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Participation in Extracurricular Activities and the Relationship to Academic Achievement and School Attendance Among High School Seniors

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PARTICIPATION IN EXTRACURRICULAR ACTIVITIES AND THE RELATIONSHIP TO ACADEMIC ACHIEVEMENT AND SCHOOL ATTENDANCE AMONG HIGH SCHOOL SENIORS

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by

Lyle C. Ailshie

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APPROVAL

This is to certify that the Graduate Committee of

Lyle C. Ailshie

met on the

1st day of April, 1996.

The committee read and examined his dissertation, supervised his defense of it in an oral examination, and decided to recommend that his study be submitted to the Graduate Council, in partial fulfillment of the requirements for the degree of Doctor of Education.

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ABSTRACT

PARTICIPATION IN EXTRACURRICULAR ACTIVITIES AND THE RELATIONSHIP TO ACADEMIC ACHIEVEMENT AND SCHOOL ATTENDANCE AMONG HIGH SCHOOL SENIORS

by

Lyle C. Ailshie

This study examines the relationship between participation in extracurricular activities and the variables of school attendance and academic achievement. The population for the study was the 1994-95 graduating class in the First Tennessee Development District high schools. The definition of extracurricular activities was expanded to include the employment of students. The relationships were examined through Pearson Product Moment correlations and by way of multiple regression.

A total of 575 students from thirteen high schools made up the sample for this study. Schools were classified into three size categories and proportionally selected in order to accurately represent the population. Selected students responded to a survey instrument in order to provide the information to be analyzed. Demographic information concerning race, gender, and estimated family income was gathered. Respondents were also asked to provide the number of absences during the current year and current cumulative grade point average. The remaining portion of the survey contained a list of thirty-seven activities typically sponsored by high schools. Students provided information regarding the amount of time per week and the time frame of participation for any activity in which they participated. Space was allotted for respondents to provide the same information for activities not listed.

A significant relationship was found between involvement in extracurricular activities and both school attendance and academic achievement. Results showed that as involvement in extracurricular activities increased, school attendance and academic achievement improved. This was true for two definitions of involvement. Results for employment differed. As involvement in employment increased, school attendance and academic achievement declined.

INSTITUTIONAL REVIEW BOARD

This is to certify that the following study has been filed and approved by the Institutional Review Board of East Tennessee State University.

Title of Grant or Project Participation In Extracurricular Activities and the Relationship to Academic Achievement and School Attendance Among High School Seniors

Principal Investigator Lyle C. Ailshie

Department Educational Leadership and Policy Analysis

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Institutional Review Board, Chair David M. Walker PhD

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...to my wife Vanessa, and daughters, Tracie and Hilary, to whom I owe so much to for their love, support, and sacrifice during this endeavor

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...to the members of Cohort III who exemplified excellence and who taught me the meaning of true friendship

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CHAPTER 1

INTRODUCTION

There are many students for which the normal academic portion of their day is but a part of their total school experience. Students spend a large amount of time participating in extracurricular activities in present day American schools (Levy, 1982). These extracurricular activities are, at least in theory, available to all students who wish to participate. School systems spend a great deal of money financing these activities so that students may have an enjoyable school experience. Extracurricular activities have long played a vital role in the total education in most high schools of our nation (Mendez, 1984).

Extracurricular activities have been referred to in many different ways including, cocurricular, third curriculum, school activities, and student activities (Castle, 1986). These terms were used interchangeably in the present study.

Extracurricular activities are defined as experiences which are not ordinarily associated with the traditional program of studies. These activities, which are authorized or sponsored by the school, attempt to increase student

participation and learning by capitalizing on other available resources besides the purely academic ones (Lipham and Hoeh, 1974). The National Society for the Study of Education (NSSE) Evaluative Criteria has further defined such student activity programs as a means of supplementing those objectives not adequately served by regular classroom instruction (Vornberg, 1982). Frederick identified student activities as those normally offered outside the school day, voluntarily engaged in by students, and supported by the school district (1959). A study done by Gade and Peterson (1980) examined the relationship of student work experiences with extracurricular activities. Their work has helped to develop a definition of extracurricular activities that includes student work experiences regardless of whether these experiences are school sponsored. The present study subscribed to this inclusion.

Participation in these extracurricular activities has generated a considerable amount of discussion among educators, students, parents, and most recently, political groups. Those individuals opposed to extracurricular activities most frequently point out the excessive amount of time as well as the expenses involved in student participation. Those critics suggest that by omitting these activities for more academic pursuits, students would use

their time more wisely. Proponents of student participation in extracurricular activities argue that the benefits derived from such participation outweigh the perceived disadvantages. These advocates point out the potential for improved student behavior, academic achievement, social skills, and self-concept (Castle, 1986).

The educational establishment gives sparse treatment to the subject of student extracurricular activity participation. Its import is rarely discussed in teacher training programs. In reality, education textbooks omit extracurricular activities as a topic for consideration. Less than three percent of all school curriculum texts published this century treat extracurricular activities in a substantial fashion (Schubert, 1980).

It is of increasing importance to examine the value of extracurricular activities since more and more programs compete for a limited number of dollars. As educational directions develop for the future, and funding formulas evolve through state and local legislation, great effort must be directed toward examining the role of extracurricular activities within the total school environment.

Previous studies conducted to investigate the effect extracurricular activities have on student life have been

demographically limited. Most have dealt primarily with athletics and white males. Each researcher has presented reasons to justify the particular uniqueness of his or her findings. This study was an attempt to examine the relationship of participation in extracurricular activities with the variables of academic achievement and school attendance with regard to school size, attendance, student achievement, gender, and socioeconomic status, type of activities participated in, and the time frame of the participation. A study of this type was of particular importance in light of a recent report of the National Center for Education Statistics (1993) which reports a decline in participation in various types of extracurricular activities in the last 10 years.

Statement of the Problem

The areas of school life known as extracurricular activities are very important to a school administrator as he/she implements strategic planning efforts and sets priorities for the school. The administrator must have an adequate knowledge of the effect that extracurricular activities have on other facets of student life in order to make logical decisions.

The majority of previous studies of extracurricular activities have concentrated on athletics and white males

and have not examined student employment in conjunction with these studies. Research based findings are not sufficient to make decisions on how extracurricular activities and student employment affect student life. The research is also very contradictory about the benefits of extracurricular activities depending on the location of the study and the nature of the participants. For these reasons, an examination of extracurricular activities including student employment in East Tennessee was thought to be beneficial to those persons responsible for student activities.

Purpose of the Study

The purpose of this study was to determine if there is a relationship between participation in extracurricular activities and the variables of school attendance and student academic achievement, and whether this relationship varies with regard to race, gender, school size, and socioeconomic status. Also, an examination was made concerning the amount of time spent in extracurricular activities, the type of activities participated in, and the time frame within which participation took place to determine whether any significant relationships varied with regard to these factors.

Research Questions

The primary question addressed in this study was: Is there a relationship between the extent of participation in extracurricular activities and school attendance and academic achievement of high school students? The following questions were considered to answer the primary question.

1. Is there a relationship between involvement in extracurricular activities (defined as the number of activities in which students participate) and student attendance at school?

2. Is there a relationship between involvement in extracurricular activities (defined as the number of hours of activity participation per week) and student attendance at school?

3. Is there a relationship between involvement in extracurricular activities (defined as the number of activities in which students participate) and student academic achievement?

4. Is there a relationship between involvement in extracurricular activities (defined as the number of hours of activity participation per week) and student academic achievement?

5. Is there a relationship between involvement in employment (defined as the number of hours employed per week) and student attendance at school?

6. Is there a relationship between involvement in employment (defined as the number of hours employed per week) and student academic achievement?

7. Is there a relationship between extracurricular activities (defined as the number of activities in which students participate) and student attendance while controlling for the gender, school size, socioeconomic status, hours employed, and time frame of participation?

8. Is there a relationship between extracurricular activities (defined as the number of hours of activity participation per week) and student attendance while controlling for the gender, school size, socioeconomic status, and hours employed?

9. Is there a relationship between extracurricular activities (defined as the number of activities in which students participate) and student academic achievement while controlling for gender, school size, socioeconomic status, hours employed, and time frame of participation?

10. Is there a relationship between extracurricular activities (defined as the number of hours of activity

participation per week) and student academic achievement while controlling for gender, school size, socioeconomic status, and and hours employed?

Hypotheses

The following hypotheses were tested at the .05 level of significance.

H_o1: There will be no significant relationship between involvement in extracurricular activities (defined as the number of activities in which students participate) and student attendance at school.

H_o2: There will be no significant relationship between involvement in extracurricular activities (defined as the number of hours of activity participation per week) and student attendance at school.

H_o3: There will be no significant relationship between involvement in extracurricular activities (defined as the number of activities in which students participate) and student academic achievement.

H_o4: There will be no significant relationship between involvement in extracurricular activities (defined as the number of hours of activity participation per week) and student academic achievement.

H_o5: There will be no significant relationship between involvement in employment (defined as the number of hours employed per week) and student attendance at school.

H_o6: There will be no significant relationship between involvement in employment (defined as the number of hours employed per week) and student academic achievement.

H_o7: There will be no significant relationship between extracurricular activities (defined as the number of activities in which students participate) and student attendance while controlling for gender, school size, socioeconomic status, hours employed, and time frame of participation.

H_o8: There will be no significant relationship between extracurricular activities (defined as the number of hours of activity participation per week) and student attendance while controlling for gender, school size, socioeconomic status, and hours employed.

H_o9: There will be no significant relationship between extracurricular activities (defined as the number of activities in which students participate) and student academic achievement while controlling for

gender, school size, socioeconomic status, hours employed, and time frame of participation.

H_o10: There will be no significant relationship between extracurricular activities (defined as the number of hours of activity participation per week) and student academic achievement while controlling for gender, school size, socioeconomic status, and hours employed.

Significance of the Problem

This study provides information concerning the impact of involvement in extracurricular activities on the areas noted in the research questions. Results of this study will aid in the planning and funding of extracurricular activities at the high school level in East Tennessee. Administrators should understand the need to examine the activities available at their school and make the necessary adjustments to provide extracurricular activity opportunities for students.

Previous studies designed to investigate the relationship between academic achievement and participation in extracurricular activities covered many different situations and conditions including secondary and post-secondary students. Each investigator presented reasons to make his/her findings unique, often varying from other

similar studies. A divergence of findings and conclusions has resulted and appears frequently in the literature (Levy, 1982). There is the need for an adequate knowledge base due to the variance of past findings. Well-known researchers such as Brown (1988), Holland and Andre (1988), Taylor and Chiogioji (1988), and Yiannakis (1989) have stressed the need for further research.

Limitations

1. This study was limited to a sample of the members of the 1994-95 graduating class of public high schools in the First Tennessee Development District.

2. This study considered only the data relevant to the twelfth grade of the chosen population.

3. Since the data collected came from high schools in the First Tennessee Development District, findings may not be applicable to other areas of the state or nation.

4. The study relied on student self-reported information.

Definitions

Extracurricular activities were defined as "school and school-sponsored activities which occur outside the formal instructional process, and in which participation is voluntary" (Parish, 1984, p. 9). Using Gade and Peterson's

(1980) work as a basis, student employment was also included in the realm of extracurricular activities.

Academic Achievement was defined as the grade-point average earned, by semester and/or year, through grades nine, ten, eleven, and twelve (Castle, 1986).

Attendance was defined as an estimate of the number of days or partial days a student was reported absent from school during the current scholl year.

Socioeconomic status was defined as the relative social and financial status of a family determined by the amount of total family income as reported by students.

Involvement in extracurricular activities was defined in two ways. The first definition used was the number of extracurricular activities in which students participated. The second definition was defined as the total number of hours per week spent in extracurricular activity participation.

Assumptions

1. Students accurately reported their Cumulative Grade Point Average.

2. Students accurately reported the estimated total family income of their family.

3. Students accurately reported the number of days absence from school during the current school year.

Overview of the Study

This study was organized and presented in five chapters. Chapter 1 contains the introduction of the study, statement of the problem, purpose of the study, research questions, significance of the problem, limitations, definitions, and overview of the study. Chapter 2 presents a review of the related literature. Chapter 3 describes the procedures and methodology of the study. Chapter 4 provides an analysis of the data and presentation of the results. Chapter 5 includes the summary of the findings, conclusions, and recommendations.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

Introduction

Extracurricular activities have been an important part of American education for a long time, probably much longer than most people realize. These activities have played a part in education since the time of ancient Greece (Cuccia, 1981). McKown states further evidence of the early use of extracurricular activities:

> Many of them even in quite modern form were to be found in ancient schools. For example, athletics, music, oratorical competitions, student participation in government, clubs, debating, dramatics, special day celebrations, public programs, and honor awards and societies were well established in Athens and Sparta. (McKown, 1952, p. 1)

Extracurricular activities were also in evidence through the Homeric period, Platonic Period, Hellenistic Period, the Renaissance, and the Period of Reformation (Robbins & Williams, 1969). These activities included musical entertainment, dancing, boxing, wrestling, racing archery, camping, riding, hunting, swimming, throwing the discus and javelin, and sports (Robbins & Williams, 1969).

Many different terms have been used to describe these activities such as, "extracurricular, co-curricular, semicurricular, the supplementary curriculum, the third curriculum, the other curriculum, school activities, and student activities" (Castle, 1986, p. 8). The basis for school promoted extracurricular activities in modern schools come from the Cardinal Principles of Secondary Education (Commission on the Reorganization of Secondary Education, 1918). There are seven of these objectives or "Principles": health, command of fundamental processes, worthy home membership, vocation, citizenship, worthy use of leisure, and ethical character (Gruhn & Douglass, 1971). Four specializing and unifying functions of secondary education are set forth in the "Cardinals." Two of these form the basis of the reasoning for extracurricular activities. These are:

> (1) Offering differentiated curricula permitting specialized training to promote the development of individual talent.
>
> (2) Promoting a unity of ideals, modes of thought, feeling and action which lead to cooperation and social cohesion. (Commission on the Reorganization of Secondary Education, 1918)

According to the Cardinal Principles, the secondary schools must assume responsibility for the extracurricular function because elementary students are too immature for such social activities. Some suggested avenues for accomplishing the above two principles are activities such as athletic games, social activities, and school government (Commission on the Reorganization of Secondary Education, 1918).

During the early 1900s, Elbert K. Fretwell, often called the "father of extracurricular activities," introduced the first course for the study of extracurricular activities at Columbia University (Grahm, 1964). This was a significant indication that the importance of these activities was being recognized.

In 1926, the National Society for the Study of Education included a study of the student extracurricular activities program of schools in its annual yearbook. Because of this study, educational leaders received a greater incentive to incorporate activities such as dramatics, forensics, athletics, and student government into the regular school program (Wood, 1962). The NSSE Evaluation Criteria said that student activities are the major means of accomplishing objectives that are not, or can

not, be served adequately by regular classroom activities (Wood, 1962).

Early in this century, John Dewey was also making known his contributions to education. In his book, Moral Principles in Education (1909), he said that "learning by doing" was a necessary part of citizenship. This book provided a philosophical basis for extracurricular activities. In 1938 Dewey stated in Experience and Education:

> . . . if an experience arouses curiosity, strengthens initiative, and sets up desires and purposes that are sufficiently intense to carry a person over dead places in the future, continuity works in a very different way. Every experience is a moving force. Its value can be judged only on the grounds of what it moves toward and into. (p. 31)

During the Depression, education, like all other aspects of American life, faced many economic obstacles. Teaching staffs were seriously reduced and many programs were cut. However, student activity programs were not cut. The level of these activities remained unchanged, and in fact, during this time, student activities became an equally important part of the total curriculum (Castle, 1986).

The American educational system was shocked by the "Sputnik" launch in the late 1950s. The perception existed that our country lagged behind others in science and math since the Soviet Union had beaten us to a rocket launch. This event raised the consciousness level of all Americans and made activity programs an invaluable part of educational programs with an emphasis on the total growth of students (Castle, 1986).

For most of this century the extracurricular activities of a school have been considered to be a social outlet for students. Many students had enjoyed participation in these activities. This led to more students getting involved. With an increase in student involvement, the impact on the school increased.

Today, student activity programs are a vital part of the total school curriculum. The assortment of extracurricular programs available provides opportunities for students to develop almost any talent or skill that they possess. An effective administrator knows that this part of school life is as important as the regular curriculum and must be evaluated regularly to be assured of its appropriateness. A research project during the 1970s reported 70% of the students surveyed said that participation in extracurricular activities was more

important than making high grades or having a car (Long, Buser, & Jackson, 1977). As student activities have progressed in importance for student growth, the National Association for Secondary School Principals (NASSP) has offered support through publications, training sessions, and leadership seminars (Castle, 1986). Today, the NASSP continues to endorse the importance of student activities. As stated by Stavros and Travis, "Ultimately, participation in extracurricular activities enhances a student's school experience" (Laubscher, 1988, p. 21). This thought is supported by Farley (1993), who states that extracurricular activities can benefit the school as a whole by providing a social outlet for students that enhances student interest in school.

Benefits of cocurricular activities are varied. A positive correlation between student participation in these activities and success in nonacademic pursuits following high school and college exists. The cocurricular activity program provides an opportunity for development of personal and human qualities. A cohesion is effected among those schools and community components which might otherwise remain isolated and separate (Gholson, 1985).

Early Research

Research on extracurricular activities has been limited. Most research focused on comparisons of athletes and non-athletes. Conclusions drawn from this research have been inconclusive.

Ambiguous findings characterize the literature on the impact of extracurricular influences on students. More research is needed to determine a theoretical basis of extracurricular participation which can guide future studies in the area. Influence processes must be examined rather than focusing primarily on participation outcomes. Attention is needed in the area of activity categories as well as categories of participants and non-participants. Additional study is needed in placing extracurricular activities in the larger contest of student socialization within and beyond the school (Brown, 1988). Many contradictory conclusions and methodological shortcomings are found in the current research literature (Holland & Andre, 1987).

Swanson (1924) found from his research that athletes were more intelligent than students who did not participate in athletics. Monroe (1929) found the same to be true in his research, and went further to say that athletes made better grades. Davis and Cooper (1934) summarized 41 studies dating from 1903 to 1932 and said that non-athletes performed

slightly better than the athlete in these studies. Yewell (1936) could find only a nonsignificant relationship between athletic participation and achievement. Conner (1954) and Twining (1957) found that extracurricular participants had superior mental ability. Another review of seven studies conducted by Rarick (1943), revealed no significant differences between athletes and non-athletes.

Coleman, in the late 1950s published his criticism of extracurricular activities. His views have become well known and widely disseminated. He said that the time and energy devoted to extracurricular activities, rather than academic pursuits, withdraws energy from the total energy to be spent. This finite energy sphere consists of three reward systems: academic, athletic, and social (Coleman, 1959). According to this thought, students choose to be engaged in the activities that will reap the greatest personal reward. This suggests that extracurricular activities may work to the detriment of the academic interests of schools.

Athletics have always been an aspect of the extra curriculum. Over the years coaches, teachers, and administrators have justified the existence of competitive athletics by labeling them as educational. Although learning can and does result from athletic endeavors, athletics are not primarily educational. However, using the "athletics -

learning" linkage theory, high schools in Rhode Island fielded athletic teams during the 1870s and 1880s. Early athletic teams were said to be a student reaction to the classical curriculum and strict regulations found in the schools of the 19th century, extracurricular participation in athletics was extolled by progressives as beneficial and worthwhile (Jable, 1986). As Americans searched for structure in a disorderly world, civic leaders, social workers, and educators felt that youth crimes could be prevented if more structure was put into adolescents' lives. One method of implementing this was to organize their spare time. The Playground and Recreation Movement attempted to do this, as did school-related extracurricular programs (Wiebe, 1967). During the period of 1906-1939 athletic programs increased dramatically in high schools (Jable, 1986).

Athletics, bred in part as a reaction to the curriculum, became the most important component of the extracurriculum. They remain so today. Early in the 20th century, school athletics became an effective way to direct youth into constructive endeavors (Jable, 1986). Sandfort and Linneman (1992) maintain that athletic activities are more than an end in themselves, they should be considered an indispensable element of school life. Many studies have shown that students who participate in high school athletics

are more successful students (Branstetter, 1994), and the success of male athletes compared to non-athletes is 2-to-1. This same report stated that attendance was also better for athletes.

Enthusiasm generated by athletics has caused educators to search for ways to transfer this excitement into academics. A report on Dyersburg High School in Tennessee by Young, Speck, and Hickerson (1994) explains ways that lessons learned from athletics can be used to increase students' academic performance. This school's success lead to the formation of 20 teams of students competing in academic games.

While some have promoted the expansion of youth athletic programs, others criticize these for promoting the wrong objectives. Bookbinder (1992) suggests that athletics promote the idea of winning at all costs and even violence which conflict with academics and proper life skills.

Academic Achievement

Following the Coleman studies of 1959, 1961, and 1965, several studies appeared. The study by Hanks and Eckland (1976) was one of the most thorough. Their study of a nationwide sample of 2,077 students showed that extracurricular participation provided a good predictor of educational attainment while controlling for earlier grades,

academic ability, family socioeconomic status, educational expectations, and amount of encouragement received from teachers and other students (Hanks & Eckland, 1976).

Other studies have shown similar findings while working with the athletic facet of extracurricular activities. Rehberg and Schafer (1968) found that higher academic performance does not seem to occur due to participation in sports. Lueptow and Kayser (1973) compared athletes and non-athletes and found that athletes in their sample did not show improvement in grades in high school. The same results were found by Hauser and Lueptow (1978).

Melnick, Sabo, and Vanfossen (1992) examined data from the High School and Beyond Study (U.S. Department of Education, 1987) and found that based upon students' self-reported grade point averages athletics had no influence. This helped to contradict the idea of the "dumb jock."

Participation in extracurricular activities are many times cut first when budget problems arise (Perlman, 1993). This practice is seen as being detrimental to students. These activities many times spark enthusiasm and motivation that can carry over into the academic life of students (Associated Press, 1993).

Stevenson (1975) investigated relationships between participation in sports and behavioral features indicated by

grade point averages. He noted eight studies that showed a positive effect and four studies that showed a negative effect participation in sports had on grade point average. McPherson (1984) also reviewed the literature and found no evidence to show that participation in sports causes any verifiable effects on academic achievement (Holland and Andre, 1987). Ballantine (1981) reviewed studies on effects of athletic participation on academic achievement and found that overall athletic participation had a positive effect. According to other recent data, a statistically significant relationship exists between academic achievement and participation in extracurricular activities (Laubscher, 1988). Marsh (1992), in an examination of the High School and Beyond Study (U.S. Department of Education, 1987), found that participation in extracurricular activities lead to increased school commitment and in turn to better academic success.

Research has specifically stated that participants in athletics usually attain better grades than other students and that their educational aspirations and self-concepts are enhanced by participation. Over 90% of high school dropouts do not participate in any extracurricular activities in high school. Also, students who participate in activities such as

athletics are involved in far fewer discipline problems than non-participants (Durbin, 1983).

The literature review indicates that much is to be done in the field of extracurricular activity research. As previously stated, the majority of existing references deal primarily with athletics.

School Size

Research on school size and extracurricular activities reveals some interesting facts. A study by Serow (1979) stated that there is a difference in student participation among different sizes of schools. Barker and Gump (1964) also found differences. They stated that as schools get larger, fewer students are needed for direct involvement in activities. They further indicated that a school should be small enough so all students are needed to carry on its activities making all students feel part of the school. This in turn would bring about more academic and extracurricular rewards (Barker & Gump 1964). Stevens and Peltier (1994) also found that students in small schools had higher levels of participation in extracurricular activities than their counterparts in large schools.

Others said the availability of classes, outings, and assemblies was an important influence on the degree of individual participation in extracurricular activities. The

number of participants in small schools was negligible and quite marked in larger schools (Levy, 1982). One might infer that small schools must have a high percentage of the student body involved in extracurricular activities to make such activities a viable option. Larger schools, however, are able to maintain a wide range of extracurricular activities with a smaller percentage of the student body actively involved and some students were expendable (Willems, 1967). Other research has shown that students at smaller schools participate in greater numbers and kinds of activities that would correlate with this notion (Barker & Hall, 1964).

Grabe (1981) investigated the way in which school size effects successful participation in school activities and feelings of personal worth. Self-concept and student alienation were the dependent measures. Grabe found that a relationship exists between self-perception and the student's successful involvement in school activities. He also found that the average alienation scores of small school students were significantly greater than that of students from larger schools.

Students who attend smaller schools have shown a higher level of student participation. "Some larger schools have instituted procedures designed to mimic characteristics of

smaller schools" (Holland & Andre, 1987, p. 456). This would indicate that some important items are to be considered with regard to school size when planning and implementing extracurricular activities. It also suggests that much more research with this variable in mind is needed (Holland and Andre, 1987).

In particular, the school size has an influence on participation in extracurricular activities. Participation is greater in smaller schools (Schoggen, 1984). Students in smaller schools participate in a greater number and variety of extracurricular activities than students in larger schools (Holland & Andre, 1987).

The size of a school also has been shown to have an effect on school attendance (Oxley, 1994). For this reason, some larger schools try to organize themselves in smaller units to create an environment that will enhance students' school success and attendance. Others have supported the opposite situation, stating that small rural schools need to be consolidated because of the lack of curriculum offerings. This lack can be detrimental to students' academic future (Kearney, 1994); however, no mean differences in students' performance warrant this move.

Gender

Although much attention has been given to the role schools play in culturation within the areas of social-class differences in values and interaction styles, much less attention has been given to the role schools play in the production of gender differences in values and interaction styles. In the late 1980s some literature began to examine the awareness that much of gender socialization occurs outside of the classroom in the extracurricular and informal activities of school (Best, 1983, Borman & Frankel 1984).

Some studies have shown that in relation to extracurricular activities, competitiveness and aggression are values more likely to be promoted for males than females. Studies focusing on such processes as resistance to the academic side of schooling, have found similar gender differences (Willis, 1977; McRobbie, 1978). Middle-class students are more likely to participate in extracurricular activities. This group is also more likely to adopt the values of aggression and toughness as central values in male peer culture. This suggests that several different types of processes affecting gender may operate within schools and that certain processes may be more useful for different groups of students. Extracurricular activities promote traditional gender relations and values, showing the

importance of schools' responsibility in this area (Eder & Parker, 1987).

In the past few years, a tremendous increase in the importance placed on female extracurricular activity programs has occurred. This is due to a great extent, to the new rules and regulations resulting from national legislation called Title IX put into place to assure equal treatment of female athletes. As this increase in female participation rises, it is important to determine if research findings for females show the same results as that of males.

Snyder and Spreitzer (1977) found that the positive relationship between sport participation and academic orientation among boys is also true for girls. Those females who participated in two sports and music had the highest educational expectations while those who participated in only sports or music showed no significant differences (Snyder & Spreitzer, 1977). Hanks and Eckland (1976) revealed that very minor differences occur in the results of extracurricular participation for males or females. There appeared to be no depression or enhancement of academic performance of participants. This was based on a longitudinal study of educational attainment for both sexes

who had either participated in athletics, or who had not participated in athletics.

Nicholson (1979) studied 502 eighth and ninth grade female students. Some were participants in athletics and some were not. She found that ambitious and competitive attributes were more prevalent among the athletic participants. Hanks (1979) found a positive correlation between self-esteem and athletic participation for both males and females, although the relationship was stronger for males. Lerner and Sorell (1981) studied gender differences in self-concept over a period of five years. They found no significant differences in males and females.

A study by Feltz and Weiss (1984) examined the impact of athletics and other extracurricular activities on the academic orientation of female high school students from Michigan. Senior girls were categorized into four groups: athlete only, service only, athletic service, and neither. Results defied the notion that involvement in athletics was detrimental to educational achievement for females. Taylor (1973) studied academic achievement and personality differences between athletic and nonathletic ninth and tenth grade girls in a Canadian school. His results showed that athletes in both grade levels achieved significantly higher than non-athletes on year-end letter grades.

Bender (1978) explored relationships between athletes and achievement as compared to gender differences and to the range of extracurricular activities. A sample of 3000 males and females in grades 7 through 12 was used. A significant positive relationship between academic achievement and all types of extracurricular activities was found for both sexes.

The review of literature relating to gender differences is contradictory as was the research concerning school size. Here again, the bulk of research has been done on athletics. This reinforces the need to study extracurricular activities in general.

Research suggests that participation in athletics is more important for males than females. If given the choice of being remembered as an athletic star, brilliant student, most popular student, or a leader in activities, high school males have continued to rank athletic star as achieving status within the adolescent social structure. In contrast, females ranked being remembered as either brilliant or most popular as being more important than being an athletic star (Goldberg & Chandler, 1989). Students may face difficulty as they attempt to balance the roles of student and athlete. Adolescents are more likely to invest themselves in those activities they view as most likely to provide the greatest

peer-group approval. Lacking time, energy, or the ability to meet the demands of both academics and athletics, they are most likely to choose athletics (Goldberg & Chandler, 1989).

School Attendance

Many studies connecting extracurricular activity participation with higher attendance rates and lower dropout rates have been completed. A majority of these studies deal with athletics. Landers and Landers (1978) stated that in spite of criticism concerning competitive athletics, one verified attribute of such participation is a lower drop-out rate. They also state:

> These findings suggest that the student's role in the high school and the recognition he received for athletic accomplishments are not only important sources of future success goals, but athletics may function in the short term to keep youth in school who would not otherwise remain in school (p. 300).

Erwin (1979) surveyed 14 selected school districts in seven sections of the country regarding their 1977-78 enrollment figures. The average school had an enrollment of 1,893 students and an average dropout rate of 5.5%. Of the 45,443 students, Erwin found that only 4% of the dropouts were involved in activities programs. Seven of the 24

schools selected said that none of their dropouts were participants in activities.

A study in Minnesota showed that the average student was absent 8.76 days per year. Athletes were absent significantly less at 7.44 days per year. Fine arts participants were absent only 6.94 days per year (National Federation of State High School Associations, 1986). A report by the Kansas State High School Activities Association stated that only 6% of their dropouts were involved in activities programs (National Federation of State High School Associations, 1986). O'Brien and Rollefson (1995) found a strong association between participation in extracuuricular acitivites and improved attendance and grade point average.

The Board of Education in New York City authorized an increase of two million dollars for interscholastic activities for the 1985-86 school year because they realized the value of extracurricular activities in decreasing the dropout rate and substance abuse (National Federation of State High School Associations, 1986).

Others have found that participation in interscholastic athletics has kept students in school. Schafer and Armer (1968) gave four reasons:

1. The high prestige that athletes are likely to receive makes them want to remain in school.

2. Athletes who are potential dropouts associate and identify with graduation-oriented boys more often than non-athletes who are potential dropouts.

3. Some athletes stay in school solely to participate in athletics.

4. Potential dropouts are likely to get encouragement and guidance from coaches and others, while non-athlete potential dropouts are less likely to receive this same form of help (pp. 24-26).

Other studies have reported better attendance for extracurricular activities participants (Rehberg, 1969; Spreitzer & Pugh, 1973; Snyder & Spreitzer 1978). Becher (1974) reported no difference in attendance by athletes during their sport season as opposed to athletes in their off-season.

The value of athletics in relation to "cost benefit" has received emphasis in current literature. Several surveys, studies, and research findings have highlighted the importance of high school activities, and specifically athletics, in the American educational experience. Among these findings was a study entitled, "The Case for High School Activities" by the National Federation of State High

School Associations. According to the report, better attendance and a lower dropout rate were direct results of participation in a well-designed activities program (Sandfort & Linneman, 1992).

Socioeconomic Status

Holland and Andre (1987) stated as a result of their review of the literature in the area of extracurricular activities, that "presage variables that may influence process or product variables are SES, ability, and previous grades" (p. 454). If this is true, it has not been examined very often in the research to date. Extant studies dealing with the relationship between extracurricular activities and socioeconomic status are limited in number.

Bender (1978) focused on socioeconomic status and other neglected areas of concern. Bender found that "social class status of the student and scholastic aptitude had surprisingly little effect on the relationship of extracurricular participation with grades and educational expectations" (p. 1). Rehberg and Schafer (1967) also found "the relationship of participation to socioeconomic status is weak or nonexistent" (p. 20).

Serow (1979) found that tax dollars are used to subsidize the after-school program of relatively affluent teenagers and that "regular" students were far more active

than "marginal" students. According to him "school activity programs are utilized primarily by middle-and-upper-class students" (p. 91). Buhrmann (1972) and Schafer and Armer (1968) concluded that extracurricular participation was most strongly related to grades for working class males. There was a substantial difference in the GPA's of athletes (2.35) and non-athletes (1.83) in a sample of 585 high school males. After controlling for father's occupation, IQ, curriculum, and earlier GPA, the difference was not as large. It was 2.35 for athletes and 2.24 for non-athletes (1968). The athletes were slightly above average and the non-athletes were slightly below average.

Clearly, the research in this area is limited. This research deals mainly with white males and athletics as does the majority of existing research. Findings are contradictory in some respects. Due to the inconclusiveness, this area deserves attention in this and subsequent research projects.

Type and Extent of Participation

Different types of extracurricular activities exist and therefore, each could have a unique effect upon the various areas of student life. Robbins and Williams (1969) list the types of activities, their possible origin, date, and location:

1.0 Student Government

1.1 The Assembly, 1777, Public Latin School in Philadelphia.

1.2 Student participation, 1800, William Penn Charter School.

1.3 Student participation, 1821, English High School of Boston.

1.4 Student participation, 1834, The Mattabeeset and Duxbury Schools of Massachusetts.

2.0 Literary Activities

2.1 "Scenes of Entertainment," 1793, presented by the Concord, New Hampshire School

2.2 Exeter School organized a literary society in 1812.

2.3 In 1860, the Eucleia Debating Club was established in Worchester, Massachusetts.

2.4 Early new publications, generally developed through literary societies were:

2.41 The Students Gazette at William Penn Charter School, 1777.

2.42 Public Latin School newspaper, 1774-1777.

2.43 The Constellation and the Aspirant, of the Girls' High School of Portland, Maine, 1851-1863.

2.5 Early yearbooks include:

2.51 Hopkins Grammar School of New Haven, 1837.

2.52 The Plan, of the Phillips Exeter Academy, 1880.

2.53 The Meteor, of the Cheshire, Community School, 1882.

3.0 Music. There was some organized singing in the South and along the Eastern seaboard during the Colonial period. Orchestras made their appearance around 1880. School bands began to appear about 1900.

4.0 Societies. Some of the early societies were:

4.1 Phi Beta Kappa at William and Mary in 1776.

4.2 The Golden Branch, a secret society at Exeter in 1818.

4.3 Sigma Phi at the High School in Hartford, 1859.

5.0 Sports and Games. Some of the activities, basically an off-shoot of English schools, included:

5.1 Swimming, running, leaping and wrestling at Franklin's Academy.

5.2 Football and some bat and ball games at Exeter.

5.3 Various games and sports at Central High in Philadelphia.

5.4 A baseball game between Exeter and Andonen in 1859.

5.5 A football game between the same two schools in 1878 (pp. 6-7).

Spady (1970) found that of five extracurricular activity categories, service/leadership activities were most closely related to educational aspirations. Athletics had the least statistically significant positive relationship of all activities. Landers, Feltz, Overmeier, and Brouse (1978) used ACT test scores to compare different types of groups described by Spady. They also found that the athlete-only group scored the lowest. Both studies suggested that non-athletic extracurricular activities are very important to student life. Other studies confirm this. A study done by Hanks (1981) comparing instrumental music activities (clubs, government, yearbooks) to expressive activities (sports, debate, music) found that instrumental activities increased

young adult political involvement more than expressive activities.

Landers and Landers (1978) compared athlete-only, athlete-service, service only, and students involved in neither to determine if there was a difference in delinquent acts. No significant differences were found between categories. Phillips (1969) did a similar study comparing athletics, clubs, music, and other activities. It was found that for this sample, male participants, first-string male athletes, and music participants had the highest self-concept scores.

Another project studied differences between students' educational plans as related to the intensity of team involvement (Snyder, 1975). Team involvement and star status positively relate to all the dependent variables studied. It was also found that athletes had a more positive self-perception of psychological well being and body image than students who did not participate in athletics (Snyder & Kivlin, 1975).

Benefits of participation differ depending on the particular activity. For example, participation in sport, honor societies, student government, school publications, school subject-matter clubs, church organizations, and community service organizations are consistently beneficial,

but participation in some activities may have mixed or negative effects (Marsh, 1992).

Thirty million students are presently participating in youth sports. Of these 3.3 million boys and 1.8 million girls are actively involved in interscholastic athletics (Lapchick, 1988).

Sports have become "big business" in our schools. Some writers feel that sports in schools do not promote sportsmanship or the value of fair play. Rather, it is said, they teach students that winning at any cost is paramount (Brookbinder, 1992). Contrary to this line of thought, others feel that budget shortfalls are forcing cuts in athletics, music and art. This is viewed as alarming since extracurricular activities are not frills, but instead spark enthusiasm that often spills over into academics (Associated Press, 1993).

Numerous studies indicate that students who participate in sports get better grades and are more likely to stay in school than non-participants. Students involved in sports are significantly less likely to drop out according to a 1989 national study by the Women's Sport Foundation. This study also revealed that girls receive comparable benefits to boys from sports participation and that minorities who participate are more socially involved at school than

minorities who are not participants in sports. Boys involved in sports are twice as likely to do better in school, not drop out, and have a better chance of finishing college. The ratio for girls is three to one for the same areas. This data was compiled in 1991 by Hardiness Research, a Wyoming sports firm. In a 1987 survey of CEO's at 75 Fortune 500 companies, researchers found that 95% of the executives had participated in sports during high school. In the Randolph (N.C.) County School system, athletes in grades 9-12 had an 86 G.P.A. compared to 79 for non-athletes. They averaged four absences yearly while the general student body population averaged seven. None of the athletes dropped out compared to a rate of 3.7% for the rest of the students. A 1991 survey of 10,000 students by the American Footwear Association indicates that the top-ranked reason for extracurricular sports participation is "to have fun" (Branstetter, 1994).

Student Employment

Some research has been done in the area of student employment as an extracurricular activity. Heffez (1979) found that full-time employment during the summer did not result in an increase in grade point average. However, he did find indications that the number of hours worked could have affected the results. Hammond (1970) found that

students who were employed part-time had significantly lower academic achievement, but it was not clear whether the employment was the cause. Other, more recent reports have shown that students can find it very difficult to maintain a balance between employment and school (Worley, 1995). Tymms and Fitz-Gibbon (1992) found little connection between part-time employment and academic achievement as well. They found that students from all categories of achievement and socioeconomic status had similar employment patterns.

Other studies such as Trueblood's contradict this. Trueblood (1954) found in a study of Indiana University seniors, that employment had no discernible affect on academic achievement. Similar findings were reported by Mortimer (1993). He found that 12th grade students who worked less than 20 hours per week actually had higher grade point averages. Winkler (1994) found no patterns to exist between employment and absences from school or grade point average.

According to Marsh, employment during high school is basically negative depending on the number of hours worked. The adverse effects of work were consistent across ethnicity, gender, ability levels, and SES. Variables affected were achievement, course-work selection, educational and occupational aspirations, school attendance,

and college attendance plans. Marsh found that the only positive effect of employment was reducing unemployment during the two years after high school (Marsh, 1992). In a previous study Marsh (1991) found an antagonistic relationship existed between student employment and academic related goals. The number of hours worked was the emphasis of a report referred to in TEA NEWS (April, 1994). This unidentified report said too many students are employed for too many hours. The results stated that a small number of hours of employment by students could actually be helpful in some cases, but over 20 hours of employment per week had a negative impact on school performance. Banks (1993) study reinforced these findings when she found a distinct link between being employed more than 20 hours per week and the earning of lower grades by students.

Research in extracurricular activities has its most influential theoretical basis in the zero-sum model attributed to Coleman and furthered by Otto and Alwin. This theory sets forth the thought the time devoted to academic, social, and athletic pursuits is in competition. Since many extracurricular activities represent the social and athletic domains, participation in them is thought to detract from time spent on traditional academic pursuits. Despite the importance of the zero-sum model, there seems to be

overwhelming evidence against it. In contrast to the zero-sum model, the commitment-to-school theory predicts that extracurricular activity participation actually enhances academic self-concept. This theory, in relation to part-time employment, supports the positive influence of work. It appears that spending substantial amounts of time working at part-time jobs leads to acquiring values that are inconsistent with the values of academic success. In contrast, participation in extracurricular activities apparently leads to increased commitment to school and school values, which leads indirectly to increased academic success (Marsh, 1992).

The effect of work on students's academic success is directly related to the number of hours spent on the job. One study shows that 12th grade students who worked fewer than 20 hours per week had higher grade point averages than students who did not work at all (Mortimer, 1993). Recent literature indicates the benefits associated with adolescent work. Employment has been associated with self-reported punctuality, dependability and personal responsibility (Mortimer, 1993). "Several national task forces have called for greater adolescent involvement in the workplace" (Panel on Youth, 1974: Wirtz, 1975; Carnegie Council on Policy

Studies in Higher Education, 1980; National Commission on Youth, 1980).

Summary

As was evidenced by the review of the literature, most research concerning extracurricular activities focused on athletics and white males. Though much has been done with these two variables, the research was inconclusive due to many contradictory findings. Results have been limited to the specific locations and students involved in the studies. Most of this research has also dealt with how athletes achieve in the classroom.

Very little research has been done on other types of extracurricular activities and how they relate to student life. This research was also inconclusive and did not control for other variables. Some variables that require control are: level and extent of involvement; socioeconomic status; school size; and gender. By controlling for these variables, coincidental relationships may be ruled out, and it may help determine if a true relationship exists.

The study undertaken was believed to be a more complete examination of extracurricular activities than has previously been done. The findings will assist administrators in East Tennessee in being more aware of how

to use these activities to enhance the lives of their students.

CHAPTER 3

METHODOLOGY AND PROCEDURES

Introduction

The primary purpose of this study was to determine the relationship between participation in extracurricular activities, school attendance, and academic achievement among high school students. These relationships were examined in light of students' gender, socioeconomic status, race, amount of time spent in the extracurricular activities, type of activity, the time frame of the participation, and size of school.

This chapter describes the research methods and procedures utilized in the study. It includes the following: introduction, population, sample, instrument, procedures, and data analysis.

Population

The population to which the researcher intended to generalize was the 5,237 high school seniors enrolled in the 30 high schools in the First Tennessee Development District during the 1994-95 school year. This total came from the 1994-95 Preliminary Reports filed by school systems obtained from the State Department of Education. Tennessee school systems and districts are shown in Figure 1.

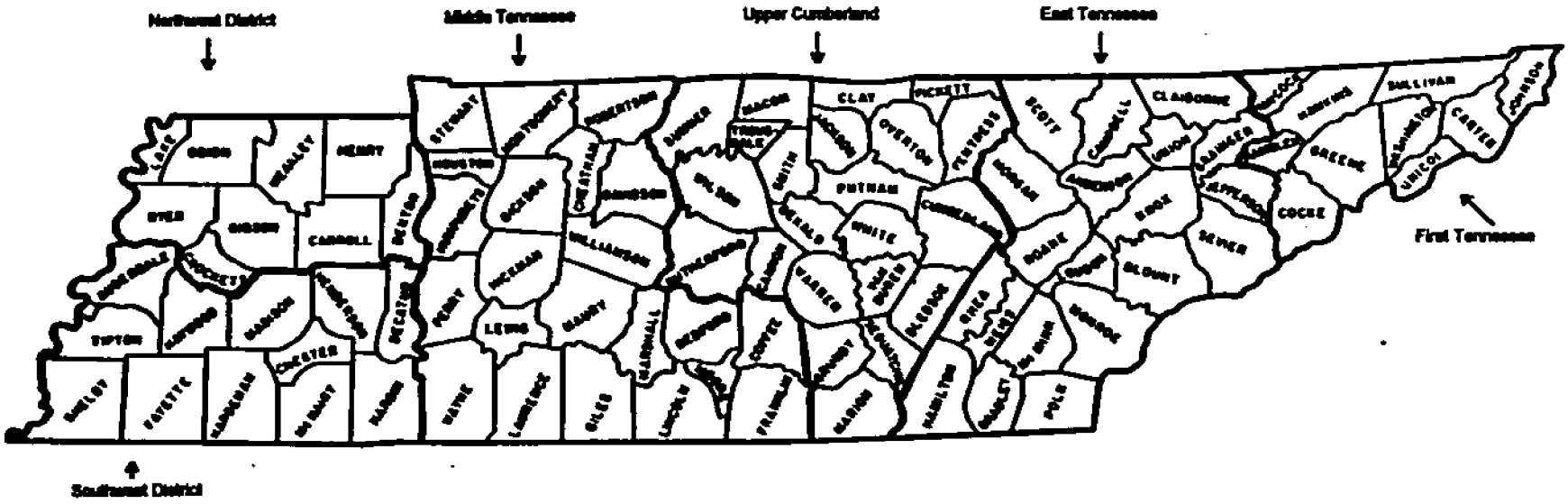

Figure 1. Tennessee Department of Education Districts, 1994-95.

Sample

The desired sample size for the study was determined by using the formula provided by Henry (1990). The formula was used to provide for a 95% level of confidence and for an error sample estimate of ± 5%. Using the formula, the target sample size was set at 370. To account for non-response, over sampling was used. A total of 578 surveys were actually sent out. The sample was selected through a two-stage stratified systematic sampling process.

Stage One

In stage one, schools were stratified into three groups using the Tennessee Secondary School Athletic Association classification used for the sport of basketball. According to these guidelines, schools with an enrollment of up to 412 were classified as Single A. Schools with an enrollment from 414 to 999 were classified as Double A. Schools with an enrollment of 1,014 and above were classified as Triple A (Tennessee Secondary School Athletic Association, 1994). The percentage of the total population represented by each size classification was calculated. Single A schools represented 8.8% of the total population (n = 459). Double A schools represented 15.5% of the total population (n = 812). Triple A schools represented 75.7% of the total population (n = 3,966).

The average senior class size for each school size classification was determined. The average senior class size for Single A schools was 74, excluding Clinch School which was a very small K - 12 school. This school was omitted in order to have an average class size that was a better representation of most Single A schools. The average senior class size calculated for Double A schools was 116. For Triple A schools, the average senior class size was 248.

The average senior class size for each classification was multiplied by .25 in order to determine the number of students needed to sample 25% of that average class size. For Single A schools, this resulted in a calculated value of 19 (74 X .25). The calculated value for Double A schools was 29 (116 X .25). Triple A schools had a calculated value of 62 (248 X .25).

The percentage of the total population calculated for each classification was used to determine the number of respondents needed from each classification. This calculation was made using an over-sampled total of 578. Using these values, the number of seniors needed from Single A schools was 51 (8.8% of 578). The number of Double A seniors needed was 87 (15.5% of 578). For Triple A schools, 438 (75.7% of 578) seniors were needed. The calculated values were rounded to the nearest whole number.

The number of schools needed from each size classification was determined. This was accomplished by taking the number of students needed from each classification, and dividing by the 25% of the average class size for each classification. The number of Single A schools needed was three (51/19). The number of Double A schools needed was three (87/29), and seven Triple A schools were needed (438/62). The calculated values were rounded to the nearest whole number.

The actual number of seniors to be surveyed was 19 per school in the three Single A schools, 29 per school in the Double A schools, and 62 per school in the seven Triple A schools.

After the desired sample size per school and the number of schools needed from each classification was determined, the selection of schools took place. Within school classifications, schools were assigned numbers and randomly selected using random numbers generated by SPSS/PC+ (Norusis, 1992).

Stage Two

Once schools were identified, students were systematically selected at each target school. To provide standardized instructions and ease of use, students were selected by beginning at the top of an alphabetized list of

the senior class and counting down to every forth student until the desired number of students wAS identified. When necessary, due to absences or illness, the process continued by returning to the beginning of the list.

Instrument

A self-report survey instrument was developed by the researcher to provide information that could be used to assess the relationship between extracurricular activities, school attendance and academic achievement.

Demographic Items

The survey contained three demographic items so respondents could be classified according to gender, race, and socioeconomic status.

School Attendance

The survey also included one item respondents answered reporting their attendance during the 1994-95 school year. Students were to report the number of days absent during the present school year which was used in the data analysis as a representation of school attendance.

Academic Achievement

The survey contained one item related to academic achievement. Respondents were to report their current

cumulative high school grade point average based on a scale of zero to four (0.000 - 4.000). This value served as a representation of academic achievement during data analysis.

Involvement in Extracurricular Activities

Finally, the survey consisted of 37 activities that high school students could be involved in throughout their high school years. This item pool of activities found in high schools was developed from a search of the literature, high school handbooks, and experts in the field (guidance counselors, administrators, and teachers). The selected students were asked to respond to the number of hours spent each week in each activity in which they participated. Respondents were also instructed to give the time frame of this participation. The choices for time frame of participation was during school hours, after school hours, and weekend hours. There was also an opportunity for students to write in additional activities that were not provided on the survey form. A copy of the final survey instrument is included in Appendix A.

Focus Group

To check for clarity and ease of response, a focus group made up of 20 students in basic and regular English classes at Morristown-Hamblen High School West completed a

sample of the survey instrument. The participation of this group proved valuable in providing suggestions which improved the instrument. Since the survey was to be anonymous, the space provided for the school name of the respondent was removed. Any necessary coding for school size was done by using the respondent identification number. Space provided for the survey date was removed since all surveys were to be administered at approximately the same time following the completion of the first semester of the respondent's senior year of high school. One category in the estimated family income section was changed and three others were added. This preliminary instrument ended with a category labeled "More than $70,000." Categories were added and the last category was changed to "More than $100,000." Directions for filling out the survey were edited to clarify instructions. Specifically, respondents were instructed to mark only one time frame of participation and to include only activities in which participation took place during their senior year. A copy of this instrument is in Appendix E.

Preliminary Validation Study

To ascertain the ability of high school seniors to respond correctly to their attendance and grade point averages, a pre-study validation project was completed. A

total of 38 seniors in basic and regular English classes at Morristown-Hamblen High School West during the 1993-94 school year were used. These students were asked to respond to their school attendance and cumulative grade point average for that school year. Students were asked to write their name on the form. After students responded, their actual attendance and grade point average was checked using school records. It was found that the Pearson Product Moment correlation between the response of students and their actual attendance was .94. Correlation between the response of students and their actual grade point average was .90. Therefore, it was determined that students could accurately provide this information on the survey instrument. A copy of this instrument is in Appendix D.

Procedures

Permission was requested from the superintendent or director of schools in each school system in the First Tennessee Development District so that each school system's students could be used for the study. This permission was sought by way of a written letter and a permission form to be returned to the researcher. Follow-up letters were also sent to those who did not initially respond. Copies of this correspondence are located in Appendix B.

Permission was granted by all school systems except two. One of those systems did not respond and the other denied permission. Each of those two systems had one high school. During the selection of schools, all school systems were included due to the belief that if a school was selected from one of the systems for which permission had not been gained, this permission could be gained through further efforts. However, this was not necessary as the high schools in those systems were not selected.

After approval from school systems and the East Tennessee State Institutional Review Board was gained, phone contact was made with the principal of each selected school. An explanation of the study and the procedures necessary were discussed. Permission was granted by the principal of each selected school. After permission was granted, an explanatory letter and survey forms were mailed to each principal along with stamped, self-addressed, return envelopes. A copy of the letter sent to the principal of each selected school is contained in Appendix C.

Principals were contacted by phone again before the survey was administered in order to clarify directions and answer any questions. Principals designated a faculty member, usually a guidance counselor, to administer the survey instrument. Principals were contacted one last time

before returning the surveys in order to review procedures and make sure proper procedures were followed. The surveys were returned to the researcher for data analysis.

Data Analysis

After the survey instruments were returned, frequencies, percentages, and means of the survey item responses were calculated using SPSS/PC+ (Norusis, 1991). The demographic data were examined and placed in tables showing the frequency and percent of the variables of race, gender, and estimated family income. This was done to provide a descriptive profile of the sample. Descriptive statistics, including frequencies, percents, and means were also calculated for each extracurricular activity from the survey as well as the time frame of participation, hours of participation, and number of activities.

For hypothesis testing correlational analysis and multiple regression analysis were chosen to determine the association between involvement in extracurricular activities and the variables of school attendance and student academic achievement. For each hypothesis the alpha level was set at 0.05. Results of the data analysis are included in Chapter Four.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

Introduction

Chapter four includes the presentation and analysis of data. The response rates from the target schools are presented along with a description of respondents' demographic characteristics, academic and attendance characteristics, employment status, amount of time spent in extracurricular activities, and time frame for participation in activities. This is followed by a series of responses to the guiding research questions and associated hypotheses.

Response Rates

A total of 575 of the 578 surveys sent to the selected seniors were returned. This represented an overall response rate of 99%. These response rates, by school, are presented in Table 1.

As shown in Table 1, the majority of schools obtained the desired sample. The high rate of return is attributed to the diligence of the principals in the selected schools.

Table 1

Number of Surveys Sent, Number of Surveys Returned, and Response Rates for Participating Schools, by School Size

School	Number of Surveys Sent	Number of Surveys Returned	Response Rate (%)
	Class A (Enrollment)		
Hancock	19	19	100
North Greene	19	19	100
Unaka	19	19	100
Total	57	57	100
	Class AA (Enrollment)		
Happy Valley	29	28	97
Unicoi County	29	29	100
West Greene	29	29	100
Total	87	86	99
	Class AAA (Enrollment)		
Cherokee	62	62	100
David Crockett	62	62	100
Dobyns-Bennett	62	62	100
Elizabethton	62	62	100
Morristown East	62	62	100
Morristown West	62	62	100
Sullivan South	62	60	96
Total	434	432	99
Grand Total	578	575	99

Demographic Characteristics of Participants

The demographic characteristics of the respondents are presented in Table 2.

Table 2

Demographic Characteristics of the Respondents

Characteristic	f	%
Gender:		
Male	250	43.5
Female	325	56.5
Total	575	100.0
Race:		
White	558	97.0
Black	10	1.7
Hispanic	1	0.2
Other	6	1.0
Total	575	99.9
Estimated Family Income:		
$20,000 or less	85	14.8
$20,001 - $40,000	197	34.3
$40,001 - $60,000	160	27.8
$60,001 - $80,000	84	14.6
$80,001 - $100,000	21	3.7
More than $100,000	28	4.9
Total	575	100.1

As shown in Table 2, the largest group of respondents were females (325 or 56.5%); a majority were Caucasian (558

or 97.0%); estimated family income provided a wider distribution with income groupings between $20,001 and $60,000 containing 62% of the respondents (357).

Comparison of Sample to Population

The proportion of males and females in the sample were compared to the known population values to determine if the sample was representative of the total population, in terms of gender. A Chi-square Test for Independence was used to determine if there were significant differences between the sample and population in the proportions of male and female students. A significant difference was found between the sample and population ($\chi^2 = 8.265$; $df = 1$; $p < .05$). There was a slight overrepresentation of females in the sample. In the population, there were 50.2% females compared to 56.5% in the sample. There were 49.8% males in the population compared to 43.5% in the sample.

Attendance and Academic Characteristics

Respondents also provided information about their attendance and grade point average. This information is provided in Table 3.

As shown in Table 3, nearly 11% of the respondents reported perfect attendance. Nearly 52% of the respondents reported missing four or fewer days of school. However,

Table 3

Respondents' Estimated Number of Days Absent and Grade Point Average

Item	f	%
Estimated Absences:		
No Absences	62	10.8
1 - 2	98	17.0
3 - 4	138	24.0
5 - 6	77	13.4
7 - 8	59	10.3
9 - 10	49	8.5
11 - 12	19	3.3
More Than 12	73	12.7
Total	575	100.0
Grade Point Average:		
1.000 - 1.500	8	1.4
1.501 - 2.000	70	12.4
2.001 - 2.500	68	11.9
2.501 - 3.000	206	36.1
3.001 - 3.500	133	23.4
3.501 - 4.000	84	15.3
Over 4.000	6	1.1
Total	575	101.6

nearly 13% reported missing more than 12 days of school. The average number of days absent was over six (M = 6.15, SD =

5.9). Two of the respondents reported missing 40 or more days of school.

Also shown in Table 3, only 14% of the respondents reported a grade point average of 2.000 or lower. Nearly 60% of the respondents reported a grade point average between 2.501 and 3.500. Over 16% of the respondents reported having a grade point average of 3.501 or higher. The mean grade point average of the respondents was almost 3.000 (M = 2.90, SD = 0.6). Six respondents reported a grade point average of over 4.000. While not stated, it is obvious grade point averages in this range were due to weighted grade policies at the associated schools.

Employment Status and Time Frame

Students were asked to indicate how much time they spent working each week. Their responses are reported in Table 4.

As indicated in Table 4, 373 respondents (65%) of the 575 were employed to some degree. These findings closely resemble the findings of Schneider and Stewart (1995) who found that approximately 64% of a sample of Canadian high school students were employed. Approximately 6% of those employed reported being employed between one and nine hours each week. Nearly 16% of the respondents reported being employed between 10 and 19 hours each week. The largest

Table 4

Respondents' Reported Employment Hours Per Week

Hours Per Week	f	%
0	202	35.1
1 - 9	32	5.6
10 - 19	89	15.5
20 - 29	154	26.8
30 - 39	77	13.4
40 or More	21	3.7
Total	575	100.1

number of respondents reported being employed between 20 and 29 hours per week. This number was 154 or nearly 27%.

The average number of hours worked per week, among those who were working, was over 22 hours (M = 22.40; SD = 9.9). Significant was the fact that 21 of the respondents (3.6%) were working 40 or more hours per week while attending school. Clearly, those students appeared to be working a substantial number of hours. While 94% reported that they worked "after school", six percent (n=24) worked during school hours.

Amount of Time Spent in Extracurricular Activities

Students were also asked to report the amount of time that was spent each week participating in specific

extracurricular activities. These results are presented in Table 5.

As shown is Table 5, the amount of time spent each week in extracurricular activities varied greatly. The activity in which the most respondents participated was the Fellowship of Christian Athletes (n = 88, 15.3%), followed by band and basketball with 54 respondents participating (9.4%).

The activity in which the least amount of participation occurred was jazz band (n = 3, 0.5%), followed by the library club (n = 4, 0.7%) and math club (n = 5, 0.9%), all of which had less than 1% of the respondents participating. The activities in which the highest number of respondents spent five or more hours per week were band (n = 49, 8.5%), basketball (n = 40, 7%), and football (n = 34, 5.9%).

The activities in which the highest number of respondents spent only one to two hours per week were the Fellowship of Christian Athletes (n = 80, 14%), Art Club (n = 21, 3.7%), and Future Teachers of America (n = 19, 3.3%). It is interesting to note that while the Fellowship of Christian Athletes was the activity in which the most respondents participated, it required very little time per week. On the other hand, band was one of the activities in which the most respondents participated and also one of the

Table 5

Respondents Participation in Extracurricular Activities

	None		1-2 Hours		3-4 Hours		5 or More		Total	
Activity	f	%	f	%	f	%	f	%	f	%
Student Council	522	90.8	45	7.8	3	0.5	5	0.9	575	100.0
STARS[a]	526	91.5	42	7.3	3	0.5	4	0.7	575	100.0
Leo Club	574	99.8	1	0.2	0	0.0	0	0.0	575	100.0
Interact Club	567	98.6	5	0.9	1	0.2	2	0.4	575	100.1
Key Club	526	91.5	45	7.8	3	0.5	1	0.2	575	100.0
TN Tomorrow Club	564	98.1	11	1.9	0	0.0	0	0.0	575	100.0
Anchor Club	570	99.1	0	0.0	4	0.7	1	0.2	575	100.0
Drama Club	549	95.5	3	0.5	2	0.3	21	3.6	575	99.9
Debate Club	572	99.5	3	0.5	0	0.0	0	0.0	575	100.0
Latin Club	557	96.9	15	2.6	0	0.0	3	0.5	575	100.0
Spanish Club	533	92.7	35	6.1	3	0.5	4	0.7	575	100.0
DECA[b]	527	91.7	22	3.8	2	0.3	24	4.2	575	100.0
Yearbook Club	539	93.7	8	1.4	0	0.0	28	4.9	575	100.0
Newspaper Club	553	96.2	5	0.8	2	0.4	15	2.6	575	100.0

(table continues)

Table 5 (continued)

	None		1-2 Hours		3-4 Hours		5 or More		Total	
Activity	f	%	f	%	f	%	f	%	f	%
German Club	560	97.4	13	2.2	1	0.2	1	0.2	575	100.0
Music Club	549	95.5	7	1.2	2	0.3	17	3.0	575	100.0
Band	521	90.6	3	0.5	2	0.3	49	8.5	575	99.9
French Club	562	97.7	9	1.6	2	0.3	2	0.3	575	99.9
Art Club	538	93.6	21	3.7	1	0.2	15	2.6	575	100.1
Business Club	557	96.9	10	1.7	0	0.0	8	1.4	575	100.0
FFA[c]	551	95.8	10	1.7	2	0.3	12	2.1	575	99.9
FHA[d]	546	95.0	19	3.3	3	0.5	7	1.2	575	100.0
VICA[e]	532	92.5	14	2.4	2	0.4	27	4.7	575	100.0
Forensics Club	564	98.1	3	0.5	0	0.0	8	1.4	575	100.0
Jazz Band	572	99.5	0	0.0	2	0.4	1	0.2	575	100.1
Chorus	564	98.1	2	0.4	0	0.0	9	1.6	575	100.1
Math Club	570	99.1	5	0.9	0	0.0	0	0.0	575	100.0
Orchestra	569	99.0	3	0.5	0	0.0	3	0.5	575	100.0
Future Teachers	568	98.8	6	1.0	1	0.2	0	0.0	575	100.0

(table continues)

Table 5 (continued)

	None		1-2 Hours		3-4 Hours		5 or More		Total	
Activity	f	%	f	%	f	%	f	%	f	%
4 - H	562	97.7	13	2.3	0	0.0	0	0.0	575	100.0
Scholars Bowl	569	98.8	1	0.2	1	0.2	4	0.7	575	99.9
Science Club	557	96.9	18	3.1	0	0.0	0	0.0	575	100.0
Library Club	571	99.3	0	0.0	0	0.0	4	0.7	575	100.0
Gymnastics	564	98.1	4	0.7	2	0.3	5	0.9	575	100.0
Volleyball	551	95.8	4	0.7	2	0.3	18	3.1	575	99.9
Football	539	93.7	1	0.2	1	0.2	34	5.9	575	100.0
Cross Country	561	97.6	3	0.5	0	0.0	12	2.0	575	100.1
Track	541	94.1	5	0.8	1	0.2	28	4.9	575	100.0
Tennis	556	96.7	4	0.7	1	0.2	14	2.4	575	100.0
Basketball	521	90.6	3	0.5	11	1.9	40	7.0	575	100.0
Softball	551	95.8	2	0.3	1	0.2	21	3.7	575	100.0
Golf	557	96.9	3	0.5	4	0.7	11	1.9	575	100.0
Baseball	548	95.3	2	0.4	1	0.2	24	4.2	575	100.1
Wrestling	568	98.8	0	0.0	0	0.0	7	1.2	575	100.0

(table continues)

Table 5 (continued)

	None		1-2 Hours		3-4 Hours		5 or More		Total	
Activity	f	%	f	%	f	%	f	%	f	%
Cheerleading	552	96.0	0	0.0	4	0.7	19	3.3	575	100.0
Swimming	544	94.6	3	0.5	4	0.7	24	4.2	575	100.0
Soccer	563	97.8	0	0.0	0	0.0	12	2.1	575	99.9
Pep Club	562	97.7	0	0.0	1	0.2	12	2.1	575	100.0
Church	525	91.3	13	2.3	15	2.6	22	3.8	575	100.0
CSU[f]	557	96.8	18	3.2	0	0.0	0	0.0	575	100.0
FCA[g]	487	84.7	80	14.0	3	0.5	5	0.9	575	100.1

[a]Students Taking A Right Stand

[b]Distributive Education Club of America

[c]Future Farmers of America

[d]Future Homemakers of America

[e]Vocational Industrial Club of America

[f]Christian Student Union

[g]Fellowship of Christian Athletes

activities that required the most time per week. While participation in the Fellowship of Christian Athletes was high, only 50 respondents reported being involved in church activities each week.

Gender Comparisons

A descriptive profile of the grade point averages, days absent, total number of activities participated in, and total hours of participation per week were completed separately for males and females who responded to the survey. No inferential tests were used in making these comparisons. Results are illustrated in Table 6.

Table 6

Comparison of the Mean Values of Grade Point Average, Days Absent, Total Number of Activities, and Total Hours of Participation Per Week by Gender

Variable	Female M	Male M
Grade Point Average	3.060	2.788
Days Absent	6.443	5.768
Total Activities	2.969	2.564
Total Hours Per Week	25.720	25.780

As shown in Table 6, females had a higher mean grade point average ($M = 3.06$) than males. Interestingly, females also had a higher mean number of absences ($M = 6.44$). Males

participated in slightly fewer activities (M = 2.56) than females (M = 2.97). The total number of hours per week spent participating in extracurricular activities was almost exactly the same for both sexes.

School Size Comparisons

A descriptive profile of grade point averages, days absent, total number of activities participated in, and total hours of participation per week were completed separately for respondents in schools from the three different size classifications. No inferential tests were used in making these comparisons. Results are illustrated in Table 7.

Table 7

Comparison of the Mean Values of Grade Point Average, Days Absent, Total Number of Activities, and Total Hours of Participation Per Week by School Size

Variable	Single A M	Double A M	Triple A M
Grade Point Average	2.686	3.070	2.950
Days Absent	4.772	4.686	6.623
Total Activities	2.772	4.360	2.484
Total Hours Per Week	26.140	29.209	25.005

As shown in Table 7, respondents from Double A schools had a higher mean grade point average (M = 3.07) than those from Single A or Triple A schools. Respondents from Single A

schools had the lowest mean grade point average (M = 2.69). Double A respondents also missed fewer days (M = 4.69) than those from the other size schools. Triple A respondents reported missing the most days of school (M = 6.62). Respondents from Double A schools also participated in the most activities and for the most time per week (M = 4.36; M = 29.21). Triple A respondents participated in the fewest number of activities (M = 2.48) and spent the least amount of time participating in activities each week (M = 25.01).

Time Frame For Participation In Extracurricular Activities

Students who were participating in activities reported whether they participated during school hours, after school hours, or on weekends. For the purposes of this analysis, after school hours and weekend hours were combined. These results are reported in Table 8.

As shown in Table 8, the time frame of participation varied depending upon the activity. Students Taking A Right Stand is the activity in which the highest number of students participated during school hours (n = 47). This activity was followed very closely by the Fellowship of Christian Athletes (n = 43), Vocational Industrial Clubs of America (n = 40), and Distributive Education Clubs of America (n = 40).

Table 8

Time Frame for Participating in Extracurricular Activities

	School Hours		After School		Total	
Actiity	f	%	f	%	f	%
Student Council	35	66.0	18	34.0	53	100.0
STARS	47	95.9	2	4.1	49	100.0
Leo Club	0	0.0	1	100.0	1	100.0
Interact Club	2	25.0	6	75.0	8	100.0
Key Club	31	63.3	18	36.7	49	100.0
TN Tomorrow	3	27.3	8	72.7	11	100.0
Anchor Club	1	20.0	4	80.0	5	100.0
Drama Club	7	26.9	19	73.1	26	100.0
Debate Club	1	33.3	2	66.7	3	100.0
Latin Club	10	55.6	8	44.4	18	100.0
Spanish Club	30	71.4	12	28.6	42	100.0
DECA	40	83.3	8	16.7	48	100.0
Yearbook Club	28	77.8	8	22.2	36	100.0
Newspaper Club	19	86.4	3	13.6	22	100.0
German Club	12	80.0	3	20.0	15	100.0
Music Club	13	50.0	13	50.0	26	100.0
Band	19	35.2	35	64.8	54	100.0
French Club	10	76.9	3	23.1	13	100.0
Art Club	29	78.4	8	21.6	37	100.0
Business Club	9	50.0	9	50.0	18	100.0
FFA	14	58.3	10	41.7	24	100.0
FHA	23	79.3	6	20.7	29	100.0

(table continues)

Table 8 (continued)

	School Hours		After School		Total	
Activity	f	%	f	%	f	%
VICA	40	93.0	3	7.0	43	100.0
Forensics Club	1	9.1	10	90.9	11	100.0
Jazz Band	0	0.0	3	100.0	3	100.0
Choral Club	4	36.4	7	63.6	11	100.0
Math Club	3	60.0	2	40.0	5	100.0
Orchestra	0	0.0	6	100.0	6	100.0
Future Teachers	6	85.7	1	14.3	7	100.0
4 - H	7	53.8	6	46.2	13	100.0
Scholars Bowl	0	0.0	6	100.0	6	100.0
Science Club	12	66.7	6	33.3	18	100.0
Library Club	4	100.0	0	0.0	4	100.0
Gymnastics	1	9.1	10	90.9	11	100.0
Volleyball	3	12.5	21	87.5	24	100.0
Football	1	2.8	35	97.2	36	100.0
Cross Country	0	0.0	14	100.0	14	100.0
Track	0	0.0	34	100.0	34	100.0
Tennis	1	5.3	18	94.7	19	100.0
Basketball	1	1.9	53	98.1	54	100.0
Softball	0	0.0	24	100.0	24	100.0
Golf	0	0.0	18	100.0	18	100.0
Baseball	1	3.7	26	96.3	27	100.0
Wrestling	2	28.6	5	71.4	7	100.0
Cheerleading	2	8.7	21	91.3	23	100.0
Swimming	1	3.2	30	96.8	31	100.0

(table continues)

Table 8 (continued)

	School Hours		After School		Total	
Activity	f	%	f	%	f	%
Soccer	0	0.0	12	100.0	12	100.0
Pep Club	1	7.7	12	92.3	13	100.0
Church	0	0.0	50	100.0	50	100.0
CSU	17	94.4	1	5.6	18	100.0
FCA	43	48.9	45	51.1	88	100.0

The range continued down to activities that had no reported participation during school hours. There were ten of these activities. They were the Leo Club, jazz band, orchestra, Scholars Bowl, cross country, track, softball, golf, soccer, and church activities. One-half of these were athletic activities.

Basketball was the activity in which the highest number of respondents reported participating after school (n = 53). Church activities (n = 50) and the Fellowship of Christian Athletes (n = 45) followed very closely. The Library Club had no respondents reporting participation after school. Three other activities had only one respondent reporting participation after school. These were the Leo Club, Future Teachers of America, and Christian Student Union.

For the extracurricular activities grouped as service activities, 119 respondents reported participation during

school hours compared with 57 respondents reporting participation after school hours. Athletic activities looked quite different with only 14 respondents reporting participation during school hours compared with 333 respondents reporting participation after school hours. A total of 341 respondents reported participation during school hours and 197 respondents reported participation after school hours in curriculum-based activities. The responses for religious activities varied with 60 respondents reporting participation during school hours compared with 96 respondents reporting participation after school hours. There were, however, only three activities in this category.

Rank Order of Participation

Table 9 displays the mean number of hours spent per week in each activity, listed in rank order.

As shown in Table 9, 12 of the first 14 highest ranked activities were athletic activities. The athletic activity with the highest mean number of hours per week was soccer (M = 14.08). The lowest ranked athletic activity was gymnastics (M = 4.73). Music related activities were generally the highest ranked of the curriculum area activities. Four of the top ten activities of this type dealt with some type of music activity with band (M = 8.63) being the highest of

Table 9

Mean Number of Hours Spent Per Week in Non-employment Related Extracurricular Activities (Listed in Rank Order)

Activity	f	%	M
Soccer	12	2.1	14.08
Football	36	6.3	12.86
Baseball	27	4.7	12.74
Wrestling	7	1.2	11.14
Basketball	54	9.4	10.74
Scholars Bowl	6	1.0	10.50
Swimming	31	5.4	9.81
Volleyball	24	4.2	9.42
Cheerleading	23	4.0	9.39
Track	34	5.9	9.32
Softball	24	4.2	9.21
Golf	18	3.1	8.83
Band	54	9.4	8.63
Tennis	19	3.3	8.42
Orchestra	6	1.0	8.00
Pep Club	13	2.3	7.92
Drama Club	26	4.5	7.19
Choral Club	11	1.9	7.00
Cross Country	14	2.4	6.86
Music Club	26	4.5	6.69
Jazz Band	3	0.5	5.67
Forensics Club	11	1.9	5.64

(table continues)

Table 9 (continued)

Activity	f	%	M
VICA	43	7.5	5.47
FFA	24	4.2	5.13
Library Club	4	0.7	5.00
Yearbook	36	6.3	4.81
Gymnastics	11	1.9	4.73
Church	50	8.7	4.62
School Newspaper	22	3.8	4.59
Business Club	18	3.1	3.89
DECA	48	8.3	3.88
Art Club	37	6.4	3.70
Interact Club	8	1.4	2.50
FHA	29	5.0	2.25
Latin Club	18	3.1	2.22
French Club	13	2.3	1.92
Anchor Club	5	0.9	1.80
Student Council	53	9.2	1.79
STARS	49	8.5	1.78
Spanish Club	42	7.3	1.74
FCA	88	15.3	1.68
German Club	15	2.6	1.67
4 - H Club	13	2.3	1.62
Key Club	49	8.5	1.53
FTA	7	1.2	1.43
Math Club	5	0.9	1.20
Science Club	18	3.1	1.17

(table continues)

Table 9 (continued)

Activity	f	%	M
Tennessee Tomorrow	11	1.9	1.09
CSU	18	3.1	1.06
Debate Club	3	0.5	1.00
Leo Club	1	0.2	1.00

these. Other activities dealing with a curriculum area varied between Scholars Bowl (M = 10.50) and Debate Club (M = 1.00).

The highest ranked service activity was the Interact Club (M = 2.50). The Leo Club (M = 1.00) was tied for the lowest ranking of 50. Religious activities ranged from church activities (M = 4.62) to a low ranking of 49th by the Christian Student Union (M = 1.06). The term "church activities" was not included on the survey, but was written in by a number of respondents. This activity was included in Table 9 due to an interest by the researcher and to compare religious activity outside the school with religious activities that took place in a school setting.

Involvement by Type of Activity

Extracurricular activities were categorized into five types. These types were employment, curriculum related activities, service clubs, athletics, and religious

activities. Employment was defined by only one item. The curriculum related activities included the Drama Club, Debate Club, Latin Club, Spanish Club, Distributive Education Clubs of America (DECA), Yearbook, Newspaper, German Club, Music Club, Band, French Club, Art Club, Business Club, Future Farmers of America (FFA), Future Homemakers of America (FHA), Vocational Industrial Clubs of America (VIVA), Forensics, Jazz Band, Choral Club, Math Club, Orchestra, Future Teachers of America (FTA), 4-H, Science Club, Library Club, and Scholars Bowl. Service clubs included the Student Council, Students Taking A Right Stand (STARS), Leo Club, Interact Club, Key Club, Tennessee Tomorrow, and Anchor Club. Athletics included gymnastics, volleyball, football, cross country, track, tennis, basketball, softball, golf, baseball, wrestling, cheerleading, swimming, Pep Club, and soccer. Religious activities included the Fellowship of Christian Athletes, Christian Student Union, and church activities.

The highest number of non-employment related extracurricular activities in which students participated were in the curriculum area. However, employment was the activity in which the highest number of respondents participated (64.9%). This is because each respondent had the opportunity to participate in more than one activity

from a variety of activity types. This information is illustrated in Table 10.

Table 10

Respondents' Participation By Type of Activity

Activity Type	Number of Participants (f)	Total Respondents (n)	Portion of all Respondents (%)
Employment	373	373	64.9
Curriculum	538	325	56.5
Service	176	148	25.7
Athletics	347	215	37.4
Religious	156	139	24.2

Type of Activity Participation by Gender

Participation by type of activity was examined by gender. Results are displayed in Table 11.

Table 11

Respondents' Type of Activity Participation by Gender

	f		n		%	
Activity Type	Males	Females	Males	Females	Males	Females
Employment	164	209	164	209	65.6	64.3
Curriculum	188	350	117	208	46.8	64.0
Service	57	119	50	98	20.0	30.2
Athletics	181	166	113	102	45.2	31.4
Religious	50	106	45	94	18.0	28.9

As seen in Table 11, the percentage of males and females who were employed varied slightly more than one percent. Female respondents showed greater participation in curriculum activities (64%), service activities (30%), and religious activities (29%). Males had greater involvement in athletic activities (45%).

Type of Activity Participation by School Size

Type of activity participation was also examined by school size. Results are displayed in Table 12.

Table 12

Respondents' Type of Activity Participation by School Size

Activity	f			n			%		
Type	A[a]	AA[b]	AAA[c]	A[a]	AA[b]	AAA[c]	A[a]	AA[b]	AAA[c]
Employment	35	50	288	35	50	288	61.4	58.1	66.7
Curriculum	62	140	336	34	66	225	59.6	76.7	52.1
Service	5	46	125	5	38	105	8.8	44.2	24.3
Athletics	44	78	225	23	47	145	40.4	54.7	33.6
Religious	9	52	95	9	41	89	15.8	47.7	20.6

[a]Single A size schools

[b]Double A size schools

[c]Triple A size schools

As seen in Table 12, respondents from Triple A schools had a higher rate of employment (66.7%) than respondents from the other size schools. Respondents from Double A

schools had a higher rate of participation in curriculum-based activities (76.7%) than respondents from Single A (59.6%) or Triple A (52.1%) schools. Respondents from Double A schools also had higher rates of involvement in service-related activities (44.2%), athletics (54.7%), and religious activities (47.7%) than respondents from the other size schools.

Total Involvement in Non-employment Extracurricular Activities

Respondents reported being involved in a range of activities. While some students participated in many different activities, a number of students did not participate in any of those listed. This information, excluding employment activities, is illustrated in Table 13.

As shown in Table 13, 130 students (excluding employment) did not participate in any extracurricular activities. Conversely, 534 students (92.9% of the total sample) participated in at least one extracurricular activity when employment was considered. A total of 445 (77.4% of total sample) participated in at least one activity when employment was not considered. The number of respondents participating in only employment was 89. Among those who were involved with some type of extracurricular activity (including employment), the mean number of

Table 13

Total Number of Non-employment Related Extracurricular Activities

Total Activities	f	%
0	130	22.6
1	140	24.4
2	108	18.8
3	75	13.0
4	50	8.7
5	30	5.2
6	21	3.7
7	13	2.3
8	4	0.7
9	3	0.5
10	1	0.2
Total	575	100.1

clubs/teams was 3.0. The mean was 2.7 when employment was excluded. Information in Table 9 also illustrates that most students participated in one, two, or three activities (43.2%) while only 7.4% of respondents reported participating in more than five activities.

Hours of Participation Per Week

Respondents reported a range of involvement in activities as measured by the total number of hours of participation per week. The number of hours of participation

per week ranged from 0 to 107. This information, excluding employment activities, is illustrated in Table 14. For information pertaining to employment only, refer to Table 4.

Table 14

Respondents' Total Hours of Participation Per Week in Non-employment Extracurricular Activities

Total Hours	f	%
0	130	22.6
1 - 10	227	39.5
11 - 20	107	18.6
21 - 30	56	9.7
31 - 40	32	5.6
More than 40	23	4.0
Total	575	100.0

As shown in Table 14, a larger number of respondents reported participating in activities between one and ten total hours per week (n = 227, 39.5%) than for any other category. Over 58% of respondents (n = 334) reported spending between one and twenty hours each week in extracurricular activities. Exactly 4% of respondents (n = 23) reported spending more than 40 hours per week in extracurricular activities. Among those who participated in some activity, the mean number of hours spent each week

participating was 27.7 when including employment. The mean was 14.9 when not including employment.

Research Questions

This section represents a series of responses to the research questions and associated hypotheses that served to guide the analysis. These more specific questions were designed to answer the following broad question: Is there a relationship between the extent of participation in extracurricular activities and the variables of school attendance and academic achievement?

Research Question #1:

Is there a relationship between involvement in extracurricular activities (defined as the number of activities in which students participated) and student attendance at school?

The hypothesis associated with this research question is as follows:

H_o1: There will be no significant relationship between involvement in extracurricular activities (defined as the number of activities in which students participate) and student attendance at school.

Involvement in extracurricular activities was defined as the total number of activities in which students

participated (excluding employment). Student attendance was measured by the number of days students reported being absent during the current school year. A Pearson Product Moment Correlation was used to identify the relationship. The results are shown in Table 15.

Table 15

Pearson Product Moment Correlations Between Involvement in Non-employment Related Extracurricular Activities, School Attendance and Academic Achievement

Variable	r	r^2	p
H_o1: Attendance[a]	-0.2421	0.0586	0.001
H_o2: Attendance[b]	-0.2047	0.0419	0.001
H_o3: Academic Achievement[a]	0.2183	0.0477	0.001
H_o4: Academic Achievement[b]	0.1180	0.0139	0.001

[a]Involvement defined as the number of activities

[b]Involvement defined as the number of hours per week

A statistically significant negative relationship was found. The null hypothesis was rejected. Although the r Square value (r^2 = .0586) was low, results indicated that as the number of extracurricular activities increased, absences decreased (attendance improved).

Research Question #2:

Is there a relationship between involvement in extracurricular activities (defined as the number of hours

of activity participation per week) and student attendance at school?

The hypothesis associated with this research question is as follows:

H_o2: There will be no significant relationship between involvement in extracurricular activities (defined as the number of hours of activity participation per week) and student attendance at school.

For this hypothesis, involvement in extracurricular activities was defined as the total number of hours spent each week participating in extracurricular activities by respondents (excluding employment). A Pearson Product Moment Correlation was used to identify the relationship between involvement in extracurricular activities and school attendance. Student attendance was measured by the number of days students reported being absent from school during the current school year.

The results are illustrated in Table 15. A significant negative relationship was found. Although the r Square value (r^2 = .0419) was low, it illustrated that as the number of hours of participation in extracurricular activities increased, absences decreased (attendance improved). The null hypothesis was rejected.

Research Question #3:

Is there a relationship between involvement in extracurricular activities (defined as the number of activities in which students participate) and student grade point average?

The hypothesis associated with this research question is as follows:

H_o3: There will be no significant relationship between involvement in extracurricular activities (defined as the number of activities in which students participate) and student grade point average.

For this hypothesis, involvement in extracurricular activities was defined as the total number of extracurricular activities in which the respondents participated (excluding employment). A Pearson Product Moment Correlation was used to identify the relationship between these two variables. The results are shown in Table 15.

There was a significant positive relationship between involvement in extracurricular activities and grade point average. Although the r Square value (r^2 = .0477) was low, higher amounts of participation were associated with higher academic achievement. The null hypothesis was rejected.

Research Question #4:

Is there a relationship between involvement in extracurricular activities (measured by the number of hours of activity participation per week) and student grade point average?

The hypothesis associated with this research question is as follows:

H_o4: There will be no significant relationship between involvement in extracurricular activities (defined as the number of hours of activity participation per week) and student grade point average.

For this hypothesis, the involvement in extracurricular activities was defined as the total number of hours spent each week participating in extracurricular activities (excluding employment). A Pearson Product Moment Correlation was used to identify the relationship between the variables. A significant positive relationship was found. The null hypothesis was rejected. As the number of hours of participation increased, grade point average increased, although the r Square value (r^2 = .0139) was not strong. Results of this correlation are shown with those of the previous three hypotheses in Table 15.

Research Question #5:

Is there a relationship between involvement in employment (defined as the number of hours employed per week) and attendance at school?

The hypothesis associated with this research question is as follows:

H_o5: There will be no significant relationship between involvement in employment (defined as the number of hours employed per week) and attendance at school.

For this hypothesis, involvement in employment was defined as the total number of hours employed per week. A Pearson Product Moment Correlation was used to identify the relationship between attendance and employment. Results are shown in Table 16.

Table 16

Pearson Product Moment Correlations Between Involvement in Employment, School Attendance and Academic Achievement

Variable	r	r^2	p
H_o5: Attendance	0.2409	0.0580	0.001
H_o6: Academic Achievement	-0.2023	0.0409	0.001

As shown in Table 16, a significant positive relationship was found. The null hypothesis was rejected. Higher amounts of work per week were associated with higher absentee rates, although the r Square value (r^2 = .0580) was

not strong. This was an opposite finding from that found for extracurricular activities (other than employment) tested in Hypothesis #2.

Research Question #6:

Is there a relationship between respondents' involvement in employment (defined as the number of hours employed per week) and student academic achievement?

The hypothesis associated with this research question is as follows:

H_o6: There will be no significant relationship between involvement in employment (defined as the number of hours employed per week) and student academic achievement.

Involvement in employment was defined as the total number of hours employed per week. A Pearson Product Moment Correlation was used to identify the relationship between these variables. Results of the correlation are shown in Table 16.

A significant negative relationship was found. The null hypothesis was rejected. Higher involvement in employment was associated with lower grade point averages, although the r Square value (r^2 = .0409) was not strong. These findings were the opposite of those found when testing extracurricular activities other than employment.

Research Question #7:

Is there a relationship between extracurricular activities (defined as the number of activities in which students participate) and student attendance while controlling for gender, school size, socioeconomic status, hours employed, and time frame of participation?

The hypothesis associated with this research question is as follows:

H_o7: There will be no significant relationship between involvement in extracurricular activities (defined as the number of activities in which students participate) and student attendance while controlling for gender, school size, socioeconomic status, hours employed, and time frame of participation.

For this hypothesis, involvement in extracurricular activities was defined as the total number of activities in which students participated (excluding employment). Multiple regression analysis was used to determine the relationship between involvement and student attendance, gender, school size, estimated family income, hours employed, and time frame of participation. Attendance was designated as the dependent variable for this test. A significant negative relationship was found. As shown in Table 17, the total number of activities was significantly related to school

attendance(Beta = -.191; t = -3.37; p < .05). The null hypothesis was rejected. Complete results are shown in Table 17.

Table 17

Regression of School Attendance on Involvement in Non-employment Related Extracurricular Activities (Defined as the Number of Activities in Which Respondents Participate), Gender, Estimated Family Income, School Size, Hours Employed, and Time Frame of Participation

Independent Variable	b	Beta	t
After School Hours	-.008808	-.024646	-.366
Gender	.863845	.071564	1.795
Size	.809854	.088241	2.164*
School Hours	.052125	.052881	1.265
Income	-.140541	-.065933	-1.628
Hours Employed	.093423	.208030	3.181*
Total Activities (Non-employment)	-.581317	-.190591	-3.367*
Overall F Test =	10.90452	Multiple R^2 = .11865*	

*p<.05

As seen in Table 17, involvement in extracurricular activities was related to school attendance, while controlling for gender, school size, estimated family income, and time frame of participation. The negative relationship illustrated that as the level of involvement (number of activities) increased, the number of absences from school decreased. Therefore, as involvement increased,

school attendance improved. These findings reinforce those from Hypothesis #1.

Table 17 also contains results illustrating significant relationships between school attendance and some of the variables controlled for during the Multiple Regression Analysis. These relationships were those present when controlling for the other variables listed. Higher absentee rates were associated with larger school size (Beta = .088; t = 2.16; p <.05). Higher levels of employment were associated with higher absentee rates (Beta = .208; t = 3.18; p < .05).

Research Question #8:

Is there a relationship between extracurricular activities (defined as the number of hours of activity participation per week) and student attendance while controlling for gender, school size, socioeconomic status, and hours employed?

The hypothesis associated with this research question is as follows:

H_o8: There will be no significant relationship between extracurricular activities (defined as the number of hours of activity participation per week) and student attendance while controlling for gender, school size, socioeconomic status, and hours employed.

For this hypothesis, involvement in extracurricular activities was defined as the number of hours of activity participation per week (excluding employment). A multiple regression analysis was used to determine the relationship between involvement in extracurricular activities and school attendance, gender, school size, estimated family income, and hours employed. Attendance was designated as the dependent variable in the regression model. A significant negative relationship was found. The null hypothesis was rejected. Results are displayed in Table 18.

As shown in Table 18, the relationship of involvement in extracurricular activities (total number of hours per week) and school attendance was significant while controlling for gender, school size, estimated family income, and hours employed (Beta = -.166; t = -4.15; p < .05). The negative relationship illustrated that as the level of involvement (number of hours per week) increased, the number of absences from school decreased. Therefore, as involvement increased, school attendance improved. These findings reinforce those from Hypothesis #2.

Table 18 also contains results illustrating significant relationships between school attendance and some of the variables controlled for in the Multiple Regression Analysis. These relationships were those present when

Table 18

Regression of School Attendance on Involvement in Non-employment Related Extracurricular Activities (Defined as the Number of Hours of Activity Participation per Week), Gender, Estimated Family Income, School Size, and Hours Employed

Independent Variable	b	Beta	t
Gender	.644646	.053405	1.346
Size	.975112	.106247	2.636*
Income	-.170356	-.079920	-1.986*
Hours Employed	.099487	.221534	5.573*
Total Hours (Non-employment)	-.070892	-.166392	-4.148*
Overall F Test =	14.18822	Multiple R^2 = .11086*	

*p<.05

controlling for the other variables listed. Higher absentee rates were associated with larger school size (Beta = .106; t = 2.64; p <.05). Higher absentee rates were associated with lower estimated family income (Beta = -.080; t = -1.99; p < .05). Higher absentee rates were associated with higher levels of employment (Beta = .222; t = 5.57; p < .05). These results reinforced those from Hypothesis Seven.

Research Question #9:

Is there a relationship between extracurricular activities (defined as the number of activities in which students participate) and student academic achievement while

controlling for gender, school size, socioeconomic status, hours employed, and time frame of participation?

The hypothesis associated with this research question is as follows:

H_o9: There will be no significant relationship between extracurricular activities (defined as the number of activities in which students participate) and student academic achievement while controlling for gender, school size, socioeconomic status, hours employed, and time frame of participation.

Involvement in extracurricular activities was defined as the total number of activities in which students participated (excluding employment). Multiple regression analysis was used to identify the relationship between involvement and academic achievement, gender, school size, estimated family income, hours employed, and time frame of participation. Grade point average was designated as the dependent variable for this test. A significant positive relationship was found to exist between these variables (Beta = .235; t = 4.21; p = < .05). For this reason, the null hypothesis was rejected. Results are shown in Table 19.

As shown in Table 19, the relationship of involvement in extracurricular activities (total number of activities), and academic achievement was significant while controlling

Table 19

Regression of Grade Point Average on Involvement in Non-employment Related Extracurricular Activities (Defined as the Number of Activities in Which Respondents Participate), Gender, Estimated Family Income, School Size, Hours Employed and Time Frame of Participation

Independent Variable	b	Beta	t
After School Hours	-.002515	-.069231	-1.043
Gender	.244935	.199649	5.075*
Size	.094176	.100962	2.509*
School Hours	-.009247	-.101733	-2.238*
Income	.018591	.085815	2.146*
Hours Employed	-.004411	-.096634	-1.497
Total Activities (Non-employment)	.072812	.234881	4.205*
Overall F Test =	13.35732	Multiple R^2 = .14156*	

*p<.05

for gender, school size, estimated family income, hours employed, and time frame of participation. The positive relationship illustrated that as the level of involvement (total number of activities) increased, the grade point average also increased. Therefore, as involvement increased, academic achievement improved. These findings reinforce those from Hypothesis #3.

Table 19 also contains results illustrating significant relationships between academic achievement and some of the variables controlled for in the Multiple Regression

Analysis. These relationships were those present when controlling for the other variables listed. Higher grade point averages were associated with being female (Beta = .200; t = 5.08; p < .05). Higher grade point averages were associated with larger school size (Beta = .101; t = 2.51; p <.05). Lower grade point averages were associated with higher hours per week spent during school in activities (Beta = -.102; t = -2.24; p < .05). Higher grade point averages were associated with higher family income (Beta = .086; t = 2.15; p <.05).

Research Question #10:

Is there a relationship between extracurricular activities (defined as the number of hours of activity participation per week) and academic achievement while controlling for gender, school size, socioeconomic status, and hours employed?

The hypothesis associated with this research question is as follows:

H_o10: There will be no significant relationship between extracurricular activities (defined as the number of hours of activity participation per week) and student academic achievement while controlling for gender, school size, socioeconomic status, and hours employed.

Involvement in extracurricular activities was defined as the number of hours of activity participation per week (excluding employment). Multiple regression analysis was used to identify the relationship between involvement and academic achievement, while controlling for gender, school size, estimated family income, and hours employed. Grade point average was the dependent variable for this test. A significant positive relationship was found to exist (Beta = .103; t = 2.58; p = < .05). The null hypothesis was rejected. Results are shown in Table 20.

As shown in Table 20, the relationship of involvement in extracurricular activities (total number of hours per week) and academic achievement while controlling for gender, school size, estimated family income, and hours employed was statistically significant. The positive relationship illustrated that as the level of involvement (total number of hours per week) increased, grade point average also increased. Therefore, as involvement increased, academic achievement improved. These findings reinforce those from Hypothesis #4.

Table 20 also contains results illustrating significant relationships between academic achievement and most of the variables controlled for in the Multiple Regression Analysis. These relationships were those present when

Table 20

Regression of Grade Point Average on Involvement in Non-employment Related Extracurricular Activities (Defined as the Number of Hours of Activity Participation per Week), Gender, Estimated Family Income, School Size, and Hours Employed

Independent Variable	b	Beta	t
Gender	.268517	.218870	5.538*
Size	.071192	.076322	1.900
Income	.023257	.107350	2.677*
Hours Employed	-.008533	-.186949	-4.720*
Total Hours (Non-employment)	.004473	.103296	2.584*
Overall F Test =	15.12609	Multiple R^2 = .11732*	

*p<.05

controlling for the other variables listed. Higher grade point averages were associated with being female (Beta = .219; t = 5.54; p < .05). Higher grade point averages were associated with higher family income (Beta = .107; t = 2.68; p <.05). Higher levels of employment were associated with lower grade point averages (Beta = -.187; t = -4.72; p <.05).

Summary

The descriptive analysis revealed that many high school seniors were involved in a number of activities. These activities required varying amounts of time. Many students were also employed. In this chapter, correlations and

multiple regression analysis were used to identify statistically significant relationships between involvement in extracurricular activities and both school attendance and academic achievement. This was true using two different definitions of involvement. The relationships were consistent both when using direct correlations and when controlling for other variables. Employment was examined both separately and in conjunction with the involvement in other extracurricular activities. Results illustrated that involvement in employment had a different relationship from that of other extracurricular activities. Chapter Five provides a discussion of these results, conclusions, and recommendations.

CHAPTER 5

SUMMARY, DISCUSSION OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

A large majority of the high school seniors in the First Tennessee Development District participated in some type of extracurricular activity. This means that for many students, the academic portion of their day was but a part of their overall school experience. Extracurricular activities have been a part of the school experience for many years. There have been both proponents and opponents of extracurricular activities throughout this period of time. A great deal of time and resources are devoted to this aspect of the school experience that does not directly relate to the instructional portion of the school day.

Few studies have been conducted on extracurricular activities and their relationship to the success of students, in terms of school attendance and academic achievement have been conducted. None of these studies has directly involved students in the First Tennessee Development District. It was therefore, the purpose of this study to determine if there was a relationship between extracurricular activities and school attendance and

academic achievement in this portion of Upper East Tennessee. This study was designed to determine the existence of a relationship between involvement in extracurricular activities and the variables of school attendance and academic achievement. This relationship was determined through the use of zero-order correlations and through multiple regression analysis.

An extensive search of relevant literature revealed conflicting findings. These findings have varied according to the location of the study, date of the study, and the subjects involved. Most early studies focused on athletics and white males. Due to the fact that previous studies' findings have been contradictory and limited, as well as a lack of research in Upper East Tennessee, determining what, if any, relationships exist involving extracurricular activities, this research was deemed important. It was believed that results from such a study could help guide high schools in the way time and resources were devoted to such activities.

Following the review of literature, the researcher incorporated a comprehensive listing of high school extracurricular activities into a survey format. After a questionnaire development focus group was utilized, the resulting survey included a total of thirty-seven

activities. Respondents were given space in which to list additional activities. Those added by respondents brought the total number of activities listed to fifty-two.

Students provided information for only those activities in which they participated. This information included how many hours per week was spent in the activity as well as the time frame in which the participation took place. A demographic section and a section in which respondents provided information concerning their cumulative grade point average and school attendance was also included.

Discussion of Findings

The survey was sent to 578 seniors in the 13 selected schools to account for non-response. A response rate of 99% (n = 575) was achieved through the diligence and cooperation of the administration of the selected schools.

Descriptive statistics showed that respondents were predominantly white (97%). A majority was female (56.5%). Most respondents estimated family income fell into a range between $20,000 and $60,000 (62%). The mean for estimated family income fell within the range of $40,001 - $50,000. Less than five percent of the families in this area had incomes greater than $100,000 as reported by this study's subjects.

An examination of school attendance as reported by high school seniors showed that most students had missed four days of school or less while the largest number of days missed was 45. The average number of days absent was approximately six.

A wide range of grade point averages was reported by respondents. However, it is interesting to note that 86.2% of the respondents reported having a grade point average of more than 2.000. A total of 6 students reported a grade point average above 4.000. The mean grade point average was 2.941.

Three hundred seventy-three (373) or 64.9% of the respondents reported being employed. Almost 4% of the respondents reported working 40 or more hours per week. More students were employed than there were involved in any other extracurricular activity.

Curriculum-based activities had the highest student participation following employment(n = 325). Other areas of involvement in decreasing order were athletics (n = 215), service clubs (n = 148), and religious activities (n = 139). A total of 93% (n = 534) of respondents reported being involved in at least one extracurricular activity (including employment). This amount was 77% (n = 445) when excluding employment. Many respondents were involved in multiple

activities. For example, almost one-third (n = 176) of the respondents, reported being involved in four or more activities.

Respondents' mean number of hours of participation in extracurricular (including employment) activities per week was almost 28 for those who participated in at least one activity. The average number of hours of participation per week was only slightly more than one-half as much (15) when employment was removed.

All 10 hypotheses were rejected. A significant relationship was found in all tests conducted. A weak, but significant relationship was found between involvement in extracurricular activities and school attendance and academic achievement variables. Similar significant relationships were also found between extracurricular activities and school attendance and academic achievement variables, when controlling for gender, school size, socioeconomic status, hours employed, and time frame of participation. Results showed that as participation in non-employment extracurricular activities increased, attendance and grade point average improved. This was true using two different definitions of involvement. Results dealing with employment showed the opposite relationship. As involvement

in employment activities increased attendance and grade point average declined.

Conclusions

Based upon the results of this study, the following conclusions are posited:

1. High school seniors in the First Tennessee Development District participate in more than 50 extracurricular activities.

2. A majority of the high schools seniors in the First Tennessee Development District have an above average level of academic achievement.

3. A majority of high school seniors have part-time employment.

4. Student employment almost doubles the number of hours spent per week in extracurricular activities.

5. Athletics in the First Tennessee Development District generally require the greatest number of hours of participation per week followed by curriculum related activities, while service clubs and religious activities require the least.

6. Excluding employment, the greatest participation by high school students in the First Tennessee Development District is in curriculum related activities followed by athletics, service clubs, and religious activities.

7. Involvement in non-employment extracurricular activities had a significant relationship to school attendance and academic achievement. Young adults who are involved in extracurricular activities tend to have higher rates of school attendance and academic achievement.

8. Involvement in employment activities has a significant relationship to school attendance and academic achievement. Young adults who are employed tend to have lower rates of school attendance and academic achievement.

9. Gender discrepancies exist in the type of extracurricular activities in which students participate with males being more involved in athletics than females, and females being more involved in curriculum-related activities than males.

10. School size has an impact on the involvement of students in extracurricular activities. Double A schools have higher percentages of their students involved in each type of activity except employment. The level of participation of students of Double A schools parallel the fact that grade point averages and attendance rates are also best in schools of that size.

Recommendations

Based upon the results of this study, the following recommendations are proposed:

1. A follow-up study including the activities added to the survey by the respondents would be helpful. A study of this type would verify the involvement of the population. It could be argued that some respondents would not take the time to write in additional activities, but if they had been provided would have responded to them. An additional study of this type could be helpful to determine if participation is actually higher than some respondents reported.

2. Additional research is needed to determine the role of retention in the relationship between extracurricular activities and school attendance and academic achievement. Retention in both high school and earlier grade should be examined. Results from a study of this type could provide information which could enhance school performance of retained students by implementing an appropriate extracurricular activity program.

3. As the administration and high school faculties in the First Tennessee Development District plan their extracurricular activity programs, great care should be taken. A variety of activities should be available to students to foster the relationship to attendance and academic achievement. Equity of funding should be maintained to promote equal rates of participation by students of both genders in all types of extracurricular activities.

4. Future research should take into consideration the role of the respondent in each activity in which he/she participates. Whether or not differences exist when a student serves as an officer as opposed to a regular member could provide reasoning for expanding the leadership of school activities in some manner.

5. A longitudinal study similar to the one undertaken here is needed. Following students throughout their high school careers and gathering information each year would provide more insight into the role of extracurricular activities. More useful information concerning the number and variety of extracurricular activities would be gained through such a study. Patterns of participation could be uncovered and ways to reverse unwanted patterns to enhance student success would be facilitated.

6. Further research is warranted to examine the differences in the relationship of employment to school attendance and academic achievement and that found between these variables and other extracurricular activities. The reasons for the differences would be beneficial when helping students plan their high school program.

7. Further research is needed to examine reasons for students attending Double A schools having higher rates of participation, better attendance rates, and higher grade

point averages than students attending both smaller and larger schools.

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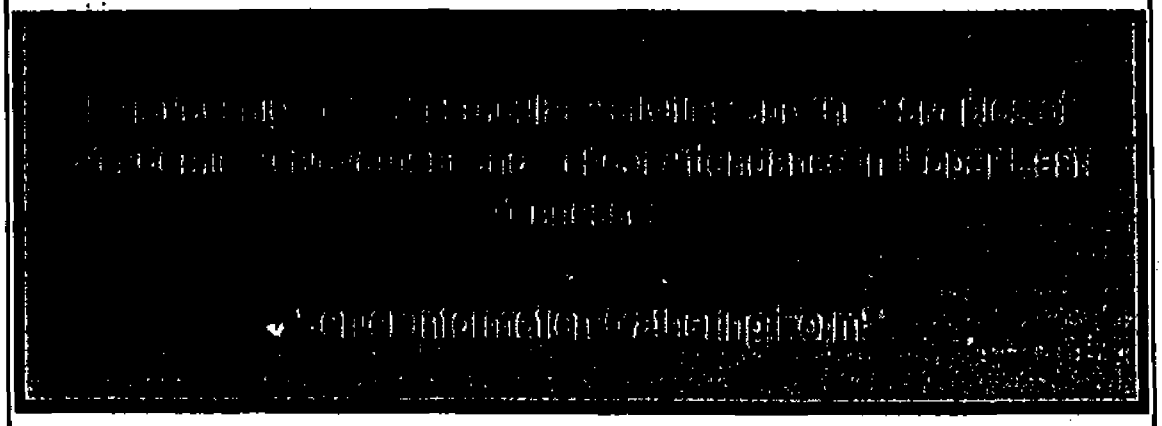
APPENDICES

APPENDIX A

SENIOR INFORMATION GATHERING FORM



THE DATA BELOW WILL BE USED TO CLASSIFY RESPONSES BY AGGREGATE DEMOGRAPHIC GROUPS

GENDER: Male _____

Female _____

RACE: White _____ Hispanic _____

Black _____ Other _____

ESTIMATED FAMILY INCOME: Place a check in the blank next to the range of family income that most accurately represents your family.

_____ Less than $10,000	_____ $10,001 to $20,000	_____ $20,001 to $30,000
_____ $30,001 to $40,000	_____ $40,001 to $50,000	_____ $50,001 to $60,000
_____ $60,001 to $70,000	_____ $70,001 to $80,000	_____ $80,001 to $90,000
_____ $90,001 to $100,000	_____ More than $100,000	

Please provide the needed information by filling in the blanks with the answers that best reflect your attendance, grade point average, and the activities, including employment, in which you have participated during your senior year. You are also asked to fill in the average time spent each week in each of your activities and the time frame in which you participation takes place (For this portion, please mark the time frame that the majority of your time of participation takes place, and mark only one time frame choice for each activity). Do not include regular class time. There is space at the end of this instrument for you to provide information for activities which have not been listed.

Do not respond for any activities in which you have not participated.

1. Estimated number of days absent during this school year: _____

2. Cumulative High School Grade Point Average (based on a scale of 0-4): _____

Key for Time Frame of Participation:

SH - During School Hours
AS - After School Hours
WE - Weekend Hours

Activity	Hrs / Week	Time Frame of Participation
3. Employment	____	SH AS WE
4. Student Council	____	SH AS WE
5. Drama Club	____	SH AS WE
6. Debate Club	____	SH AS WE
7. Latin Club	____	SH AS WE
8. Gymnastics	____	SH AS WE
9. Volleyball	____	SH AS WE
10. Spanish Club	____	SH AS WE
11. Fellowship of Christian Athletes	____	SH AS WE

Key for Time Frame of Participation:

SH - During School Hours
AS - After School Hours
WE - Weekend Hours

Activity	Hours/Week	Time Frame of Participation
12. Distributive Education Clubs of America (DECA)	____	SH AS WE
13. Yearbook Staff	____	SH AS WE
14. Newspaper Staff	____	SH AS WE
15. Football	____	SH AS WE
16. Cross Country	____	SH AS WE
17. Track	____	SH AS WE
18. Tennis	____	SH AS WE
19. German Club	____	SH AS WE
20. Basketball	____	SH AS WE
21. Softball	____	SH AS WE
22. Golf	____	SH AS WE
23. Baseball	____	SH AS WE
24. Wrestling	____	SH AS WE
25. Cheerleading	____	SH AS WE
26. Music Club	____	SH AS WE
27. Band	____	SH AS WE
28. Swimming	____	SH AS WE
29. French Club	____	SH AS WE

Key for Time Frame of Participation:

SH - During School Hours
AS - After School Hours
WE - Weekend Hours

Activity	Hrs / Week	Time Frame of Participation
30. Art Club	_____	SH AS WE
31. Business Club	_____	SH AS WE
32. Future Farmers of America	_____	SH AS WE
33. Future Homemakers of America	_____	SH AS WE
34. Vocational Industrial Clubs of America (VICA)	_____	SH AS WE
35. Students Taking A Right Stand	_____	SH AS WE
36. Leo Club	_____	SH AS WE
37. Interact Club	_____	SH AS WE
38. Key Club	_____	SH AS WE
39. Forensics Club	_____	SH AS WE

Use the spaces provided below to provide information concerning activities not listed above. This may include any activity you are involved in at the present time.

Activity	Hrs / Week	Time Frame of Participation
40. _____	_____	SH AS WE
41. _____	_____	SH AS WE
42. _____	_____	SH AS WE
43. _____	_____	SH AS WE
44. _____	_____	SH AS WE

APPENDIX B

SUPERINTENDENT CORRESPONDENCE

Lyle C. Aikhie

450 Potter Creek Lane
Mohawk, TN 37810
235-2496 (H) 581-1600 (W)

February 7, 1994

FIELD{Name}
FIELD{address1}
FIELD{address2}
FIELD{address3}

Dear FIELD{greeting}:

I am a doctoral student in the Educational Leadership and Policy Analysis Department in the College of Education at East Tennessee State University. I am in the process of preparing to collect the necessary data in order to complete a dissertation to meet the requirements for graduation. The study I am preparing to undertake involves an analysis of the relationship of extracurricular activities with school attendance, school size, socioeconomic status, number of activities involved in, time of day participation takes place, academic achievement, gender, type of activity, and the amount of time spent on activities. The population for this study is the graduating classes of the high schools that are members of the First Tennessee Development District. A sample from the graduating class of each high school will be taken and a survey instrument will be used to gather the needed information.

I am requesting permission to use a sample of the graduating class in the high school(s) in your school system. The sample size will vary according to the percentage of the entire population each school represents. However, no school will be asked to survey more than 20 students from the graduating class. The survey will take approximately ten (10) minutes to complete and will be administered by a member of the guidance department of each school. After receiving your permission to include your system in the study, I will be contacting the principals of each school involved to get their approval. After that, contact will be made with guidance personnel at the schools to enlist their help.

I would like very much to be able to include your school system in the study. I hope to be able to include every school system in the First Tennessee Development District. I am also willing to supply a summary of the findings of the study if you would like one. I have provided an enclosed form for you to complete that will give your approval to include the students in your school system. I have also provided a space to mark if you want to be provided a summary of findings when the study is complete. Please complete the form and return it in the enclosed stamped, self-addressed envelope.

I want to thank you in advance for your cooperation.

Sincerely,

FIELD{signature}

Superintendent's Permission Form

_____ I give permission to Lyle C. Ailshie to include students from our school system in the study on extracurricular activities. I acknowledge this study is being done to fulfill the requirements of a doctoral dissertation at East Tennessee State University.

_____ I do not wish for our school system to be included as part of this study.

_____ I wish to receive a summary of findings from this study after its completion.

_____

Name of School System

_____

Superintendent's Signature

*Please place this form in the enclosed stamped, self-addressed envelope and mail.

Lyle C. Aikhie

450 Potter Creek Lane
Mohawk, TN 37810
235-2496 (H) 581-1600 (W)

April 8, 1994

[Name]
[address1]
[address2]
[address3]

Dear [greeting]:

Recently, I sent you a letter requesting permission to survey the graduating seniors in your school system. As a fellow administrator currently serving as Assistant Principal at Morristown West High School, I realize how busy it is this time of year, and thought perhaps my letter could have gotten misplaced. For this reason, I am sending you a second letter asking once again to be able use these students in my doctoral research. I am a student in the Educational Leadership and Policy Analysis Department in the College of Education at East Tennessee State University. I am in the process of preparing to collect the necessary data in order to complete a dissertation to meet the requirements for graduation. The study I am preparing to undertake involves an analysis of the relationship of extracurricular activities including student employment with school attendance, school size, socioeconomic status, number of activities involved in, number of years of participation, time of day participation takes place, academic achievement, gender, type of activity, and the amount of time spent on activities. The population for this study is the graduating classes of the high schools that are members of the First Tennessee Development District. A sample from the graduating classes of certain of these high schools will be taken and a survey instrument will be used to gather the needed information. Schools from each of three school size divisions set up by TSSAA in basketball wil be selected by random sample based upon the percentage of students in each division.

I am requesting permission to use a sample of the graduating class in the high school(s) in your school system. The survey will take approximately ten (10) minutes to complete and will be administered by a faculty member chosen by the principal of the school. In most instances, this can be done easiest through senior English classes. Student participation is entirely voluntary. After receiving your permission to include your system in the study, I will be contacting the principals of each school involved to get their approval.

I would like very much to be able to include your school system in the study. I am also willing to supply a summary of the findings of the study if you would like one. I have provided an enclosed form for you to complete that will give your approval to include the students in your school system. I have also provided a space to mark if you want to be provided a summary of findings when the study is complete. Please complete the form and return it in the enclosed stamped, self-addressed envelope.

I want to thank you in advance for your cooperation.

Sincerely,

[signature]

Superintendent's Permission Form

_____ I give permission to Lyle C. Ailshie to include students from our school system in the study on extracurricular activities. I acknowledge this study is being done to fulfill the requirements of a doctoral dissertation at East Tennessee State University.

_____ I do not wish for our school system to be included as part of this study.

_____ I wish to receive a summary of findings from this study after its completion.

_____
Name of School System

_____
Superintendent's Signature

*Please place this form in the enclosed stamped, self-addressed envelope and mail.

Lyle C. Ailshie
450 Potter Creek Lane
Mohawk, TN 37810
(615) 235-2496

January 9, 1995

FIELD(Name)
FIELD(address1)
FIELD(address2)
FIELD(address3)

Dear FIELD(greeting):

I am a fellow educator currently serving as Assistant Principal at Morristown-Hamblen High School West in the Hamblen County School System. During the 1993-94 school year, I contacted you by letter concerning my doctoral research study at East Tennessee State University. I am writing you again to inform you that the time has arrived for this project to take place. The administering of the survey instrument will take place at the beginning of February 1995. The timing is important since some of the information asked for on the survey will have been provided to students at the end of the first semester.

As previously stated, the study will determine whether or not a relationship exists between grade point average and school attendance, and the variable of participation in extracurricular activities. An examination will also take place to see if the relationship varies when controlling for socioeconomic status, school size, gender, type of activity, amount of time spent in activities, and the time frame of the participation. The population of the study is the 1994-95 graduating class from the high schools in the First Tennessee Development District. A total of fourteen (14) schools will be randomly selected. One or more of the schools in your school district may be selected. The sample size from each school will be based on the school's size classification. The sample sizes will range from 19 students to 62 students depending upon the size of the school This study has been approved by a doctoral committee from the College of Education chaired by Dr. Robert McElrath. It has also been approved by the Institutional Review Board chaired by Dr. David N. Walters. The project #94-196e should be used to direct any questions to the Institutional Review Board at (615) 929-6134. I want to assure you that student participation in entirely voluntary and anonymous.

If your previous response concerning the implementation of this study in your school district was positive, you need not respond again. I have provided an enclosed form for you to complete if you responded negatively or not at all to my prior request. This will give permission to survey students in your school system. Please complete the form and return it in the enclosed stamped, self-addressed envelope.

I will contact the principal of each selected school to gain their approval. After that, contact will be made with guidance personnel to enlist their help. I would like very much to be able to include your school district in my study. With proper participation, the findings of the project can be generalized to the entire First Tennessee Development District. I will provide a summary of the findings if you wish.

Thank you for your time.

Sincerely,

[FIELD](signature)

_____ I give permission to Lyle C. Ailshie to include students from our school system in the study on extracurricular activities. I acknowledge this study is being done to fulfill the requirements of a doctoral dissertation at East Tennessee State University.

_____ I do not wish for our school system to be included as part of this study.

_____ I wish to receive a summary of findings from this study after its completion.

_____

Name of School System

_____

Superintendent's Signature

*Please place this form in the enclosed stamped, self-addressed envelope and mail.

APPENDIX C

PRINCIPAL CORRESPONDENCE

Lyle C. Ailshie
450 Potter Creek Lane
Mohawk, TN 37810
(615) 235-2496

January 18, 1995

FIELD{Administrator}
FIELD{address1}
FIELD{address2}
FIELD{address3}

Dear FIELD{greeting}:

I want to thank you for granting permission to use a sample of your students in my research study. I also want to thank you for your offer of help. Enclosed are the survey forms. The following are directions for administering the survey:

> The number of surveys to be administered at your school is FIELD{sample}. In order to determine the specific students to be selected, divide the sample size into the total number of seniors in your school. Using an alphabetized list of the seniors, count down the number you derived above. Select this student. Count down this many again, and select that student. Continue this process until the sample size is reached. The selected seniors are the students who should complete the survey form. If any students are absent or do not wish to participate, the same process should be used beginning at the second student from the top of the list.

After the survey forms have been completed, please use the enclosed addressed, stamped envelope to return them to me.

Thank you again for allowing me to use the students in your school. This will greatly enhance my study. I also thank you for coordinating the information gathering process.

Sincerely,

FIELD{Signature}

APPENDIX D

PRE-STUDY VALIDATION INSTRUMENT

TO: Selected West High Seniors

FROM: Lyle C. Ailshie
Assistant Principal

SUBJECT: Doctoral Research

As most of you probably know, I am pursuing a Doctor's Degree in Educational Administration. I have completed all requirements except the dissertation (research project). I am at a point that I need your help.

I will be gathering information from next year's seniors in some of the East Tennessee High Schools. I need each selected student's Grade Point Average for the preceding semester (the semester most recently completed) and the number of days missed during the school year. This information can be gotten in several ways. I have narrowed my choices down to two ways to get both of these types.

I would like for you to as accurately as possible answer the following four questions. I will use your answers to these questions to help determine which way to proceed with my data collection.

Again, please answer each question as accurately as possible.

1. Give your best estimate of the number of days you have missed during the current school year.

_____

2. Circle the answer that would accurately describe the number of days of school you have missed during the current school year.

(a) 0-5 (b) 6-10 (c) 11-15 (d) 16-20 (e) more than 20.

3. Give your best estimate of your Grade Point Average for the most recently completed semester.

_____

4. Circle the answer that would accurately describe your Grade Point Average for the most recently completed semester.

(a) less than 1.000 (b) 1.000 - 1.500 (c) 1.501 - 2.000 (d) 2.001 - 2.500 (e) 2.501 - 3.000 (f) 3.001 - 3.500 (g) 5.501 - 4.000

PLEASE PRINT YOUR NAME HERE: _____

I want to thank you very much for answering these questions. Your help will prove very valuable to my research. I also wish you the best of luck in the future after your upcoming graduation.

APPENDIX E

QUESTIONNAIRE DEVELOPMENT FOCUS GROUP INSTRUMENT

Relationship of Extracurricular Activities and the Variables of Academic Achievement and School Attendance in Upper East Tennessee

Senior Information Gathering Form

DATE: _____

SCHOOL: _____

THE DATA BELOW WILL BE USED TO CLASSIFY RESPONSES BY AGGREGATE DEMOGRAPHIC GROUPS

GENDER: **Male** _____

Female _____

RACE: **White** _____ **Hispanic** _____

Black _____ **Other** _____

ESTIMATED FAMILY INCOME: Place a check in the blank next to the range of family income that most accurately represents your family.

_____ Less than $10,000

_____ $10,001 to $20,000

_____ $20,001 to $30,000

_____ $30,001 to $40,000

_____ $40,001 to $50,000

_____ $50,001 to $60,000

_____ $60,001 to $70,000

_____ More than $70,000

Please provide the needed information by filling in the blanks with the answers that best reflect your attendance, grade point average, and the activities, including employment, in which you have participated during your senior year. You are also asked to fill in the average time spent each week in each of your activities and the time frame in which you participation takes place (For this portion, please mark the time frame that the majority of your time of participation takes place, and mark only one time frame choice for each activity). Do not include regular class time. There is space at the end of this instrument for you to provide information for activities which have not been listed.

Do not respond for any activities in which you have not participated.

1. Estimated number of days absent during this school year: _____

2. Cumulative High School Grade Point Average (based on a scale of 0-4): _____

Key for Time Frame of Participation:

SH - During School Hours
AS - After School Hours
WE - Weekend Hours

Activity	Hrs / Week	Time Frame of Participation
3. Employment	____	SH AS WE
4. Student Council	____	SH AS WE
5. Drama Club	____	SH AS WE
6. Debate Club	____	SH AS WE
7. Latin Club	____	SH AS WE
8. Gymnastics	____	SH AS WE
9. Volleyball	____	SH AS WE
10. Spanish Club	____	SH AS WE
11. Fellowship of Christian Athletes	____	SH AS WE

Key for Time Frame of Participation:

SH - During School Hours
AS - After School Hours
WE - Weekend Hours

Activity	Hrs / Week	Time Frame of Participation
12. DECA	____	SH AS WE
13. Yearbook Staff	____	SH AS WE
14. Newspaper Staff	____	SH AS WE
15. Football	____	SH AS WE
16. Cross Country	____	SH AS WE
17. Track	____	SH AS WE
18. Tennis	____	SH AS WE
19. German Club	____	SH AS WE
20. Basketball	____	SH AS WE
21. Softball	____	SH AS WE
22. Golf	____	SH AS WE
23. Baseball	____	SH AS WE
24. Wrestling	____	SH AS WE
25. Cheerleading	____	SH AS WE
26. Music Club	____	SH AS WE
27. Band	____	SH AS WE
28. Swimming	____	SH AS WE
29. French Club	____	SH AS WE

Key for Time Frame of Participation:

SH - During School Hours
AS - After School Hours
WE - Weekend Hours

Activity	Hrs / Week	Time Frame of Participation
30. Art Club	____	SH AS WE
31. Business Club	____	SH AS WE
32. Future Farmers of America	____	SH AS WE
33. Future Homemakers of America	____	SH AS WE
34. Vocational Industrial Clubs of America (VICA)	____	SH AS WE
35. Students Taking A Right Stand	____	SH AS WE
36. Leo Club	____	SH AS WE
37. Interact Club	____	SH AS WE
38. Key Club	____	SH AS WE
39. Forensics Club	____	SH AS WE

Use the spaces provided below to provide information concerning activities not listed above. This may include any activity you are involved in at the present time.

Activity	Hrs / Week	Time Frame of Participation
40. _____	____	SH AS WE
41. _____	____	SH AS WE
42. _____	____	SH AS WE
43. _____	____	SH AS WE
44. _____	____	SH AS WE

VITA

LYLE CONWAY AILSHIE

Personal Data: Date of Birth: May 5, 1959
Place of Birth: Greeneville, Tennessee
Marital Status: Married

Education:
Pee Dee Academy, Mullins, South Carolina
East Tennessee State University, Johnson City, Tennessee; elementary education, M.A.T., 1984
East Tennessee State University, Johnson City, Tennessee; supervision and administration, Ed.D., 1996.

Professional Experience:
Teacher, Pee Dee Academy, Mullins, South Carolina, 1982-1983
Teacher, Mosheim Elementary School, Mosheim, Tennessee, 1983-1984
Teacher, Bulls Gap School, Bulls Gap, Tennessee, 1984-1988
Principal, Bulls Gap School, Bulls Gap, Tennessee, 1988-1993
Assistant Principal, Morristown-Hamblen High School West, 1993-1995
Assistant Superintendent, Greeneville City Schools, Greeneville, Tennessee, 1995

Honors and Awards:
Bell South Exemplary Superintendents' Training Participant

Professional Memberships:
Association for Supervision and Curriculum Development
Phi Delta Kappa