and Beyond Study. The four groups were: (1) scholar-athletes; (2) pure scholars; (3) pure athletes; and (4) non scholar-non athletes. It was found that there was a strong correlational between involvement in extracurricular activities, internal locus of control and especially self-esteem.

#### Non-pertinent Research

Bower, Richard D.(1985) Liability Issues facing the Extracurricular Coach. Research Report Aug. pg 74.

Brown, Robert S. and Others.(1992) The 1991 Every Secondary Student Survey: Initial Findings Toronto Board of Education (Ontario), May Pg 22.

Compress Customers. 35 Ways to Take a "Byte" out of Software Costs. Fund Raising Ideas from Customers. Compress, Wentworth (1986), 24pg.

Eglsaer, Richard and Matuszek, Paula.(1978) Project P.A.V.E. Evaluation. Technical Report 1977-78. Austin Independent School District. Office of Research and Evaluation. June, 82 pg.

Franz, Jennifer D.(1982) Community and Staff Surveys Conducted for the Sacramento City Unified School District. Sacramento City Unified School District, California, Apr. 203 pg.

Hill, C. Wayne.(1980) Experience Based Career Education. Exemplary Project in Vocational Education. Final Report, Oct 1, 1979-March 31, 1980. New Castle County

School District, Newark, Del. 109 pg.

Koppel, Sheree P. and Others.(1991) Community Survive: A Comparative Study at Catholic High School Programs in an Urban Archdiocese, Research Report, Apr. 53 pg.

National Center for Education Statistics.(1980) High School And Beyond Students' Files (Base year 1980) machine-readable data file. U.S. Department of Educational, Office of Educational Research and Improvement.

National Opinion Research Center.(1980) Chicago, Ill. High School and Beyond Information for Users, Base Year 1980, Data Version. National Center for Education Statistics Dec. 351 pg.

Pandya, Himanshu S.(1980) Status of Gifted Students in Vocational Agriculture Classes in the United States. Final Report. Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg. Sept. 77 pg.

Pandya, Himanshu S. and Curtis, Samuel M.(1981) Status of Gifted Students in Vocational Agriculture Classes in the United States. Paper presented at the Annual Convention of the American Vocational Association. Dec. 477 pg.

Usera, John J.(1989) Study of interests in Academic, Technical and Extracurricular College Programs by High School Juniors and Seniors. Labette Community College, Parsons, K.S. Jan. 64 pg.

### Hypothesis

The research hypothesis for this study is: What are the Expectations of Parents, Teachers and Students of the Extracurricular Program offered at Catholic Central High School in Lethbridge, Alberta, Canada.

### Population

An ideal population of students and teachers was available for carrying out this research as they were a "captive audience". These stakeholders could be surveyed in the setting where the

extracurricular programs take place, the school. Parents were surveyed in their place of residence. The population was therefore accessible for research and easily defined for the purpose of the research.

### Sampling

This study was conducted at Catholic Central High School in Lethbridge, Alberta, Canada. The sample included all teachers presently employed at Catholic Central as well as a systematic sample of the 620 students presently attending the school as well as the parents of students attending Catholic Central High School. The systematic sampling for both students and parents consisted of 100 studies from each grouping. In order to get a better sampling, parents of students surveyed were excluded from the parent sampling list hopefully producing a better cross sampling of the populous and reducing survey bias.

### Instrumentation

The instrumentation included a Likert style rating scale as well as open and closed ended questions. The design of the instrument was presented in a survey format which best seemed to meet the researcher's needs for gathering of data. There were separate but similar surveys for parents, teachers and students. The surveys were divided into three specific categories: 1) the program presently offered 2) advisors or coaches presently involved in the program and 3) funding of the program. These

surveys were designed by the researcher to best meet the needs of the research question.

### **Reliability**

The survey was administered to all teachers and a systematic sampling of students by the same person in a close proximity of time. The parent survey had a preamble specifying the object of the survey. The survey was mailed to the parents with a self-addressed envelope included in the survey package. One possible way of checking reliability is using a test-retest method after a certain time interval has elapsed.

### **Validity**

Certain responses on the parent, teacher and student surveys were compared to indicate whether the rating scale was a true measure of their expectations. Questions such as 35 and 36 on the parent questionnaire were used to determine any biases while questions 30 and 34 served the same function on the teacher survey. Socio-economics can also influence findings so questions to help indicate this bias were also included in teacher, parent and student surveys. Another possible bias which could exist is that of the researcher. The researcher is a strong supporter of extracurricular activities. These biases might be demonstrated in the design of the survey instrument used to collect data. This positive bias could also appear in the researcher

administration of the instrument to the students. A Hawthorne type effect could result as the subjects might perceive what the researcher wants to see as a result of the researcher's extensive involvement in the school's extracurricular program. It was important to identify these problems in order to take steps to alleviate them. It was necessary when giving instructions to those being surveyed that they realize there is no right or wrong answer to the questions. What was required was that the answers were their answers and were truly emblematic of how they felt. The surveys, for all three subject groups, have been included in this proposal.

#### PARENT QUESTIONNAIRE

Hello, my name is Cal O'Brien.

On behalf of CATHOLIC CENTRAL HIGH SCHOOL I am conducting a survey among various groups of people in Lethbridge regarding programs presently being offered in the school.

You have been randomly selected from a group of parents of Catholic Central High School students to be a respondent in this study, so I would like to ask you to take a few minutes to answer the following questions. The results will be made available upon request to any interested parties.

(1) We know you have at least one child in school, do you have any other children in school?

1. Yes 65.0%                      2. No 35.0%

IF YES,

What grades are they in?

1. Elementary 23.0%  
2. Junior High 30.5%  
3. Senior High 41.2%  
4. Graduates 25.5%

(2) Are you involved in any way with the high school?

1. Yes 14.0%                      2. No 86.0%

IF YES,

Could you describe how you are involved? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

IF NO,

Have you ever been asked to help with any activities?

1. Yes 27.6%                      2. No 72.4%

For the purpose of this survey extracurricular activities are defined as all activities which are offered outside of regular classroom time and which involve actual participation or attendance. For example: athletics may



(6) Is there any reason why you may not feel comfortable becoming involved in any high school extracurricular activities?

1. Yes 33.7%

2. No 66.3%

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(7) What is your reaction to your child being involved in a school extracurricular activity?

1. prohibit 6.8%

2. discourage 1.2%

3. encourage 79.2%

4. neutral 12.8%

(8) Could you please rate the importance of the listed activities as being of no comment, minor value, valuable or very valuable.

(a) Athletic Activities:

	Very Valuable	Valuable	Least Value	No Comment
Badminton	13.9%	38.9%	27.8%	19.4%
Basketball	36.1%	50.0%	8.3%	5.6%
Cross-Country Running	19.4%	33.3%	33.3%	14.0%
Football	27.7%	38.9%	19.4%	14.0%
Golf	2.8%	27.8%	50.0%	19.4%
Gymnastics	11.1%	50.0%	19.4%	19.5%
Intramurals	33.3%	44.5%	11.1%	11.1%
Track & Field	25.0%	50.0%	12.5%	12.5%
Volleyball	25.0%	50.0%	19.4%	5.6%
Wrestling	5.6%	13.9%	58.3%	22.2%
Others				

(b) Non-Athletic Activities:

	Very Valuable	Valuable	Least Value	No Comment
Band Club	27.7%	44.4%	19.4%	8.5%
Choir Club	25.0%	38.9%	25.0%	11.1%
Drama Club	27.8%	55.6%	8.3%	8.3%
Musical Theatre	33.3%	33.3%	19.4%	14.0%
Speech & Debate	47.2%	33.3%	2.9%	16.6%
Other				
Other				

(9) Should schools continue to offer a wide variety of extracurricular activities?

1. Yes 86.8%

2. No 11.1%

Why? \_\_\_\_\_

\_\_\_\_\_

(10a) Do you feel the activities listed in 8A and 8B provide a wide enough variety?

1. Yes 82.3%

2. No 14.4%

IF NO,

(b) What additions would you suggest?\_\_\_\_\_

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(11a) Should there be equal opportunity in the program for both girls and boys?

1. Yes 95.1%

2. No 2.5%

(b) Why?\_\_\_\_\_

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(12a) Can you think of any school based activities that would be best served by a community organization rather than the school?

1. Yes 18.9%

2. No 70.4%

IF YES,

Could you please list them?\_\_\_\_\_

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(b) Can you think of any community based activity that would be better served by a school organization?

1. Yes 18.9%

2. No 72.7%

IF YES,

Could you please list them?\_\_\_\_\_

---

(13) Please check your answer for the following two questions.

How much benefit do extracurricular activities provide for:

(a) students: great benefit 65.8% some benefit 30.9%

no benefit 3.2%

(b) school: great benefit 48.6% some benefit 42.4%

no benefit 2.9%

(c) community: great benefit 44.9% some benefit 43.2%

no benefit 4.1%

(14) How much benefit do you feel the majority of students

receive from the extracurricular activities as:

(a) participants: great benefit 70.4% some benefit 23.5%

no benefit 1.2%

(b) spectators: great benefit 20.2% some benefit 67.5%

no benefit 5.8%

(c) support staff (eg. storekeepers, minor officials):

great benefit 32.9% some benefit 56.0%

no benefit 3.3%

Based on these responses could you please indicate your personal response to each of the following.

**SA**-strongly agree

**A**-agree

**N**-neutral

**D**-disagree

**SD**-strongly disagree

	SA %	A %	N %	D %	SD %
15) Participation and attendance at events raise the level of school spirit.	48.6	43.2	2.5	1.2	0.4
16) Participants are taught the values of good sportsmanship.	34.6	46.1	7.0	6.6	0.8
17) Participants are taught the values of good citizenship and cooperation by being part of a team or club.	32.1	51.0	7.8	3.7	0.4
18) Participants are given the opportunity to compete with their peers.	22.6	63.8	7.0	1.2	0.4
19) Students' interpersonal communication and social skills improve, through extracurricular activities.	25.5	58.4	9.9	1.2	----

	SA	A	N	D	SD
20) Participation in extracurricular programs gives students a positive outlet and contributes to a decline in harmful activities.	43.6	41.2	7.8	2.9	0.4
21) The participants become better prepared to enter adult society through experiencing competition, teamwork and cooperation, etc.	30.9	54.3	8.2	7.6	0.8
22) Participation helps to better prepare students for future adult leisure activities.	26.3	56.0	10.3	2.5	0.4
23) Participants who have been involved in an extracurricular program are more likely to volunteer services to the community as adults.	21.8	47.7	19.3	6.6	0.4



(29) Are teachers required to assist with extracurricular activities?

1. Yes 40.3%                      2. No 28.8%                      3. Unknown 27.2%

(30) In general, do you think that the coaches or advisors are qualified to instruct these activities?

1. Yes 76.5%                      2. No 10.3%

(31) Assuming that the average season is twelve (12) weeks long, how many hours do you think the coach of a major activity (football, basketball or musical theatre) contributes to the program in a season.

1. 0 - 49 7.8%  
2. 50 - 99 27.6%  
3. 100 - 150 28.0%  
4. over 150 21.0%

(32) Should all teachers be expected to participate in the extracurricular program?

1. Yes 29.2%                      2. No 65.0%

Why do you say this? \_\_\_\_\_  
\_\_\_\_\_

(33) As far as you know, are these coaches or advisors paid for their participation in the extracurricular program?

1. Yes 8.2% 2. No 49.8% 3. Unknown 39.1%

(34) Do you think that students who participate in extracurricular activities which involve more than 125 hours should be eligible for five (5) academic credits?

1. Yes 53.1% 2. No 36.6%

(35) Which of the following describe how extracurricular activities are presently funded? (Rate 1 largest contribution to 5 least)

1. school board grant 42.8%
2. provincial gov't grant 25.5%
3. student school fees 39.1%
4. participant fees 36.2%
5. fund raising 48.1%
6. other \_\_\_\_\_

(36) Could you now please rate the same list in order of importance from one (1) the most important, to five (5) the least important way in which you feel that the extracurricular program should be funded.

1. school board grant   2
2. provincial gov't grant   1
3. student school fees   4
4. participant fees   5
5. fund raising   3
6. other

(37) In what age category do you belong?

1. 20 - 29  3.3%
2. 30 - 39 30.9%
3. 40 - 49 42.8%
4. 50 - 59 16.5%
5. over 59  2.5%

(38) What is the extent of your education?

1. less than grade 12 28.4%
2. high school diploma 20.2%
3. trade/technical school 10.3%  
   completed  2.1% not completed
4. college 11.9% completed  4.9%
5. university 11.5% completed  3.3%
6. post - graduate  2.9% completed  0.4%

(39) Residence in Lethbridge:

1. North 33.7%
2. South 53.1%
3. West 11.2%
4. Other 2.0%

(40) Sex:

1. Male 28.8%
2. Female 71.2%

## TEACHER QUESTIONNAIRE

(1) Sex:

1. Male 59.1%                      2. Female 40.9%

(2) Where do you live in Lethbridge?

1. North 4.5%                      2. South 59.0%  
3. West 32.0%                      4. Other 4.5%

(3) Do you have any children in school now or did you  
in the past?

1. Yes 59%                      2. No 41%

If yes, what grades are they in?

1. Elementary  
2. Junior High  
3. Senior High  
4. Graduates

(4) What subjects do you currently teach? Please check  
those that apply.

1. Language Arts 27.3%  
2. Math 13.6%  
3. Social(Studies, History, Geography) 13.6%  
4. Science 9%  
5. Physical Education 9%

- 6. Fine Arts (Band, Drama, Art) 13.6%
- 7. Industrial Arts 4.5%
- 8. Home Economics 4.5%
- 9. Business Education 9%
- 10. Other 9%

(5) How many years have you been teaching?

- 1. 1 - 3 years 9.1
- 2. 4 - 7 years 13.6%
- 3. 8 - 12 years 9.1%
- 4. 13 - 20 years 27.3%
- 5. over 20 years 40.9%

(6) Did you personally participate in extracurricular activities when you were in high school?

- 1. Yes 95.5%
- 2. No 4.5%

(7a) Are you presently involved in some type of school extracurricular activity?

- 1. Yes 95.5%
- 2. No 4.5%

(b) If yes, please state which ones: \_\_\_\_\_

-----

(c) If no, please state your reasons: \_\_\_\_\_

\_\_\_\_\_

(d) What qualifications did you, or do you, have for that activity?\_\_\_\_\_

\_\_\_\_\_

(8) Please rate the importance of each of the following activities by checking the appropriate box.

(a) Athletic Activities

	Very Valuable %	Valuable %	Least Value %	No Comment %
Badminton	27.3	50.0	22.7	
Basketball	45.5	54.5	-----	
Cross-Country	18.3	22.7	59.0	
Football	45.5	50.0	4.5	
Golf	22.7	9.1	68.2	
Gymnastics	9.0	31.8	54.5	4.7
Intramurals	40.9	40.9	18.2	
Track & Field	22.7	36.4	40.9	
Volleyball	36.4	54.5	9.1	
Wrestling	9.0	31.8	45.5	13.7
Other				

(b) Non- Athletic Activities

	Very Valuable %	Valuable %	Least Valuable %	No Comment %
Band Club	54.5	45.5	-----	
Choir Club	50.0	27.3	22.7	
Musical Theatre	50.0	50.0	-----	
Speech - Debate	45.5	36.4	18.1	
Drama Club	40.9	36.4	22.7	
Other				

(9) Should schools continue to offer a wide variety of extracurricular activities?

1. Yes 81.8%                      2. No 18.2%

Reason: \_\_\_\_\_

(10a) Do you feel that these activities provide a wide enough variety?

1. Yes 91%                      2. No 9%

(b) If no, please state preferred additions: \_\_\_\_\_

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(11) Should there be equal opportunity in the program  
for both girls and boys?

1. Yes 100%                      2. No \_\_\_\_\_

If No reasons why: \_\_\_\_\_

---

(12a) Are there any school based activities that would  
be best served by a community organization rather  
than the school?

1. Yes 54.5%                      2. No 45.5%

If yes, please comment: \_\_\_\_\_

---

(b) Are there any community activities that would be  
best served by schools?

1. Yes 9.1% 2. No 77.3% 3. No Comment 13.6%

If yes, please comment: \_\_\_\_\_

---

13) Please check your answer for the following two  
questions.

How much benefit do you feel extracurricular

activities provide for the following?

- (a) students: great benefit 68.3% some benefit 28.5%  
no benefit 3.2%
- (b) school: great benefit 52.8% some benefit 44.7%  
no benefit 2.5%
- (c) community: great benefit 40.7% some benefit 56.1%  
no benefit 3.2%

(14) How much benefit do the majority of students  
receive from the extracurricular activities as:

- (a) participants: great benefit 61.0%  
some benefit 35.0% no benefit 4.0%
- (b) spectators: great benefit 17.9% some benefit 74.0%  
no benefit 8.1%
- (c) support staff(eg. scorekeeper, minor officials):  
great benefit 21.1% some benefit 69.1%  
no benefit 9.8%

Please indicate your response to the following statements by placing a check in the appropriate box.

SA- Strongly Agree

A- Agree

N- Neutral

D- Disagree

SD- Strongly Disagree

	<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
15) Participation and attendance at events raise the level of school spirit.	43.9	43.9	12.2	---	---
16) Participants are taught the values of good sportsmanship.	24.4	53.7	15.4	3.3	3.2

	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
17) Participants are taught the values of good citizenship and cooperation by being part of a team or club.	29.3	46.3	18.7	2.9	2.8
18) Participants are given the opportunity to compete with their peers.	29.3	57.7	9.8	2.4	0.8
19) Students' interpersonal communication and social skills improve through extracurricular activities.	22.0	56.9	12.2	4.5	4.4
20) Participation in extracurricular programs gives students a positive outlet and contributes to a decline in harmful activities.	38.2	44.7	11.5	3.3	1.4

	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
21) The participants become better prepared to enter adult society through experiencing competition, teamwork and cooperation, etc.	28.5	55.3	10.6	3.3	2.3
22) Participation helps to better prepare students for future adult leisure activities.	31.7	52.0	9.8	3.3	3.2
23) Participants who have been involved in an extracurricular program are more likely to volunteer services to the community as adults.	23.6	43.1	24.4	4.9	4.0

	SA	A	N	D	SD
24) Participants who have been involved in organized school activities are more likely to assume leadership responsibilities in the community.	26.0	41.5	23.6	4.9	4.0
25) Students should be strongly encouraged by parents to participate in a school extracurricular program.	31.7	40.7	15.4	8.9	3.3

(26) To what extent are parents involved in the school extracurricular program?

1) 10-20hrs 6.7%    2) under 10hrs 63.0%

3) not at all 30.3%

(27) Should parents be expected to assist with the schools extracurricular program?

1. Yes 95.5%

2. No 4.5%

(28) The following is a list of activities in which parents can become involved. Please rate your top three choices by making (1) as your most important and three (3) as your third choice.

1. Coaching or advising   4
2. General supervision   1
3. Fund raising   2
4. Transportation   3
5. Other (Specify) \_\_\_\_\_  
\_\_\_\_\_

(29) Are you required to assist with extracurricular activities?

1. Yes 86.4%
2. No 13.6%

(30) Do you feel that you are adequately compensated for the work that you do?

1. Yes 63.6%
2. No 36.4%

(31) In general, are coaches or advisors qualified to instruct extracurricular activities?

1. Yes 95.5%
2. No 4.5%

(32) Assuming that the average season is twelve weeks long, how many hours do you think a coach of a

major activity, (eg. football, basketball, musical theatre) does contribute to the program in a season.

1. 0 - 49 ----
2. 50 - 99 9.1%
3. 100 - 150 13.6%
4. over 150 77.3%

(33) Should all teachers be expected to participate in the extra curricular program?

1. Yes 68.2%
2. No 31.8%

Reason: \_\_\_\_\_

\_\_\_\_\_

(34) Are coaches or advisors of extracurricular activities paid extra for their involvement?

1. Yes 63.6%
2. No 36.4%

(35a) Are there any non-monetary benefits derived from involvement in an extracurricular activity?

1. Yes 95.5%
2. No 4.5%

(b) If Yes, please list these benefits: \_\_\_\_\_

\_\_\_\_\_

(c) If Yes, are these benefits sufficient in themselves to merit involvement?

1. Yes 54.5%                      2. No 45.5%

(36) Should teachers receive extra compensation for the time they assist in the program?

1. Yes 81.8%                      2. No 18.2%

(37) If your answer to (36) was yes, what form should this compensation take?

1. Salary comparable to regular salary 15.0%  
2. Time off from teaching duties 46.9%  
3. Both 28.8%  
4. Other (Specify) 9.3% \_\_\_\_\_

(38) Should students participating in extracurricular activities which involve more than 125 hours, be eligible for five (5) credits?

1. Yes 40.9%                      2. No 59.1%

(39) How are extracurricular activities funded? Check those that apply.

1. school board grant 47.2%  
2. provincial government grant 10.6%  
3. student school fees 52.8%

4. participant fees 40.9%
5. fund raising 69.9%
6. other(specify)\_\_\_\_\_

(40) How should extracurricular programs be funded?

Please rate from (1) - most important - to (5) - least important.

1. school board grant 2
2. provincial government grant 1
3. student school fees 3
4. participant fees 4
5. fund raising 5
6. other(specify)\_\_\_\_\_

#### STUDENT QUESTIONNAIRE

1) What is your present grade?

- 1) ten 31.8%
- 2) eleven 27.3%
- 3) twelve 40.9%

2) What is your present diploma program?

- 1) Advanced Diploma 61.3%
- 2) General Diploma 38.7%

3) Age: 1) 14-15 17.4% 2) 16-17 15.4%  
3) 18-19 65.7% 4) 19+ 1.5%

4) Sex: 1) Male 44.5% 2) Female 55.5%

5) Residence in Lethbridge:

1) North 40.0% 2) South 47.7%  
3) West 10.8% 4) Other 1.5%

6a) Are you involved in organized activities  
(eg. hockey, dancing, church functions) not  
connected with the school?

1) Yes 56.7% 2) No 43.3%

b) If yes, please specify: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7a) Have you, or are you presently involved in some  
type of senior high school extracurricular  
activity?

1) Yes 34.9% 2) No 65.1%

b) If yes, please list activities:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c) If no, please state reason(s):

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8a) At your school is there any reason why you may not feel comfortable joining an extracurricular activity?

1) Yes 23.8%

2) No 76.2%

b) If yes, state reason(s):

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9) What is your family's reaction to involvement in school extracurricular activities?

1) prohibit 1.5%

2) discourage 12%

3) encourage 50.9%

3) neutral 43.6%

10) How do you rate the importance of the following activities?

a) Athletic Activities:

	Very Valuable %	Valuable %	Least Value %	No Comment %
Badminton	12.1	37.9	30.3	19.7
Basketball	30.5	34.0	26.5	9.0
Cross-Country	14.8	30.5	36.7	18.0
Football	39.8	34.3	14.9	11.0
Golf	10.2	23.3	51.5	15.0
Gymnastics	9.3	26.7	50.0	14.0
Intramural	17.4	38.7	27.9	16.0
Track & Field	24.1	40.1	23.8	12.0
Volleyball	22.4	42.4	28.2	7.0
Wrestling	8.1	20.9	53.0	18.0
Baseball				
Rugby				

b) Non-Athletic Activities

	Very Valuable	Valuable	Least Value	No Comment
Band Club	12.1	39.4	27.3	21.2
Choir Club	10.0	28.8	33.3	27.9
Drama Club	21.2	24.8	22.7	21.3
Musical Theatre	24.2	36.8	21.2	18.2
Speech-Debate	15.2	24.2	37.8	22.8
Chess				

11a) Should schools continue to offer a wide variety of extracurricular activities?

1) Yes 95.1%                      2) No 3.9%

b) Reason(s): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12a) Do you feel that these activities provide a wide enough variety?

1) Yes 74.4%                      2) No 25.6%

b) If no, state preferred additions:

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13a) Should there be equal opportunity in the program for both girls and boys?

1) Yes 94.8%                      2) No 5.2%

b) Reason(s): \_\_\_\_\_

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14a) Are there any school-based activities that would be best served by a community organization rather than the school?

1) Yes 16.6%                      2) No 83.4%

If yes, which activities:

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b) Are there any community activities that would be best served by the schools?

1) Yes 19.5%                      2) No 80.5%

If yes, which activities:

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---

15) Please check your answer for the following two questions.

How much benefit do you feel extracurricular activities provide for the following? Please check your answer.

- a) students: much benefit 74% some benefit 23%  
no benefit 3%
- b) school: much benefit 56% some benefit 38%  
no benefit 6%
- c) community: much benefit 29% some benefit 52%  
no benefit 19%

16) How much benefit do the majority of students receive from the extracurricular activities as: (Please check your answer).

- a) participants: much benefit 79% some benefit 17%  
no benefit 4%
- b) spectators: much benefit 11% some benefit 20%  
no benefit 69%
- c) support staff(eg. score keeper, minor officials):  
much benefit 25% some benefit 64% no benefit 11%

Please indicate your response to the following statements by placing a check in the appropriate box.

SD-Strongly Disagree

D-Disagree

N-Neutral

A-Agree

SA-Strongly Agree

	SD %	D %	N %	A %	SA %
17) Participation and attendance at events raise the level of school spirit.	0.9	3.2	6.4	27.3	62.2
18) Participants are taught the values of good sportsmanship.	1.7	5.5	14.2	49.4	27.0
19) Participants are taught the values of good citizenship and cooperation by being part of a team or club.	1.5	6.4	17.7	50.6	22.1

	SA	A	N	D	SD
20) Participants are given the opportunity to compete with their peers.	1.2	3.2	16.9	53.2	24.1
21) Your interpersonal communication and social skills improve through extracurricular activities.	1.2	3.5	25.9	45.1	22.7
22) Participation in extracurricular programs gives students a positive outlet and contributes to a decline in harmful activities.	5.5	12.2	24.7	29.1	27.0
23) The participants become better prepared to enter adult society through experiencing competition, teamwork and cooperation, etc.	2.9	7.8	26.5	42.4	18.3

	SA	A	N	D	SD
24) Participation helps to better prepare for students future adult leisure activities.	2.0	6.1	28.2	43.6	18.3
25) Participants who have been involved in an extracurricular program are more likely to volunteer services to the community as adults.	4.4	12.5	41.3	30.2	9.6
26) Participants who have been involved in organized school activities are more likely to assume leadership responsibilities in the community.	3.5	15.4	33.4	34.9	11.3

	SA	A	N	D	SD
27) Students should be strongly encouraged by parents to participate in a school extracurricular program.	7.3	15.7	26.5	28.8	20.3

28) To what extent are parents involved in the program?

Please check your answer.

- 1) 20+hrs 5.8%      2) 10-20hrs 58.1%  
 3) under 10hrs 34.9%

29) Should parents be expected to assist with the schools extracurricular program?

- 1) Yes 35.5%      2) No 63.7%

30) The following is a list of activities in which parents can become involved. Please rate your top three choices by marking (1) as your most and (3) as your third choice.

- 1) Coaching or advising   4    
 2) General supervision   3    
 3) Fund raising   2    
 4) Transportation   1    
 5) Other (specify)

- 31) Are teachers required to assist with extracurricular programs?
- 1) Yes 27.9%    2) No 31.1%    3) Unknown 40.7%
- 32) In general, are coaches or advisors qualified to instruct extracurricular activities?
- 1) Yes 85.5%                      2) No 11.9%
- 33) Assuming that the average season is twelve weeks long, how many total hours will the coach of a major activity, (eg. basketball, football, musical theatre) contribute to the program in a season.
- 1) 0 - 49 6.2%
- 2) 50 - 99 23.3%
- 3) 100 - 150 43.3%
- 4) over 150 26.2%
- 34) Should all teachers be expected to participate in the extracurricular program?
- 1) Yes 23.3%                      2) No 75.0%

Reason: \_\_\_\_\_

\_\_\_\_\_

- 35) Are these coaches or advisors paid for these services?
- 1) Yes 44.0%    2) No 35.8%    3) Unknown 20.2%
- 36) Should students participating in extra curricular activities which involve more than 125 hours, be eligible for (5) credits?
- 1) Yes 51.7%                    2) No 44.8%
- 37) How are extracurricular activities funded? Check those that apply.
- 1) school board grant 51.7%
- 2) provincial government grant 25.0%
- 3) student school fees 55.8%
- 4) participant fees 52.6%
- 5) fund raising 79.7%
- 6) other(please specify)\_\_\_\_\_
- 38) How should extracurricular programs be funded? Please rate from one (most important) to five (least important).
- 1) school board grant   1
- 2) provincial government grant   2
- 3) student school fees   5

- 4) participant fees     4
- 5) fund raising     3
- 6) other (please specify) \_\_\_\_\_

### Procedure

The sample of one hundred (100) systematically selected students were surveyed in a classroom setting by the researcher on a specific date. There were three sittings to perform this task. The same person, the researcher, administered the survey using the same procedure for each group. The purpose of the survey was given to the studies and they were informed that the results will be made available to them and all other interested parties. All subjects were informed that their anonymity would be protected. It is to be noted that before the surveys were administered permission was obtained from School District Authorities before the commencement of research. The sampling of teachers included all certified teaching staff presently employed at Catholic Central High School. The surveys were administered in similar fashion to that of the students. The setting for administering the survey was a faculty staff meeting when all faculty members were present to complete the survey. Unlike the students those not present were not surveyed at another time.

The one hundred systematically selected parents were surveyed via mail with a return envelope included in order to improve the return of the completed surveys. The parent survey

began with a preamble defining the objectives of the survey.

**Control of extraneous variables:** Sources of extraneous variables might include the relationship of parents' and students' socioeconomic levels on accessibility to the program if finance is a problem. Feelings of acceptance by students might also negate involvement. For this reason question #8 in the student questionnaire was asked to determine both validity and variability. Geographics might also be a variable as access to the programs offered after school hours might be negated because of a need for transportation, thus excluding students from these activities. Negative or positive experiences with other like programs offered elsewhere might serve as a variable for any of the stakeholders surveyed. The surveys have been designed to help identify biases and extraneous variables. Questions can be cross-referenced to examine such variables as geography, socioeconomics, sex, age and previous experience. This information will help in developing a profile for each respondent and possible views they demonstrate in answering the survey questions.

### **Data Analysis**

The answers on the questionnaires were calibrated using a rating scale. Percentages were calculated for each question. Open

ended answers were tabulated to determine if the respondents have a common theme to their responses.

There were two possible means of calibrating the data collected 1) The types of questions used in the surveys could be easily used, scored and coded for analysis on a computer using such programs as "Stat-Vu", 2) However at this time some thought was being given to hand scoring the data in order to allow high school students currently studying statistics to be part of the process. This would be a great learning situation, teaching how statistics are gathered and it would also give students a feeling of ownership in this research project. This ownership might also help in the retrieval of a larger number of surveys which would improve the reliability of the research project. After some consultation the later procedure was chosen due to the costs for computer services and the obvious educational gains for the students.

Upon completion of the research the compiled data was presented in a descriptive format and will be made available to the participants as well as the administration of the school and school district. The results will be useful in planning the future direction of the extracurricular program at Catholic Central High School. The research can also be replicated at a later date as required by the school administration. The surveys could also be adapted for use in other schools where information on extracurricular programs was deemed necessary for the

school's immediate needs.

### S T U D E N T     A N A L Y S I S

The analysis of the student data led to results which support the continuation of the extracurricular activities offered at Catholic Central High School. Ninety-five point one percent (95.1%) of all students surveyed felt that the school should continue to offer a wide variety of extracurricular activities. The most common reasons were to provide for the variety of interests of the different students (33.7%) and to provide constructive activities for students (18.3%). Of all the students surveyed thirty-four point nine percent (39.4%) are presently involved in a school sponsored activity. Grade twelve students were most involved (56.8%), followed by grade eleven and grade ten students respectively. Matriculation or advanced diploma students were more involved (51.7%) than general diploma students and the sixteen to seventeen year olds were more involved than any other age group.

The most popular athletic activities were football, volleyball, and basketball, while for non-athletic programs they were musical theatre, band and drama.

The most common reasons for not being involved were work and cliques in the school extracurricular program. Fifty-six point seven percent (56.7%) of those surveyed were involved in some sort of community activity. The most popular activities were

church, baseball and hockey.

Seventy four point four percent (74.4%) of the students thought that the selection of activities was wide enough but of those who felt additions should be made baseball, rugby and soccer were the most popular. The great majority, ninety four point eight percent (94.8%), of the students thought there should be equal opportunity in the program for boys and girls. Thirty seven point five percent (37.5%) elaborated that it was only fair to have equal opportunity.

Students felt that they received more benefit from the programs than did the school or community. They also felt that the participants (79%) gained more benefit than the support staff or spectators.

Students didn't feel that parents were very widely involved in the programs. This however seemed to suit the students fairly well as sixty-three point seven (63.7%) felt that parents should not be expected to become involved. Of those who thought that parents should be involved, the first choice was transportation followed by fund raising, supervision and finally by coaching and/or advising.

Students were unclear as to whether teachers were required to assist with extracurricular programs but seventy-five percent (75%) thought that it should not be compulsory because it should be their choice. Eighty-five point five percent (85.5%) of the students surveyed felt confident that the coaches and advisors

were qualified to instruct the activities which they sponsor. The majority of students (71.8%) did not realize that the coaches of major activities spent a minimum of three hundred hours (300) in a season of play. Most thought that these teachers should receive some sort of compensation. The largest response, twenty five percent (25%) felt that compensation should be comparable to their regular salary.

Fifty one point seven percent (51.7%) of the students felt that they should be eligible for five academic credits for their involvement in an extracurricular activity. Students felt that programs should be primarily funded by school board grants as well as provincial government funding. The third choice was fund-raising followed by participant fees and other general student fees. Student perceptions of the present program funding were as follows: Fifty-one percent (51%) of the students believed that the school board contributed money to run the extracurricular program. Twenty-five percent (25%) believed that the provincial government contributed grants to the program. Fifty five percent (55%) declared that the student council fees were used and fifty-two point six percent (52.6%) knew that participation fees were used as a major source of revenue. Most students seventy-nine point seven percent (79.7%) knew that fund raising was also used to help fund the various programs.

#### Teacher Analysis

The analysis of the teacher data led to the conclusions which support the continuation of the extracurricular programs at Catholic Central High School. Eighty one point eight (81.8%) of the teachers surveyed thought that the school should continue to offer a wide variety of extracurricular activities. The most common reasons given for the continuation of the program were that they contribute to the total development of the student (17.9%) and that they provide for the varied interests of the students (9.8%).

Ninety five point five percent (95.5%) of all teachers responding declared that they were involved in some aspect with the extracurricular program at Catholic Central High School. Most (95.5%) of those teachers who were involved in an extracurricular activity were involved in activities as students. The largest involvement is in the areas of graduation and musical theatre. Qualifications most teachers had for the activities they instructed were personal skills (12.2%), university training (12.0%) and past experiences. Teachers thought that all activities except for golf, gymnastics and cross country running, offered at the school were of value. Ninety-one percent (91%) of the teachers thought that the selection of activities was wide enough. One hundred percent (100%) of the teachers felt that there should be equal opportunity in the program for both boys and girls.

Benefit to the various interest groups was rated on a scale

of one (no benefit) to three (great benefit). The teachers felt that the students received the most benefit from the extracurricular program (2.70). They felt that the school benefitted next at (2.52) and the community came third at (2.39).

Participants were thought to benefit most (2.62) although this value was lower than for students overall (2.70). Support staff were thought to benefit secondly at (2.17) with spectators a close third (2.13).

Teachers responded favourably to all eleven given statements (questions 15-25 of the survey). The strongest agreement was for the statement that participation and attendance at events raises the level of school spirit.

Teachers did not feel that parents were involved in the program and rated their participation as (1.75) on a scale of one (no involvement) to three (a great deal of involvement). Teachers who were involved thought that parents were slightly more involved than did teachers who were not involved. The teachers, however, unlike the students, thought that parents should be more involved in some way in the extracurricular program (95.5%). Teachers felt that parents should be involved in general supervision and fund-raising.

Eight-six point four percent (86.4%) of the teachers felt that they were required to assist with the schools extracurricular program. Sixty-three point six percent (63.6%) of the teachers thought that they were adequately compensated for

the work they do while thirty-six point four percent (36.4%) were not satisfied with the compensation for their time given to the extracurricular program.

Ninety five point five percent (95.5%) of the teachers were confident that the coaches and advisors were qualified to instruct the programs. Unlike the students, seventy seven point three percent (77.3%) realized that the coaches of major activities spent over 150 hours with the activity on a season. Sixty-eight point two percent (68.2%) of the teachers felt that all teachers should be involved in a extracurricular activity. Ninety five point five percent (95.5%) of the teachers felt that there were non-monetary benefits derived from being involved in an extracurricular program. Forty one point four percent (41.4%) of the teachers thought that through these activities their interpersonal relations with the students were improved. Fifty four point five percent (54.5%) of all teachers felt that these benefits were sufficient in themselves to merit involvement, but eighty-one point eight percent (81.8%) still felt that teachers should receive some sort of extra compensation. Twenty eight point eight percent (28.8%) thought they should receive salary comparable to regular salary and time off (i.e. both), forty-six point nine percent (46.9%) said time off only and fifteen percent (15%) said salary comparable to regular salary. Although teachers felt that they should receive extra compensation for involvement with extracurricular activities, fifty-nine point one

percent (59.1%) did not feel that students should be eligible for academic credits.

Forty-seven point two percent (47.2%) of teachers thought that the school board helped fund the extracurricular programs while eighty-nine point four percent (89.4%) thought that the provincial government did not contribute any financing to the program. Fifty-two point eight percent (52.8%) thought that the student fees were used, while forty point seven percent (40.7%) felt that the participant fees were used to fund activities. Sixty-nine point nine percent (69.9%) of the teachers realized that fund raising was carried out to help meet the cost of the programs.

Teachers thought that the provincial government should be the primary source of funding for extracurricular programs. Secondly, they chose the school board, followed by student fees, participant fees and finally fund raising as alternative sources of finance.

#### Parent Analysis

The analysis of the parent data led to the results which support the continuation of the extracurricular activities at Catholic Central High School.

Eighty-six point eight percent (86.8%) of all parents

thought that schools should continue to offer a whole variety of extracurricular activities. The most common reasons given for continuation of the program were "to give the students something constructive to do" (8.8%) and "for student development" (5.9%).

In looking at parental involvement eighty-two point three percent (82.3%) of the parents stated they were not involved in the high school in any way. The reasons given for no involvement in the extracurricular program were that "they had not been asked" (6.8%) with the next two being, "work" (5.8%) and "too busy/no time" (5.3%). Eighty one point one percent (81.1%) of all parents surveyed said they would encourage a child of theirs to be involved in school extracurricular activities.

In community involvement, it was found that sixty-one percent point seven percent (61.7%) of parents were not involved. Thirty-two point five percent (32.5%) said "yes" to community involvement with the largest group being church (7.2%) and then minor hockey (4.7%).

The overall average of the athletic activities was (2.92) and the overall average for the non-athletic activities was (3.18). The major activity listed was Speech-Debate with (3.24), with the rating scale from (1) no value to (4) very valuable. Eighty-two point three percent (82.3%) of all parents thought that the selection of activities was wide enough but of those who felt additions should be made, the most popular was swimming (2.5%). Parents felt that students received more benefit from

the program than did the school or community. They also felt that the participants gained more benefit than the spectators or support staff.

Seventy-two point eight percent (72.8%) felt that parents were somewhat involved in the program. In looking at ways in which parents could have become involved, they rated activities such as Transportation (21.4%), General Supervision (20.9%) and Fund Raising (16.7%) as possibilities.

According to their knowledge, forty point three percent (40.3%) of parents felt that teachers are required to assist with extracurricular activities. However, sixty-five percent (65%) thought that it should not be compulsory because they may not be qualified (11.7%) and that it should be voluntary (9.1%).

Seventy-six point five percent (76.5%) of parents felt confident that the coaches or advisors were qualified to instruct the activities. Seventy-nine percent (79%) of parents did not realize the number of hours (over 150 hours) that the coaches of major activities spent in a season of play, while fifty-two point seven percent (52.7%) thought that these teachers should receive some sort of extra compensation. The first choice of compensation was a combination of both extra pay and time off. Fifty three point one percent (53.1%) of parents felt that students should be eligible for five academic credits for their involvement in an extracurricular program. Sixty point nine percent (60.9%) of parents felt that both teachers and students

deserve compensation for their involvement in the program (ie. teacher remuneration, student credits).

In asking parents to describe how the extracurricular program is presently funded the following resulted:

Fund Raising	48.1%
School Board	42.8%
Student Fees	39.1%
Participant Fees	36.2%
Provincial Gov't Grant	25.5%
Others	0.4%

In looking at how parents would like to see the extracurricular program funded in the future, the following order resulted:

Prov. Gov't Grants	43.2%
School Board Grants	35.8%
Fund Raising	27.2%
Student Fees	21.0%
Participant Fees	17.3%

### Conclusion

Looking at the research as a whole, rather than as separate sections, certain trends and attitudes which are common to all groups become evident. A majority in each category felt that a wide variety of activities should be continued. The majority in

each group felt that the present variety of activities was wide enough. It is noteworthy, however, that the students had the strongest majority in the former category (95.1%) and the smallest majority in the latter category (72.4%). Of all these groups studied, only the students gave the athletic activities a higher overall rating than other non-athletic activities. All groups felt that the students and participants received the most benefit. The parents said that the spectators and the community received the least benefit.

When asked to rate their response to a set of fifteen (15) statements, the average ranged from two point seven five (2.75) to four point three (4.3) on a scale of one to five. In all cases, the first statement, "Participation and attendance at events raises the level of school spirit", received the highest average value. Likewise, all groups rated the two statements pertaining to whether extracurricular participants would volunteer service and/or take on leadership responsibilities in the community in the lowest categories. This would seem to indicate that although the groups felt that an extracurricular program is important for the students themselves, it has little or no strong connection with later community involvement.

All groups strongly believed that there should be equal opportunity for participation by both sexes. In several cases the respondent expressed surprise that we even felt it necessary to ask the question. It appears that for the majority of

respondents "equal opportunity" is no longer an issue but a reality.

With regard to parental involvement, while only a few felt that there was some involvement. A few interesting perceptions did arise in this area; eighty-two point three percent (82.3%) of the interviewed parents had stated that they were not involved with the school, but seventy-two point eight percent stated that they believe parents had some involvement in the extracurricular program. This appears to be a gap between perception and reality. another viewpoint could be examined -- that of students. This group stated that fifty-eight point one percent (58.1%) of parents had some involvement and thirty-nine point nine percent (39.9%) were not involved at all (the lowest and highest percentages respectively among the three surveyed groups). This lack of involvement, however, does not seem to trouble students in that sixty-three point seven percent (63.7%) did not want parents involved in the program. This sentiment was shared by various parents when they commented that by this age, the children wanted some freedom from their parents.

All groups except the students felt that the teachers were required to assist in the extracurricular program. All groups were in agreement that the teachers should not be forced to assist in the program. Various written comments were that if teachers were forced to participate, the quality of instruction would deteriorate and a poor attitude would be passed on to the

students.

Although there was no agreement as to whether the coaches or advisors were paid extra, the majority of each group felt that they should be paid extra for their involvement in the program. Some of the concerns expressed were that if pay was involved, then that could become one of the prime motivational reasons for participation. Conversely, some commented that if pay was involved, then there could be a greater screening and selection process. Others stated that teachers should do it for free just like other volunteers.

Students and parents felt that credits should be awarded for involvement in extracurricular activities while teachers said no credits should be given. Some felt that some credits should be given, but not five credits but possibly fewer credits depending on hours of involvement. There was some concern that we might be losing the focus of schooling, that being academic achievement.

All groups placed the provincial government and the school board as their top choices for program funding; however, the impression received from various comments is that some members of the groups do make the personal connection between the provincial government and school board grants and their own pocketbooks.

#### Actions and Recommendations

The majority felt that the extracurricular program is very beneficial and should be continued. However, many felt there was room for improvement and innovation especially in these times of

rising expectations and shrinking budgets. One of the tasks seems to be to generate a greater response from the community in terms of physical and monetary support. This is not, however, a goal which can be achieved immediately, but only as a result of planning and hard work.

To achieve the goal of greater parent and community involvement, it is within the school that the work must begin. At present the majority recognize the benefit to the students, but until they can see that it is a benefit to themselves or the community it is unlikely that they will want to get involved. Therefore, it is inevitable that the focus and emphasis be placed first on the students and teachers.

Before individuals will donate time or money to an extracurricular activity in more than a sporadic fashion, they must be shown the benefit of the program to themselves and the rest of the community. Schools must create a positive feeling within the school regarding the extracurricular program and its benefits. When asked, a noticeable percentage of the students mentioned the presence of cliques in the program and their feelings that the programs were run by a few for the benefit of a few. That is, they felt that the programs were not for everyone, but only for those who are very athletic or academic and not for the average student. This indicates a need to educate the students themselves regarding the various programs. It may also be wise to grant the intramural and non-athletic programs a

higher profile within the schools.

It is important to lay this foundation since it is up to the students and teachers to organize and participate in the programs and then to go a step further and generate a positive response among the various members of the community.

One of the first steps toward receiving outside support would be to educate the public (including parents) about what is happening in the program, ends the program hopes to achieve, the programs' needs and how the outside person can become involved. One of the goals should be the elimination of the line between those who are "outside" and those who are "inside". In all the groups, except, of course, students and teachers, the vast majority of people have never been asked to help. There seemed to be a feeling that the school did its own thing and that the teachers do not need, or indeed want, any outside help or interference. This is a major misconception that will have to be overcome. The public has to be made aware of the school and the fact that the schools have needs which the public can help to meet. Just as the school has needs which the public can meet, likewise the public (community) has needs which the school can meet. This interchange of talents would not only provide practical results, but also generate a feeling of goodwill which is invaluable both in the present and for the future.

At the grass-roots level, news letters could be sent out informing the community (general public, parents and businesses)

of what the school is doing and what needs exist. This could be a staff or student council responsibility. Another medium, if it exists, is the utilization of a volunteer agency. If it does not exist, perhaps the students could organize one. Various teams and clubs could be required to offer a specified number of hours of volunteer time to the community. This generates goodwill while also demonstrating the worth of the students and exposing these students to community work and responsibility. By the same token, community volunteers could be engaged to volunteer their time and services within the schools. This could take the form of supervision, help at special events, advising, fund raising, organization, administration and whatever skills are offered. The actual per person involvement need not be extensive just so long as it creates interaction between the school and community. This interaction is important since it opens the community to the schools and their needs. The news will spread about "the good students and things happening at the school" and others will want to get involved - both financially and through the many talents and actions of the local people.

The university is another medium which can be utilized for more skilled participation. The most obvious examples are physical education and music majors, but the specialized interests of all students should not be overlooked. In conjunction with the university, it may be possible to grant these university students applied credits so that the time

involved can be put to good use for both parties.

A present major concern for the extracurricular program is in the area of funding. The object is to be able to draw the extra needed funds from the local community; however, to do so, the community must first be shown that the students are a positive influence in the community and they themselves really want the programs and are willing to work for them.

Once again, the generation of community goodwill is invaluable. It does not provide immediate funds but it creates visibility among the community with regard to who you are and what you are doing. This, in turn, makes fund-raising easier. This goodwill can also be beneficial to the students on a practical basis. For example, music groups (band, choir, combos) and drama groups can hold performances (in the nursing home, hospitals, shopping malls and special children shows in the library) which not only create interest, but give the students valuable public exposure for their talents.

Very few people enjoy knocking on doors for money or having their door knocked upon. Perhaps the best way is to not just ask for money, but to provide a service in return. A method which would allow the students involvement is raffle off the students themselves. For example, tickets could be sold to the general public (at non-prohibitive sums) with the winner receiving the services of, for example, the student council or team for one day. The students would go to the winner's home and do whatever

was asked for the day - clean, cook, garden, shovel snow, babysit, whatever. Also, fine arts groups could perform at local functions, e.g. business banquets, in return for an honorarium to help defray costs. Another possibility is to expose the students to recognized fund raisers, e.g. the basketball team could fund raise for the heart fund, which would not only create goodwill (since you would inform the public of who you were) but it would also expose the students to the world of community service and fund-raising and how to operate within that environment.

As can be noticed, the emphasis in all cases is upon the student. The program is for the students and if they want it they should take part in all its facets. In this way the students acquire not only the obvious skills needed, but also the skills of organization and administration and an exposure to the community environment of which they will soon be an integral part.

With this emphasis upon the student, it may be worthwhile to consider the adoption of an optional course in either community recreation or leadership. This course would require a specified number of hours of volunteer work to be performed whether within the school or the community. During class time the student would be taught such things as how to set up tournaments and organize events. These skills could then be used not only at the senior high levels, but also at lower levels and in the community. We must learn to cooperate in order to succeed, to stop expecting

and start acting. In these times of financial restraint, action is a necessity for advancement.

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