EXECUTIVE SUMMARY

PROGRAM EVALUATION OF EXTRACURRICULAR ACTIVITIES AT ROSEPINE ELEMENTARY SCHOOL

By Marissa Moore

Rosepine Elementary School (RES) is a Grade A school in the small community of Rosepine, Louisiana. Although the school ranks as one of the highest-ranking schools in Vernon Parish, the researcher observed little to no extracurricular activities offered to the students enrolled in this elementary school. Like many rural communities, it is vital to have activities for the youth to participate in to occupy free time. Malone (2008) states, “school-age children spend much of their day outside of the classroom and what children do in these free hours likely impacts their development” (p. 21). Therefore, establishing or incorporating additional activities after school could prove to be vital to the success of students’ academic performance and social behavior. The objective of this study was to understand the relationship between educators’ perceptions of extracurricular activities (ECAs) and academic performance and positive social behavior at RES.

The information shown within the literature review described findings of other theorists and researchers as it related to facets of ECAs such as student, parental, and educators’ perceptions of ECAs. It also detailed how incorporation of ECAs aided in academic success or detracted from academic studies due to ECA participation.

In order to determine the effects of ECAs on academic performance and social behavior, the researcher surveyed 45 educators at RES, and 36 responded. The researcher used purposive
sampling. The sample was selected because the participants were full-time employees within RES. The researcher collected primary ordinal and nominal data from full-time employees at the elementary school. The primary method used to collect the data was through surveys delivered to the mailboxes of the educators. The researcher used tables and figures to display the data and used Fisher’s Exact Test for independence to determine statistical significance between variables.

After the data were analyzed, the researcher discovered that educators at RES perceived ECAs helped promote academic success and foster positive social behavior, however, when variables were applied using Fisher’s Exact Test the data indicated that the variables, most important ECA, social behavior, academic success, academic detraction, well-rounded students, GPAs, gender, employment classification, teaching level, and teaching experience were independent of each other and did not affect the other.

Although the variables remained independent of one another, the researcher made recommendations reference creating programs that would evaluate the effectiveness of the strategies suggested to help improve the incorporation of additional ECAs at RES. The researcher proposed creating training sessions for educators who desire to teach ECAs to students; 66% of educators at RES has no experience teaching the ECAs suggested in the survey. The next suggested recommendation was for the school to measure the success of incorporated ECAs by performing a program evaluation on both students and teachers. Lastly, more research is needed to understand students’ perceptions of ECAs at RES to understand if a relationship could be established between ECAs and academic success and positive social behavior.
PROGRAM EVALUATION OF EXTRACURRICULAR ACTIVITIES AT ROSEPINE ELEMENTARY SCHOOL

MSA 699 Project Report

Submitted in Partial Fulfillment of Requirements for the Degree of Master of Science in Administration (Concentration in Training and Development)

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Table of Contents

List of Tables .................................................................................................................................. 4
List of Figures .................................................................................................................................. 5

Chapter I: Definition of the Problem .............................................................................................. 6
  Introduction ................................................................................................................................. 6
  Background of Problem/Situation ............................................................................................... 8
  Purpose of the Study ................................................................................................................... 9
  Research Questions or Objectives ............................................................................................. 10
  Conceptual or Substantive Assumptions ................................................................................... 11
  Rationale and Theoretical framework ....................................................................................... 11
  Scope of the Study ..................................................................................................................... 12
  Definition of Terms ................................................................................................................... 12
  Limitations and Delimitations ................................................................................................... 13

Chapter II: Literature Review ........................................................................................................... 14
  Historical and General Background .......................................................................................... 14
  Existing Studies ........................................................................................................................ 15
  Perceptions of ECAs ................................................................................................................ 16
    Students Perception of ECAs .................................................................................................. 16
    Parents Perception of ECAs ................................................................................................... 16
    Educators Perception of ECAs .............................................................................................. 17
  Methodology ............................................................................................................................. 19
  Instrumentation .......................................................................................................................... 19
  Significant Studies ..................................................................................................................... 20
  Summary of Literature Reviewed ............................................................................................. 21

Chapter III: Research Methodology ............................................................................................... 22
  Research Methodology .............................................................................................................. 22
  Instrumentation .......................................................................................................................... 22
  Field Procedures ........................................................................................................................ 23
  Data Collection and Recording Procedures .............................................................................. 23
  Data Processing and Analysis Procedures ................................................................................ 24
  Methodological Assumptions .................................................................................................... 24
  Methodological Limitations ....................................................................................................... 25
  Reliability and Validity ............................................................................................................. 25
  Decision Criteria ....................................................................................................................... 25

Chapter IV: Data Analysis ............................................................................................................... 26
  Introduction ............................................................................................................................... 26
  Data Presentation and Analysis ................................................................................................. 26

*Figure 2. Educators’ Perceived Relationship between Academic Success by Most Important ECA... 28
  Teaching Experience by Detraction of Academic Success ....................................................... 31
  Educator’s Gender by Perceived Value of ECAs Promoting a Well-Rounded Student .......... 32
  Educators’ Current Teaching Grade by Perception of ECAs Effect on Social Behavior ....... 34
List of Tables

Table 1 Perceived relationship between most important ECAs and academic success ............... 31
Table 2 Educators’ Experience Compared to Academic Detraction.............................................. 32
List of Figures

Figure 1. Employment Classification by %.................................................................................. 27
Figure 2. Educators’ Experience Teaching ECAs........................................................................ 28
Figure 3. ECAs Offered After School by %................................................................................ 29
Figure 4. Perception of Lower GPA from ECA participation...................................................... 30
Figure 5. Availability of ECAs to Students.................................................................................. 30
Figure 6. Educators’ Gender by Perceived Value of ECAs .......................................................... 33
Figure 7. Educators’ Current Teaching Grade by Perception of ECAs Effect on Social Behavior ....................................................................................................................................................... 34
Chapter I: Definition of the Problem

Introduction

Remember participating in extracurricular activities such as band, choir, sports, or arts? It was in those programs that bonds and friendships were created that lasted into adult life. Skills such as time management, discipline, and leadership were developed. And memories were made that last a lifetime. Gone are the days of extended activities for many of our youth today. Extracurricular activities are being cut from school funding and this change must be examined (Carr, 2007).

Training and development allow an organization to conduct and administer programs that train employees and improve their skills and knowledge. Education is a field where that concept is transferable. Educators are constantly evolving and administering knowledge to equip students to become knowledgeable, productive citizens within the community in which they live. Understanding the perceptions formulated by educators be it from their own personal experiences or cultural background could aid in understanding the possible benefits of introducing or expanding extracurricular activities and understanding its effects on students’ academic success and social behavior.

Academic success is not established solely in a high school setting. The foundation for academic success and development of social behavior starts as early as elementary school. Much research has been conducted about students’ academic performance, and many researchers attribute this accomplishment to the successful implementation of extracurricular activities. Extracurricular activities (ECAs) appear to be vital to the foundations of academic success and positive social behavior. ECAs have been seen to allow both student and educator alike to expand beyond the normal classroom setting (Dick 2010). Dick (2010) stated, “the rhetoric
claims extracurricular activities allow participants to formulate a greater connectedness to their school and teacher/coaches/sponsors, which ultimately results in greater achievement and motivation” (p. 1). Considering ECAs arguably play a positive role in the academic success and social behavior of students, why has there been a recent decline in these life-changing activities? How do educators perceive ECAs influence students’ social behavior and academic performance?

Several factors contribute to the decline we now see in ECAs provided in and after school and in the community. Some students argue that ECAs are what kept them motivated to go to school. Carr (2007) argued,

There’s no single reason why the decline in extracurricular activities has been more severe in cities. Some blame budget cuts or the back-to-basics emphasis of the federal No Child Left Behind Act. Others point to the shift toward smaller high schools, which often cannot offer a full range of activities. Regardless of the cause, educators and students worry that the glue that held some kids to school has disappear (p.1).

Understanding the phenomenon that is contributing to the downward spiral of ECAs could very well aid in protecting or incorporating ECAs that could promote academic performance.

Motivation or incentives can make the most impassive individual become more involved, however, when there is nothing available to leverage, the attitudes and behavior of the individual can become unenthusiastic and uninterested. Much like any environment when someone becomes uninterested or dissatisfied with their work his or her behavior extends to others in the immediate surrounding areas. This behavior demotivates and negatively affects others around them. The same observations stand to reason with the classroom environment. Students have the ability to shape the academic and social atmosphere of the classroom. Positive attitudes begat a
positive atmosphere stimulating academic success whereas negative attitudes produce the opposite effect. It has been argued that ECAs help promote an overall harmonious environment. Calhoun, a parent, stated, “what is lost is not extra, but essential. It’s really important that children enjoy the place they are in. Part of that is the richness of the environment…” (as cited in Carr, 2007). Arguably ECAs play a vital role and impacts not only social behavior but the academic success of the students involved.

**Background of Problem/Situation**

The town of Rosepine is a small community incorporated in 1902 in Southwest Louisiana. Rosepine has an area of 4 square miles and has a population of 1,692 people (townofrosepine.com, 2017). Rosepine is a rural town with very limited entertainment options for its youth and after-school extracurricular activities. Within this community resides one of the largest and highest ranked elementary schools in Vernon Parish.

Rosepine Elementary School (RES) represents the largest elementary school in the Vernon Parish District. Public-schools.startclass.com (2016) stated that the average number of students for a US public school in the state of Louisiana is about 459 students, so it ranks Rosepine Elementary to be very large with 780 students enrolled in grades Pre-Kindergarten through 6th Grade. RES employs 45 staff members. The number of full-time employed educators at RES pushes the teacher-student ratio to 17:1 which is significantly higher than the average of 15.3 in Louisiana. Apart from its size in numbers and extracurricular activity cuts, the school has managed to remain a Grade A Elementary School in the year of 2016-2017 with a school performance score of 104.9. Louisiana Department of Educaction (2017) stated the school performance score summarizes how well a school is preparing all of its students for the next level of study. For elementary schools, this score is based on students’ mastery of key
content for their grade level, and their successful transition into 9th grade for schools with 8th-grade students.

Of the 45+ employees at Rosepine Elementary School, there are 40 teachers, 3 secretaries, 2 counselors, 1 assistant principal, and 1 principal. All employees are familiar with the school’s belief of not only teaching students knowledge-based skills but also skills that will allow them to become knowledgeable and responsible citizens (“School review”, 2015).

Publicschoolsreview.com shows over the course of five years student enrollment has declined by six percent whereas the teacher employment rate has remained flat over the same five-year period. Could the possible reduction in ECAs have an influence on student retention? Michael Bonds, a Milwaukee School Board member, stated, “I think the drop in after-school activities is having a major impact on our enrollment” (as stated in Carr, 2007, p. 2). ECAs have been linked to students’ academic success and social behavior, and for this reason, understanding educators’ perceptions of the importance of extracurricular activities should be examined.

**Purpose of the Study**

The purpose of this quantitative program evaluation was to understand educators’ perceptions of ECAs at Rosepine Elementary School. Understanding the educators at this school could possibly bring insight to the potential benefits gained from introducing additional extracurricular activities within a school that has very few activities available to its student body. Participants received a survey to collect ordinal data used for analyzation. The survey was provided to the staff administration to distribute in all educators’ mailboxes to complete and return within two weeks in a lock box provided by the researcher with an envelope slit only accessible by the researcher. The participants were purposively selected because they are all employees of Rosepine Elementary School.
Research Questions or Objectives

To gain more insight into educators’ perceptions of extracurricular activities, the researcher focused on all full-time staff who have influence in the education system as it relates to the inception of ECAs. The researcher developed the research question, how do educators perceive extracurricular activities influence students’ social behavior and academic success? To help answer the main question, this researcher broke the question down into four different questions:

- What relationship, if any, is there between academic success and educators’ perceptions of the most important ECA (Extracurricular Activity)?
- Do educators’ years of experience in the school system affect their perception of how ECAs detract from academic studies?
- What relationship, if any, is there between the gender of an educator and their perceived value of ECAs promoting a well-rounded student?
- What relationship, if any, is there between educators’ current grade level of teaching and their perception of ECAs influence on students' social behavior?

Educators’ life experiences, background, education, and culture are all variables that played a role in an educator’s perception of the role ECAs played in students’ academic success and social behavior. Understanding educators’ perceptions could aid in school leaders establishing additional programs that could provide positive outcomes that could foster a well-rounded student.
Conceptual or Substantive Assumptions

The researcher conducted this study making several assumptions. First, extracurricular activities foster school identification/commitment that benefits diverse academic outcomes (Marsh & Kleitman, 2002). Second, Extracurricular activities help students feel ownership of something they feel a part of (Carr, 2007) Third, participating in school sports or other school activities boosts achievement (Broh, 2002). Lastly, educators’ perceptions of ECAs influence if activities are offered during or after school hours. Many students participate in after-school activities. However, the researcher perceived some educators may prefer to offer activities during school hours. Race, a state Department of Education spokesman stated, “We also don’t tell them to cut extracurricular activities to find more instruction time” (as cited in Carr, 2007, p. 2). It is perceived that ECA instruction is left solely at the discretion of the educator.

Rationale and Theoretical framework

Researchers, theorists, and leaders have sought to explain how extracurricular activities affect the academic success or shape social behaviors. Researchers look at various models such as the Social Capital Model, The Leading Crowd Hypothesis Developmental Model (Broh, 2002). Also, the Mediation Model has been used in research as well to help link activity participation, socialization, and development (Fredricks & Eccles, 2005). Furthermore, theories such as Identity Development has been examined. This researcher referred to the Theory of Cognitive Development. By linking students’ perceptions and organization of knowledge to educators’ perceptions of ECAs, this helps the researcher understand and analyze the results of an educator-oriented survey developed to understand educators’ perceptions of extracurricular activities.
Scope of the Study

The scope of this study is limited to one elementary school in the small community of Rosepine, LA. The researcher only surveyed educators employed full-time within Rosepine Elementary School. The researcher also made no attempt to survey other public schools within the community or district.

Definition of Terms

The words listed in this section are words used throughout the study. The definition of these terms came from various sources used in the study:

*Extracurricular Activities* – Extracurricular activities are activities that are not a requirement in the daily school curriculum. Posner (as cited in Dick, 2010, p. 15 stated), “Extracurricular activities are those activities outside of the typical classroom setting that provides students the opportunity to learn lessons in teamwork, sportsmanship, competition, time management, etc. Extracurricular activities include sports, fine arts, cheerleading, dance, etc.”

*Perception* – For the purpose of this study, perception will be defined as ones’ understanding or judgment

*Educators* – For the purpose of this study educator is anyone who provides guidance or instruction within the school system

*Academic Success* – “academic achievement, engagement in educationally purposeful activities, satisfaction, acquisition of desired knowledge, skills and competencies, persistence, attainment of educational outcomes, and post-college performance” (York, Gibson & Rankin, 2015).

*Social Behavior* – There are several types of social behavior. For the purpose of this study social behavior is the interaction of two or more students in the same environment.
Perception of Extracurricular Activities

Positive Social Behavior – For the purpose of this study positive social behavior refers to students and educators influence on one another that promotes an encouraging and optimistic outcome.

GPA (Grade Point Average) – Academic ranking or grading system based on a 4.0 scale

Limitations and Delimitations

The researcher encountered a few limitations with the study. First, due to limited time, the researcher had four weeks to distribute surveys and collect data from the selected sample to analyze. If more time was allowed, the researcher could have surveyed other public elementary and high schools within Vernon Parish to receive more responses to aid in the overall results. Second, due to the small sample size of educators used in this study, the results cannot be generalized to the total population of educators. Third, the data collected for this research is only from an educator’s perspective and no one else. The researcher did not survey students nor parents to understand their perspective, nor did the researcher take into account the influence of parental involvement in academic studies and success. If another perspective had been collected from the data, it would skew the results as it pertains to the purpose of the research. Fourth, the data collected from the instrument of choice was self-reported. The researcher was under the impression that all participants responded truthfully. Lastly, Chi-Square could not be used to analyze this data set as chi-square requires that each cell contains a value of five or greater to analyze data. Using chi-square would make data irrelevant considering cells contained values less than five.
Chapter II: Literature Review

Historical and General Background

Through much research, it is evident that ECAs have become an increasingly popular and well-researched area of concern as it relates to students’ academic performance and social behavior. The two areas of concern within this research, academic success and social behavior, have shown to have both a positive and negative correlation to participation in ECAs. Both facets being influenced by ECAs could possibly make a well-rounded student according to some theorists. “College recruiters commonly examine job candidates’ extracurricular activities in search of “well-rounded emotionally intelligent, and interpersonally skilled students” (Rubin, Bommer & Baldwin, 2002, p.1). Using ECAs as an indicator of interpersonal skill, researchers believed it enhanced academic performance. Rubin et al. believed, “many corporate recruiters specifically target students who supplement their academic achievement with involvement as leaders of organizations and/or athletics, believing that they bring a more attractive profile than those with only exceptional academic performance” (Rubin et al., 2002). ECAs have the ability to influence academics and social behavior, thus, overall making for a more well-rounded and well-grounded individual not only in the school environment as a student but also as a productive member of society.

Involvement in civic and community activities is a core part of positive youth development. Adolescents involved in voluntary civic activities have greater academic engagement, enhanced well-being, less involvement in problem behaviors, and they are more likely to value connections to their community than those who are not involved (Ludden, 2011, p.1).
Mr. Fitzsimmons, a Harvard employee states, recruits look for a well-rounded student. They look beyond the sports in many cases. What if a student’s athletic career suddenly ends because his leg breaks in five places? Does he have other personal qualities that are interesting? That is one reason some parents are turning back to the well-rounded and well-grounded ideal (Fletcher, 2000). Not all ECAs are valued the same but do impact the student one way or the other. It is evident that ECAs impact both academic success and social behavior, however, research cannot fully determine if that impact has a positive or negative correlation between the students’ overall achievement.

**Existing Studies**

Experts who have researched this area of concern links the positive relationship of ECAs to students’ achievement. “American schools are under increasing public pressure to improve students’ achievement” (Broh, 2002, p.1). Some believe incorporating meaningful ECAs may be a vital encouragement tool for academic achievement while developing interpersonal skills. Understanding which ECA stimulates achievement can be challenging to both educators and parents. Broh believes, extracurricular programming, particularly sports, is one of the most widespread and costly practices in our education system, yet there is relatively little scientific information on the potential academic benefits of the curriculum (Broh, 2002) In this instance, there is a positive correlation between ECAs and academic success, however, little evidence supports which ECA encourages such achievement. “Both scholars and youth policy advocates argue that participation in extracurricular activities, such as sports, the arts, and school clubs, is a productive use of this leisure time and can provide distinct opportunities for growth and development” (as cited in Fredricks & Eccles, 2005, p.1).
Perceptions of ECAs

Perceptions are created by three main stages: selection, organization, and interpretation. It is in the interpretation stage that biases such as past experiences, assumptions and expectations, character traits, education, childhood upbringing, self-concept, culture, faith, values, preconceived notions, and present circumstances help one formulate his or her opinion on a particular topic (peakperformancecenter.com, 2016). Not everyone’s perceptions are the same. ECAs have been studied and have been linked to different groups as it relates to their perceptions of ECAs. To gain a better understanding of ECAs and its influence on academic achievement and social behavior, the researcher studied previous research conducted as it relates to students, parents, and educators’ perceptions of ECAs and academic success and positive social behavior.

Students Perception of ECAs

Some students described ECAs as giving them something to look forward to when going to school. The positive relationship with students and ECAs in this sense does not correlate that ECAs assist in academic achievement. However, ECAs do encourage a positive social behavior. “Particularly, students who participated in ECAs held a higher value of their participation towards college admission than students who did not participate in ECAs” In one particular study, the researcher found a “statistically significant relationship between participation in ECAs and the perceived value of such participation toward gaining admissions to post-secondary institutions” (Wyble, 2009). These findings help understand how students correlate participation in academic achievement and social behaviors.

Parents Perception of ECAs

Parents are becoming more involved with children’s participation in ECAs. It had become a major concern for some theorists who believed that ECAs were simply a means of a
distraction and detract from academic performance. Fletcher explains that kids are calling for a timeout. Too much focus is being placed on the number of after-school activities and participation for the sake of looking good on college applications. Parents are allowing or forcing children to become involved at younger ages, and by the time they are in high school or post-secondary institutions they are burned out (Fletcher, 2000). Some parents and researchers agree with Fletcher, whereas others share an opposing view of ECAs and students. Some parents’ rationale for ECA participation focuses on enrichment rather than supervision (as cited in Malone, 2008). Children grow and develop at a fairly rapid rate between elementary school years and middle school. It is during this transitional time frame that students move from needing supervision to self-care, thus dismissing the idea of participation in activities solely for supervision purposes. Malone explains the elementary school years represent a vital time for children. It is more of a transitional time spanning early and middle childhood, where the developmentally appropriate supervision and structure of out-of-school time activities shifts, evidenced by the surge in self-care between about 9 and 12 years of age (Malone, 2008). During these years students like to exert independence and the focus they develop through participating in ECAs help them achieve this dynamic.

**Educators Perception of ECAs**

Some researchers were faced with a dilemma in a similar research of staff conceptions of extracurricular activities in a high school setting. With research conducted on a large urban university, the phenomenon of what is considered “extra” became the scope of focus. “It became apparent, however, that the way the staff defined extracurricular varied widely depending on their implicit understanding of what they deemed to be the scope of the curriculum and, therefore, what is “outside” or “extra” about curricular” (Clegg, Stevenson, & Willot, 2010, p.3).
The purpose of the research was to understand how staff thought about ECAs and if any knowledge they gained through participation aided in student academic success. Understanding of educators’ perceptions of ECAs in the school setting still needs to be researched to help understand the correlation between ECAs and academic performance and social behavior.

ECAs have proven to be a vital enrichment tool in the shaping of students’ overall performance. Extracurricular activities help provide students with an opportunity to explore their interests and to enrich their lives (Israel, 2013). Participation in ECAs has demonstrated growth in various areas of life for those who engage. Lawhorn (2009) states, “The benefits to participants—including making friends, developing skills, and improving academic and employment prospects—are a strong argument in their favor” (p. 4). ECAs are providing positive outlets and encouraging favorable skills and behavior in the lives of students and educators alike. Israel believes that schools that provide extracurricular activities for students are opening the doors of possibility. Posner & Vandell states, “extracurricular activities provide students with an opportunity to explore their curiosities, while creating meaningful relationships with their peers and teachers” (as cited in Israel, 2013, p.20).

Understanding ECAs through previous researchers and theorists supports the evidence of a positive correlation between ECAs and academic performance and social behavior. Much research focuses on which ECAs students participate in, who participates, availability of ECAs, students’ and parents’ perceptions, but little research supports how educators perceive ECAs. Educators are influential and foundational to the core beliefs of students. Research should be conducted to understand educators’ perceptions of ECAs and how an educators’ view of ECAs can influence a students’ perception and participation of ECAs which can be linked to academic
success and social behavior. With results from this study, the researcher can better speculate how the influence of educators’ perceptions of ECAs directly impacts students’ achievement.

**Methodology**

Research indicates that students who participate in extracurricular activities are less likely to drop out of school. Studies using the Developmental Model show that extracurricular activities teach characteristics such as strong work ethic and respect for authority. Broh states, “perseverance develops skills consistent with educational values, and thus help students achieve” (Broh, 2002, p.3).

Another theory that has been evaluated when gaining more knowledge of ECAs and students is Astin’s Theory of Student Involvement. Astin suggested that students who participate in student organizations are more academically and social proficient in college life (Long, 2012). He was able to make this suggestion by focusing on the motivation and behavior of students and recognizing the integral role of students’ time and quality of available programs and resources.

Astin believed that students are more likely to be involved if they have access to high-quality programs and services that stimulate and challenge their learning. If extracurricular activities and classroom assignments are not directly relatable to students’ goals and lives, and if faculty, student affairs professionals, and resources are not accessible to students at their convenience, students will not be directly involved in campus life (Long 2012, p.13).

**Instrumentation**

When research was conducted by Clegg et al. it was done on a University with over 52,000 students and 3500 staff. Eighteen interviews were conducted with the staff across a range
of university courses. This method was used to reflect the different length of experience, seniority, gender, and ethnic composition. Clegg et al. stated,

the purpose of the interview was to understand how staff thought about extracurricular activities, to delve into their definitions and probe whether they saw some activities as more legitimate than others and explore if and how experiences gained through extracurricular activities were represented or acknowledged in any way in the curriculum (Clegg, Stevenson, & Willott, 2010, p.4).

Surveys can prove to be a reliable method when trying to gain knowledge on a subject from a large group of people. Wyble (2009) utilized a survey when conducting research on 312 high school sophomores in rural, southeastern Louisiana. The purpose of this study was to analyze the relationship between participation in ECAs and the perceived value of the participants toward gaining admission into colleges. Similarly, the researcher conducted a mirrored research approach using surveys on a 4-point Likert Scale when trying to gain a more in-depth understanding of educators’ perceptions of ECAs at Rosepine Elementary School in Rosepine, LA.

**Significant Studies**

A vast amount of research studies the link between ECA participation and academic success, but not many foci on how early exposure to ECAs can have a positive effect on students as they progress throughout their educational careers. Some research studies support the role of school-based ECAs and academic achievement in the youth. Previous researchers argue that there is a link in ECAs and achievement and it can be formed from early youth. Early Start Programs perceive extracurricular activities implemented in early stages are a crucial part of youth development. The importance of undertaking extracurricular activities in early childhood
development cannot be overstated. ECAs give children fun opportunities to learn new life-skills and build confidence. These traits are essential, not only as children transition from early education and primary school but also as children grow into healthy, happy adults (earlystartprograms, 2017).

Involvement in extracurricular activities within the school environment has become a concern for educators. Through research, educators see a positive correlation between ECAs and academia. Israel states, “the strong correlation between students who are involved in extracurricular activities and their academic performances has prompted many schools to devote time to improving their extracurricular activities” (Israel, 2013, p.19). Reeves showed in his research that “educators discovered that students who were involved in three to four extracurricular activities were benefiting from additional academic success and that the time involved in these activities was not negatively impacting their academic achievement” (as cited in Israel, 2013, p. 20)

Summary of Literature Reviewed

The literature review revealed that ECAs have been widely researched throughout the years and has had a positive correlation with students’ academic success and positive social behavior. The literature review further revealed that much research has been centered on young adults and adolescents’ involvement in ECAs and not recognizing how educators’ perceptions could impact student involvement as early as elementary and middle school. Does Educators’ perceptions of ECAs influence and impact student involvement with ECAs overall resulting in positive or negative academic success and social behavior development? Through analyzing data conducted at Rosepine Elementary School, the researcher can better understand Educators’ roles and influences of ECAs and student involvement.
Chapter III: Research Methodology

Research Methodology

In this study, the researcher focused on educators’ perceptions of ECAs. The researcher found in the literature review that several studies had been conducted to find relationships between ECAs and students of post-secondary and collegiate academia. Studies showed a positive relationship between ECAs and success. The purpose of this research was to study educators’ views of ECAs and how educators’ perceptions of ECAs impact students at Rosepine Elementary School. The researcher sought to answer additional questions about how educators with different teaching experiences at different grade levels perceive ECAs influence students.

The researcher determined the answers to the research questions could aid educators in understanding how their perceptions of ECAs influence students’ perceptions which has the possibility to drive the performance of academic success and promote positive social behavior. The researcher used the study as a foundational tool to gather educators’ current views of ECAs in the school. The outcome of this study could encourage educators to create or implement extracurricular programs that could stimulate academic success and positive social behavior.

The researcher used purposive sampling for this study. The sample was selected because they were full-time employees of Rosepine Elementary School. The researcher collected primary ordinal and nominal data from full-time certified elementary school teachers and all support staff through surveys disbursed through the mailboxes of the staff. The researcher sample size included 36 full-time educators from Rosepine Elementary School.

Instrumentation

The respondents completed a survey that collected the perceptions of educators according to a four-point Likert scale. The instrument was designed with six demographic questions asking
about gender, years of teaching experience, grade level teaching, teaching classification areas of most experience, and most important extracurricular activity. The respondents were asked to select answers in a range bracket which applied to his or her response. The survey also contained seven statements regarding extracurricular activities. A sample statement was, “I feel that extracurricular activities detract from academic studies”. The respondent was asked to rate each statement according to strongly disagree, disagree, agree, or strongly agree.

The researcher collected perceived educators’ attitudes towards certain facets of extracurricular activities to determine whether educators’ perceptions can encourage these facets. The researcher’s rationale is along the lines of, if an educator’s perception towards extracurricular activities is positive then this attitude would positively impact students to participate in activities which would ultimately encourage positive behaviors that lead to academic success and positive social interaction.

Field Procedures

The researcher used the availability of both the Secretary and Principal to distribute surveys in all educators’ mailboxes. Once retrieved, this allowed the educators the flexibility to complete the surveys in his or her own time within a two-week window. The researcher collected data at the end of the first semester and beginning of the second semester of the school year. The researcher provided a lock box with an envelope slit in the main office for submission of the surveys for confidentiality and anonymity purposes. This allowed the respondents to complete the survey with no risk of identification to the researcher.

Data Collection and Recording Procedures

The researcher’s purpose of collecting this data was to correlate the perceptions of educators in relation to facets of ECAs and how educators’ perceptions could influence students’
perceptions. The respondents received a hand delivered survey and consent form through their mailboxes. Upon completion of the survey, the respondent returned the survey anonymously in a lock box with envelope slit in the main office. The researcher was the only person able to retrieve the raw data locked in the box.

**Data Processing and Analysis Procedures**

The researcher collected ordinal and nominal data from full-time certified elementary school teachers and full-time support staff within Rosepine Elementary School. The data collected was analyzed according to ECAs facets impact on positive social behavior, academic success, availability of ECAs, impact on GPA, and promoting a well-rounded student. The data were analyzed further to find differences between groups of gender, teaching experience, familiarity with ECAs, and perception of most important ECA. To find a relationship between variables, the researcher used pivot tables. The researcher also used 2x2 contingency tables to employ Fisher’s Exact Test for independence to find statistical relevance between ECAs and educators perceptions for the defined groups. The data was displayed using table and figures for readability.

**Methodological Assumptions**

To conduct this study, the researcher operated under several assumptions. First, the respondents answered the questions truthfully. If the respondents did not answer the questions truthfully, data collected would be unreliable. Second, the respondents were knowledgeable about ECAs and how they perceive them. The educators work within the school environment and have experience with ECAs. Also, most if not all the respondents have influence over students and their perceptions within the school. Lastly, the information from the questionnaires was confidential.
Methodological Limitations

To conduct this study limitations such as sample size, educators’ attitudes toward ECAs, and stereotypes were explored. Due to such a small sample size, conducting surveys proved to be a resourceful method. However, not enough data would be rendered to effectively analyze such a sample. Also, educators formulate their own opinions of ECAs based on previous experiences of participation or teaching ECAs, cultural backgrounds, and opinions of others who have influence in their lives. Furthermore, stereotypes of those who should participate in ECAs were explored.

Reliability and Validity

The researcher made efforts to make sure the instrument was reliable and valid. The researcher determined the instrument used in this study utilized content validity. The researcher was looking to determine the perception of educators in regard to their understanding of how ECAs affect students’ academic performance and social behavior. The respondents were asked to respond according to their perceptions by either marking strongly disagree, disagree, agree, or strongly agree to a statement such as, “I feel that extracurricular activities have a positive impact on students’ social behavior”.

Decision Criteria

The researcher’s new data revealed the perceptions of educators employed at Rosepine Elementary school. The data showed how educators at this particular school view the importance of ECAs and how they affect the students they have direct influence over. The information revealed within this study regarding ECAs can play a critical role in making decisions reference ECAs at Rosepine Elementary School, however, not change the scope of how ECAs are viewed outside of the realm of influence within this area.
Chapter IV: Data Analysis

Introduction

With an estimated sample of 45 educators from Rosepine Elementary School, 36 full-time educators or 80% responded to the survey. After the data had been collected, the researcher analyzed the data with intent to find statistical significance between educators’ perceptions of ECAs and academic success and positive social behavior. To find statistical significance, the researcher employed Fisher’s Exact Test using 2x2 contingency tables for independence with degrees of freedom (df)=1, if the p-value <0.05 then the null hypothesis would be rejected. Due to the four-point Likert scale, the researcher combined strongly agree and agree to form the agree section of the 2x2 table and combined strongly disagree and disagree to form the disagree section of the table. The researcher also analyzed facets such as GPA, educator’s years of experience, detraction from academic success, educator’s gender, and educator’s current level of teaching in correlation to ECAs utilizing the 2x2 table to discover any statistical significance between these facets and overall perceptions of ECAs. Furthermore, the researcher analyzed facets such as employment classification, educators’ area of teaching with the most experience, available hours for ECAs, and if ECAs are available to all students enrolled at Rosepine Elementary School utilizing a frequency distribution table.

Data Presentation and Analysis

Due to minimal ECAs being offered to the students at Rosepine Elementary School, the researcher focused on understanding educators’ perceptions of ECAs to understand if their beliefs of ECAs influenced the school’s ability to implement more ECA programs that could ultimately encourage student involvement which could positively impact student success and social behavior. The researcher also broke the research question into four sub-questions. The
first question plainly stated, is there a perceived relationship between ECAs encouragement of academic success by what educators perceive to be the most important ECA? The researcher wanted to address this question because it provided a foundation for the purpose of the study. This question also provided more insight to the three other sub-objectives as it related to years of experience and academic detraction, educators’ gender compared to their perception of ECAs promoting a well-rounded student, and educators’ current level of teaching compared to educators’ perceptions of ECAs influencing students’ social behavior. The researcher wanted to discover if academic success and positive social behavior had any relationship to ECA participation. The researcher showed collected data in the form of Pivot Tables.

Not all employees that are employed with Rosepine Elementary School are teaching staff. The survey was provided to all full-time employees of the school. Figure 1 illustrates the employment classification breakdown by percentage. Considering it is a school environment it stands to reason that 97% of the employed staff were teachers.

![Figure 1. Employment Classification by %](image-url)
According to the data collected in Figure 2, only 12 teachers had experience teaching band, engineering, math science, and technology. The remaining 24 respondents had no experience teaching any of the ECAs listed in the survey. Of the listed ECAs technology had the next highest involvement of 6 educators with experience teaching this ECA compared to the other respondents.

![Expertise in ECAs](image)

*Figure 2. Educators’ Experience Teaching ECAs*

The data collected in Figure 3 displayed the respondent's opinions of when ECAs should be offered by percentages. 56% of educators disagreed with ECAs being provided after school. Of the 56%, forty-seven percent of educators strongly disagree with ECAs being offered after school hours to students. 44% agree that ECAs should be offered after school hours to students; of the 44% in agreement, only 12% strongly agree that ECAs should be offered after school. When combining the strongly agree and agree responses compared to the strongly disagree and disagree columns there is not much of a degree of significance with the educators’ responses, however, data suggested that more educators would rather that ECAs not be offered after school hours at Rosepine Elementary School.
According to the data collected in Figure 4, 94% of educators perceived participation in ECAs does not impact students grades where it lowers their GPA. Whereas, 6% of educators perceived participation in ECAs could lead to lower academic performance resulting in lower GPAs for students. Dick states, “Students’ academic achievement, specifically grade point average (GPA) and school attendance, are significantly affected by participation in extracurricular activities (McCarthy, 2000; O’Brien & Rollefson, 1995; Rombokas, Heritage, & West, 1995). Studies have shown academic achievement can be both positively and negatively affected by student participation” (Dick, 2010, p. 23). The responses of the educators are recorded in Figure 4 listed below.
The final frequency table for the respondents represented their perceptions of ECAs being readily available to all students within the elementary school. Five respondents believed that ECAs were not available to all students, whereas the remaining 29 respondents believed that they were. According to the recorded data, more educators believed the ECA programs provided through the school were available for all students to participate in.
Perceived Relationship between Academic Success by Most Important ECA.

An educators’ perception of ECAs are vital to the student and educational institution; for it is the educator who would be teaching the ECA that would instill the disciplines of time management, teamwork, and positive self-assurance. Previous research showed certain ECAs impacted the academic achievement or failure of students. According to Broh, “The results show that participation in some activities improves achievement, while participation in others diminish achievement” (Broh, 2002). It is important to understand which ECAs educators perceive to be most valuable as these are the activities they would most likely champion. Table 1 contains the count of respondents as to which ECA they agreed and disagreed were vital.

Table 1
*Perceived relationship between most important ECAs and academic success*

<table>
<thead>
<tr>
<th>Academic Success by Most Valuable ECA</th>
<th>Count</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Band</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Choir</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Engineering and Math</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>STEM Club-Science</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Technology</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>None of these</td>
<td>4</td>
<td>8</td>
<td>0</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>8</strong></td>
<td><strong>27</strong></td>
<td><strong>1</strong></td>
<td><strong>36</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

The number of respondents who agreed that the listed ECAs were vital to academic success was 64%. However, when Fisher’s Exact Test was employed to the values indicated in Table 1, the p-value was 1. Since the p-value >0.05, the evidence indicated that the variable of academic success and variable of most important ECA are independent of each other. Since the variables are independent, it is probable one does not affect the other.
Teaching Experience by Detraction of Academic Success. Do educators’ years of experience in the school system affect their perception of ECAs detraction from academic studies? One would assume that educators who have been employed in the education profession longer than other educators would develop opinions or biases towards ECAs and academic success. According to Clegg et al., staffs’ definition of extracurricular varied widely as some deemed “extra” to be outside the scope of the curriculum, whereas others thought it to be part of the school curriculum (Clegg, et al., 2010). Not all educators share the same perception of academics as some deem ECAs to be a natural part of a school curriculum and others deem them to be something additional for students to participate in. The data in Table 2 shows the results of a perceived relationship between educators’ experience and academic detraction.

Table 2
Educators’ Experience Compared to Academic Detraction

<table>
<thead>
<tr>
<th>Experience</th>
<th>Count</th>
<th>Detraction</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 5</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 to 11</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 to 20</td>
<td>11</td>
<td>5</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20+</td>
<td>12</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>34</td>
<td>16</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The number of respondents who perceived that the number of years in the teaching profession does not affect academic detraction was 97%. When Fisher’s Exact Test was applied to the variables in Table 2, the p-value was 1. Since the p-value >0.05, the evidence indicated that the variable of educators’ experience and the variable of academic detraction are independent of each other. Since variables are independent, it is probable one does not affect the other.
Educator’s Gender by Perceived Value of ECAs Promoting a Well-Rounded Student

General observation reveals more female educators seem to flock to the classrooms than male educators. “According to the National Center for Education Statistics, women outnumber men in the teaching profession by approximately three to one (2006). In 2001, the National Education Association reported that only 9% of America’s elementary school teachers were men” (Wood, 2012). Through the study conducted, the researcher was able to gather that all participating respondents were female. The data in Figure 6 reveals the perceptions of the respondents as it relates to their understanding of ECAs influencing students to be well-rounded.

![Educators' Gender by Well-Rounded Student](image)

*Figure 6. Educators’ Gender by Perceived Value of ECAs*

Ninety-one percent of the educators employed at RES responses indicated ECAs promote a more well-rounded student. However, when the variables, gender, and well-rounded student were analyzed using the Fisher’s Exact Test, the p-value was 1. Since the p-value > 0.05, the data indicated that the variables are independent of one another and do not affect the other.
Educators’ Current Teaching Grade by Perception of ECAs Effect on Social Behavior

What relationship, if any, is there between educators’ current grade level of teaching and their perception of ECAs influence on students' social behavior? Educators and students alike perceive that ECA participation fosters social behavior amongst other students. Xiong, a former student at Madison, said “his first two years of high school he would go to school and home as fast as he could, but his attitude toward school changed his junior year when he joined the baseball team. Going to school became something to look forward to” (Carr, 2007, p.1).

Figure 7, listed below contains data that shows educators perceptions of ECA’s effect on social behavior by the grade level they are teaching. More Pre-K to Second-grade educators perceive ECAs have a stronger impact on social behavior.

![Grade Currently Teaching by ECA Influence on Social Behavior](image)

Figure 7. Educators’ Current Teaching Grade by Perception of ECAs Effect on Social Behavior

The number of respondents who perceived ECAs had an effect on social behavior was 100%. However, when the Fisher’s Exact Test was applied to values indicated in Figure 6, the p-value was 1. Since the p-value > 0.05, the data indicates that the variable of educators’ current
teaching grade and the variable social behavior are independent of each other. Since the variables are independent, it is likely one variable does not affect the other.

Summary of the Data Analysis

From the data displayed in Figures 1-7 and Tables 1 and 2, the researcher was able to better understand educators’ perceptions of ECAs at RES. From the analyzed data, 97% of the respondents agreed that ECAs promote successful academic performance and 100% of respondents perceived ECAs promote positive social behavior. However, data also indicated that 66% of educators at RES had no experience teaching certain ECAs listed in the survey. When variables were applied utilizing Fisher’s Exact Test and Frequency Tables, data revealed all variables are independent of one another and do not affect the other.

The analyzed data suggested that educators overall perception of ECAs do not have a direct relationship with academic success and positive social behavior. All facets in relation to academic success and positive social behavior show there is no dependency on one another. All variables stand alone and do not correlate with one another.
Chapter V: Summary, Conclusions, and Recommendations

Summary

When Rosepine Elementary School offered little to no ECAs within the 2017-2018 school year, the researcher wanted to understand the relationship between ECAs and educators’ perceptions. The researcher was operating under the assumption that educators’ perceptions of ECAs possibly influenced the number of ECAs offered at RES. The researcher also assumed ECAs had a positive relationship between students’ academic success and positive social behavior and if any relationship was established between the variables, it could encourage RES to employ more ECAs at the elementary school. Furthermore, the study was used to discover if any relationship existed between academic success by the most important ECA, educators’ teaching experience by academic detraction, educators’ gender by perceived value of ECAs promoting a well-rounded student, and educators’ current grade being taught by ECAs effect on social behavior.

The researcher focused on Rosepine Elementary School (RES), a small school located in a rural community in Southwest Louisiana. The researcher also used purposive sampling. The participants in the sample were selected because they were full-time educators at RES. The researcher collected primary ordinal data from full-time educators employed at RES. The primary method used to collect the data was through hard surveys distributed in the mailboxes of the educators.

The data collected from this study helped understand educators’ perceptions of ECAs. The study was also helpful in understanding the facets used to identify relationships with academic success and positive social behavior. The intended purpose of this study was to
identify facets that could assist in promoting overall academic success and positive social behavior if any relationship was established.

After the data was analyzed, the researcher was shocked and surprised to uncover that all facets are independent of one another and have no direct correlation to one another. The researcher’s data revealed ECAs had no relationship with students’ academic success and positive social behavior. This revelation baffled the researcher as previous researchers, Broh (2002) and Long (2012) were able to show positive relationships between the variables.

Broh (2002) believed teaching characteristics such as strong work ethic, respect for authority, and perseverance were skills that were consistent with educational values and ultimately helped students achieve. Broh showed through his collection of data from the Developmental Model that, “participation in sports has both educational and personal benefits for student-athletes” (p.10). Also, through his research, he showed “results offer empirical evidence that supports participation does help “build character” which, in turn, directly aids student’s academic achievement” (p.10).

Long (2012) referenced Astin’s Theory of Student Involvement when consolidating various models and theories as it related to academic success and ECAs. Astin’s theory proposed that “students are more academically and socially proficient the more they are involved in the academic and social aspects of college life” (p.12). This theory reveals that ECAs play a pivotal role in the academic success and social behavior of students.

Both models and theories from previous research showed a positive relationship between ECAs, and academic success and social behavior, therefore, rendering the researcher in shock reference the analyzed data collected within this research study to show no relationship between the variables.
Conclusions

Through the data collected from the respondents, the researcher was able to understand the perceptions of educators as it relates to ECAs, and academic success and positive social behavior at RES. The data obtained helped the researcher understand what ECAs educators deemed important, ECA encouragement of social behavior, ECAs promotion of a well-rounded student, and if ECA participation lowers students’ GPAs.

The data collected show that many of the educators shared similar beliefs or perceptions about ECAs and its influence in the lives of students. The researcher discovered that although educators champion ECAs, not all educators want to offer ECAs to students after school. After the data was analyzed, the researcher did not come to the same conclusions as previous researchers and theorists. The researcher learned from data collected at RES that participation in ECAs does not have a direct relationship with promoting academic success and positive social behavior, nor does educators’ perceptions influence the promotion of adding additional ECAs to the school’s curriculum.

According to Carr, ECAs allow students to feel involved by providing a sense of belonging all while instilling traits and characteristics of time management, discipline, and teamwork (Carr, 2007). Since RES is one of the top performing schools in Vernon Parish, the researcher has concluded adding additional ECAs would not benefit the students or school’s curriculum.

Recommendations

The researcher focused on educators’ perceptions of ECAs to understand if a relationship existed between ECAs and students’ academic success and positive social behavior. The study contained the current perceptions of educators on most important ECA, positive social behavior,
academic success, well-rounded students, academic detraction, and GPAs as it relates to ECAs.
The data collected from this study indicated all variables stand alone and are not dependent on
one another. There are a few recommendations the researcher has provided to help RES improve
ECA incorporation if desired.

The first recommendation introduced would be to allow educators who have experience
teaching ECAs to host a training seminar for educators who have a desire to participate in ECAs
at RES. ECAs are an opportunity for both teachers and students alike to form bonds and
relationships. Dick states,

Extracurricular activities, those planned experiences outside the formal curriculum, are	en often touted as providing teachers and students a unique opportunity to expand beyond
the typical classroom instruction (Posner, 1995). The rhetoric claims extracurricular
activities allow participants to formulate a greater connectedness to their school and
teacher/coaches/sponsors, which ultimately results in greater achievement and motivation
(Dick, 2010, p.12).

Training educators who desire to participate with students in ECAs could foster an atmosphere
of comradery amongst teachers and students making for a more harmonious learning
environment.

The second recommendation is related to the first recommendation. Once educators have
been trained in teaching ECAs that could benefit students; a performance evaluation of students
and educators should be implemented to explore if incorporating additional ECAs aids or
detracts students’ academic performance and social behavior. Evaluating the performance of
both educators and students would provide a deeper insight of the potential effectiveness of
introducing additional ECAs at RES.
Lastly, future research should be conducted to find a relationship between students’ perceptions and ECAs. While this researcher focused on educators’ perceptions in this study, the analyzed data produced more questions than answers leading to the recommendation that more research should be conducted and centered on students. Students are the participants of ECAs and the potential benefactors of such participation. Their perceptions must be taken into account to understand if ECAs aid in their academic success and positive social behavior amongst peers.

Through the study, the researcher found no relationship between the two variables, students’ perceptions and ECAs due to not surveying that sample. However, Wyble (2009) stated students who participated in ECAs held a higher value of their participation toward college admission than students who did not participate in ECAs. If students could share their perceptions of their participation in ECAs it would better help educators incorporate ECAs that would lead to academic performance and positive social behavior.
References


Lawhorn, B. (2009). Extracurricular activities. *Occupational Outlook Quarterly*


Appendices

Appendix A Clearances

Dear Marissa,

Your Research Review Application has been reviewed and approved. You may start your data collection. This approval will not expire as long as your topic and methodology remain unchanged. If your topic or methodology changes, please submit a new Research Review Application and supporting documents to your instructor by e-mail.

Please contact your instructor if you have any questions. Also, be sure to check with your instructor concerning the due dates for your project.

Good luck with your project. This is the only notification you will receive. Please keep a copy for your records.

Kim Gribben
Assistant Director, MSA Program

Christina Prout
Administrative Secretary, Master of Science in Administration Program
Rowe 222 | Central Michigan University | Mount Pleasant, MI 48859
p: 989-774-6525  f: Fax 989-774-2575
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proutc@cmich.edu
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Appendix B Survey Questions

Educators’ Survey

The following survey is going to be used to understand an educators’ insight of extracurricular activities offered within the school. Please answer the following questions and statements truthfully according to your perception.

1. Please indicate your gender.
   - □ 1. Female
   - □ 2. Male
   - □ 3. Decline to state

2. Years of teaching experience.
   - □ 1. 0 to 5
   - □ 2. 6 to 11
   - □ 3. 12 to 20
   - □ 4. 20+
   - □ 5. Not applicable

3. Grade level currently teaching.
   - □ 1. Pre-K to 2
   - □ 2. 3 to 4
   - □ 3. 5 to 6
   - □ 4. Not applicable

4. Your employment classification.
   - □ 1. Teacher
   - □ 2. Non-teaching staff

5. Which of the following areas have you had the most experience?
   - □ 1. Art
   - □ 2. Choir
   - □ 3. Band
   - □ 4. STEM Club-Science
   - □ 5. Technology
   - □ 6. Engineering and Math
   - □ 7. None of these

6. Which one of the following areas is the most important extracurricular activity?
   - □ 1. Art
   - □ 2. Choir
   - □ 3. Band
   - □ 4. STEM Club-Science
   - □ 5. Technology
   - □ 6. Engineering and Math
   - □ 7. None of these
Please indicate your level of agreement or disagreement with each of the following statements by placing an “X” in the appropriate box.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>I feel that extracurricular activities have a positive impact on students’ social behavior.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I feel that extracurricular activities encourage academic success.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I feel that extracurricular activities detract from academic studies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Extracurricular activities are essential for students to be well-rounded.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Extracurricular activities are best offered after school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Extracurricular activities are available to all students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Students who participate in extracurricular activities have lower GPAs (Grade Point Averages) than other students.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Comments:
Appendix C Survey Consent Form

Date: January 18, 2018

Marissa Moore
6861 Sunny Lane
Rosepine, LA 70659

Dear Mrs. Moore:

I have reviewed your proposed survey and you may distribute the survey and consent form in the staff mailboxes. The surveys should be completed during breaks or over the lunch hour. Please give me a copy of your project results.

If you have any questions regarding this letter of approval, please give me a call at 337-463-4203.

Sincerely,

Sandra Blakeway
Principal, Rosepine Elementary School