

УДК 159.92, 37.03

Participation in Extracurricular Activities and Development of Personal and Interpersonal Skills in Adolescents

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Received 13.06.2015, received in revised form 15.07.2015, accepted 25.09.2015

In this study, we analyze self-reported development experience of adolescents involved in various extracurricular activities. We surveyed a large number of students (9th grade) across several regions of the Russian Federation: St. Petersburg and the Leningrad region, Tomsk and Tomsk region, and Pskov. The total number of respondents was 3367. The self-assessment of skills and competencies we used a recently developed YES instrument (Hansen, Larson, 2005). We surveyed the students involved into a range of organized, adult-led extracurricular activities (in hobby groups, sports teams and clubs), and analyzed the obtained data using the method of multiple regression. We have established a connection between specific types of activities and the development of specific personal and interpersonal skills: adolescents involved in individual sports and martial arts believe that these activities help them to develop time management skills and goal setting; development of teamwork skills occurs for any sports and performing activities (dance, theater, etc.); these occupations also help them to acquire the social capital. Individual sports and martial arts offer the most favorable setting for development of most of skills and competencies. At the same time, any types of activities (participation in various sports, fine arts, or academic clubs) assist the youth in building their identities. While all types of extracurricular activities have a positive impact on the development of personality and interpersonal skills, each type of activity can be characterized by its own unique profile.

Keywords: personal development, social skills, adolescents; extracurricular education, extracurricular activities, socialization of students.

The study was implemented in the framework of the Basic Research Program at the Higher School of Economics in 2012-2013 and RGNF grant 14-03-18029.

DOI: 10.17516/1997-1370-2015-8-11-2408-2420.

Research area: pedagogy.

Introduction

Extracurricular activities play an important role in socialization of children and adolescents, and offer a powerful resource for personal development and acquiring social competencies.

According to Bronfenbrenner's ecological systems theory, children live in various contexts that have different effects on their development. Groups, clubs and team activities create a mesosystem of the local communication environment, along with

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the school (Bronfenbrenner, 1979). The structured extracurricular activities, in which adolescents are actively involved, provide a favorable context for their psychological growth and development (Eccles et al., 2003; Mahoney et al., 2005; Bonherth et al., 2010; Eccles & Roeser, 2011). Influence of extracurricular activities on the development of children and adolescents has been extensively studied by social teachers, sociologists and psychologists, such as Jacquelynne Eccles, Bonnie Barber, Reed Larson, Joseph L. Mahoney, Jennifer L. Matjasko, among others. A well known childhood sociologist Annette Lareau also made a significant contribution to this theory. Despite the importance of the problem, currently there's almost no studies of extracurricular activities in Russia.

In the modern Russian society, a large share of adolescents are involved in extracurricular activities. The tradition to be involved in groups, teams and clubs has persisted from the Soviet era, along with the established infrastructure represented by Palaces of the Pioneers, culture and recreation centers, sports clubs, musical and art schools. According to a recent study, 80 to 94 % of students (depending on the type of settlement) have attended one of such groups or clubs during their school years (Ivaniushina, Alexandrov, 2014). In this, Russia is not an exception: extracurricular activities of adolescents are typical for many countries. Thus, according to Mahoney and Stattin (2000), about 75 % of Sweden 14 years old students are involved in some kind of extracurricular activities. In Australia, up to 91 % of 12 to 16 years old students are involved into such activities (Blomfield, Barber, 2009). Extracurricular activities, especially structured activities, create a specific environment for socialization of students, and an environment for acquisition of various social skills that may not always be developed during school education (Feldman, Matjasko, 2005).

There is no doubt that extracurricular activities play a crucial role in the process of socialization of children, and contribute to development of their personal and social competencies, which are necessary for entering into adulthood. American psychologists David M. Hansen and Reed Larson have examined what activities, exactly, contribute to development of certain competencies and skills. They developed a tool for measuring a number of personal competencies and social skills in adolescents based on their self-assessment (Hansen & Larson, 2005). This tool (YES) has been used to study school extracurricular activities in various countries (Hansen et al., 2003; Larson et al., 2006; Hansen et al., 2010; Blomfield & Barber, 2011); however there have not been similar studies in Russia. In this study, we have adapted the YES tool to the Russian environment in order to examine how the Russian adolescents assess their experience of participation in various extracurricular activities.

The impact of extracurricular activities on behavior

Extracurricular activities are an important part of everyday life of children and adolescents and affect various aspects of their life, from from academic achievement to manifestations of deviant behavior. Researchers distinguish organized and unstructured extracurricular activities (Lareau & Weininger, 2008). Organized activities include all types of activities that take place on schedule, under the guidance of experienced adults. Typically, such activities are aimed at development some specific skills or abilities. They include various clubs, teams, art and sports schools. Unstructured activities have no schedule, no leader, no well-defined group of participants: children get together to play football, roller skate, or just kill the time. In this

paper we shall examine organized extracurricular activities.

Participation in extracurricular activities is very important for personal development in teenagers: they get an opportunity to try out different sports, creative or intellectual pursuits. A variety of activities and an option to combine or change them in different ways creates some kind of “testing grounds”, which offers children and adolescents a wide range of opportunities for developing various aspects of their personality. Extracurricular activities contribute to their identity formation, and offer a base for creating strong connections between the adolescents sharing the same system of values (Barber et al., 2005).

Sociologists of education believe that participation of adolescents in organized activities is connected to a general positive trend in their development, regardless of the activity type (Eccles & Barber, 1999; Eccles et al., 2003). It has been shown that participation in school teams and clubs is positively associated with active involvement of adolescents in the school life; it also increases a chance to finish school on time; at the same time a chance of their being involved in negative activities is decreased (Eccles & Templeton, 2002; Fredricks & Eccles, 2005). Due to the fact that adolescents involved in extracurricular activities share the same norms and values that accepted in the society, they are less likely to manifest deviant behavior and better protected from the influence of delinquent environment (Barber et al., 2010). Participation in organized leisure activities is associated with low levels of antisocial behavior; on the contrary, participation in unstructured types of activities (gangs and similar groups) is often associated with high levels of deviant and destructive behavior (Mahoney & Stattin, 2000). The fact of participation in a structured activity (team or club) is less important than intensity of such activity: in

a longitude project of Canadian researchers, they have demonstrated that a higher involvement of adolescents in extracurricular activities in grades from 7 to 10 is associated with higher academic performance and level of civic awareness in the 11th grade (Denault & Poulin, 2008, 2009).

Extracurricular activities have also attracted researchers and teachers in connection with manifestations of deviant behavior in adolescents. In this area, results were not as clear. In some studies it has been shown that participation in an organized activity, especially sports, reduces the tendency to deviant behavior, because students respect their coaches and listen to them (Thornberry et al., 1991); in addition, adolescents that are actively involved into extracurricular activities don't have much spare time that might be used for destructive activities (Agnew & Petersen, 1989). However, results of other studies have shown that certain sports create a specific area of activity, which may place adolescents in a group of risk. Adolescents involved in individual sports had more bad habits than those involved in team sports (Agans & Geldhof, 2012). In another study it was shown that the levels of delinquency, drug usage, and truancy were higher in adolescents involved in certain kind of sports than in adolescents involved other kinds of extracurricular activities (academic clubs, performing arts, etc.), or in those not involved at all (Metzger et al., 2009).

Different types of extracurricular activities and personality development

There are many studies on the role of extracurricular activities in identity formation in children and adolescents, and their effect on development of individual and social competencies that are necessary for entry into adulthood.

At early stages of child development of the child their understanding of cultural values

and ethical standards comes from their family; however, as the child grows, the environment outside of the family starts playing a greater role. In the kindergarten, at school, and in a sports club, adolescents are surrounded by peers and adults. At all stages of life children are sensitive to its environment; they live through different social roles and learn to communicate, to build up their own identities, and to make their own choices.

Extracurricular activities offer a rich medium for development of social skills. The school is compulsory for everyone, however the adolescents can choose their extracurricular activities based on their personal preferences, and that makes a vital difference. There, adolescents are among peers who share their interests, they interact with mentors and coaches who develop their internal capacity; there they build up new types of relationships, which differ from their relationships with schoolteachers (Barber et al., 2010).

The range of possible extracurricular activities is very wide, and therefore we cannot expect that these different types of activity will affect the development of personality and interpersonal abilities in the same way. A large number of studies has been devoted to effects of specific activities or their combination.

Participation in sports has a significant impact on social life of adolescents: they help to establish social interactions between students from different schools, and form a sphere of motivated, responsible peers (Broh, 2002). In addition, sports activities promote the development of communication skills aimed at peers and adults (coaches and teachers), which also helps to lower the communication barriers outside of the school and sports clubs (Howie et al., 2010; Holt et al., 2011). Involvement in extracurricular organized sports activities helps the adolescents to cope with their feeling of social anxiety (Findlay & Coplan, 2008). A meta-analysis of articles

describing the effects of extracurricular sports activities shows that the increased self-esteem and an overall improvement in mental health are the most frequently mentioned positive effects (Eime et al., 2013).

In addition to sports, researchers have studied the effects of the performing arts (dance, theater, music). Adolescents involved in these types of activities have mentioned about positive and negative emotions, noted their increased ability to concentrate and cope with difficulties (Traves et al., 2012).

To sum it up, the accumulated evidence shows that the development of certain competencies and social skills in adolescents depends on the specific type of extracurricular activities, on content of these activities, on the nature of the interaction with peers involved in the same activities, and on the characteristics of adults who organize this activities.

The YES tool, its development and application

One of the methods for studying the formation of competencies and skills in adolescents is a special survey tool developed by David Hansen and Reed Larson for their Youth Experience Survey (YES). Their goal was to estimate the impact of specific kinds of extracurricular activities on identity formation and development of social skills in adolescents based on their self-assessment (Hansen et al., 2003; Hansen & Larson, 2005).

We shall look into the development of the YES tool in more detail. Based on the literature analysis, the researched have identified six key areas where extracurricular activities affect personal development and interpersonal skills: basic skills (goal setting, time management); identity work; initiative; teamwork and social skills; emotional regulation; and growth of the social capital. After that, 10 focus groups were

conducted with the youths involved in different types of extracurricular activities (sports, fine arts, faith-based, service), where researchers recorded the students' answers about their experience gained during these activities.

As a result, the following constructs were formulated: 1) identity forming (ambitions, interests and beliefs related to their self-perception in the society), 2) initiative (the ability to self-motivation, planning, and commitment), 3) emotional regulation, 4) team work and social skills (group work with peers to achieve common goals, mutual assistance and leadership), 5) successful interpersonal relationships (relationships within the group of peers, learning prosocial norms, social capital). For each of the constructs, they formulated a series of questions that were refined later in pilot surveys.

It should be emphasized that the survey method used in this study is not aimed at finding out what the adolescent has actually learned during these activities but on their *self-assessment* of the obtained experience. It is well known that surveys based on self-assessment can contain factual errors and inaccuracies: respondents may not accurately remember the events that happened a long time ago, or their answers may be biased due to emotions or social desirability factors (Schwarz, 1999). However, due to the fact that adolescents are active participants and conscious consumers of services offered by the extracurricular education, their self-assessment reports provide valuable information about the processes of identity formation. The YES Tool has been successfully used in studies of the experiences of the US students (Larson et al., 2006; Hansen et al., 2010; Wilson et al., 2010). The researchers came to a conclusion that children estimate differently the impact of various activities on the development of specific skills: students of music and fine arts schools more often talk about their search for identity; sports activities

contribute more to development of goal setting skills and teamwork; adolescents that are actively involved and faith-based and service activities more often talked about emotional regulation and interpersonal development. It would be interesting to compare the results obtained from studies on the US students, with the results of our studies of the Russian adolescents.

The objectives and hypotheses of the study

The goal of this study is to examine how the Russian adolescents assess the impact of extracurricular activities on the development of certain competencies and skills. We set the following objectives: 1) to determine the differences in the development of personality characteristics and social competencies depending on the type of extracurricular activities; 2) to assess the impact of extracurricular activities on the formation of social capital. In accordance with these objectives, we have formulated the following hypotheses:

1. Time management skills should develop during extracurricular activities that take up much time (sport activities, music school).
2. Since sports activities are generally aimed at achieving certain results, they should improve abilities for goal setting.
3. Group-based extracurricular activities should contribute to the development of teamwork skills.
4. Music schools, fine arts schools, dance and theater activities should contribute to the formation of identity (search for identity).
5. Social capital should develop in the extracurricular activities that require constant interactions between the participants.

Methods and data

Participants of the study. Our study was conducted on 3367 students of the 9th grade

(average age of 15 years) from three regions of Russia (St. Petersburg and the Leningrad region, Pskov region, Tomsk region); we surveyed students from different types of settlements: metropolitan city (St. Petersburg), medium-sized cities, small towns and villages. In medium-sized cities and metropolitan areas we applied random selection to the schools to survey; in small towns and villages, we involved all schools of the settlement. All students of the 9th grade who were present at the time of the survey were asked to fill in our questionnaire. Some of the questionnaire items were aimed at clarifying the extracurricular activities of the adolescents: what clubs and groups they attended starting from the 1st grade, where the classes were held, how often they attended the classes, etc. Students were offered a list of 45 types of activities, which they could mark, or add their own. For further analysis, we grouped these types of activities in broader categories: team sports, individual sports, martial arts, swimming (pool), performing arts (dance, theater, other arts, and scientific or vocational clubs.

Variables

1. Measuring competencies. For self-assessment of personal and interpersonal competencies and skills of adolescents we used the YES tool (Hansen & Larson, 2005) translated

into Russian. Since we could not include the full text of the tool YES into our questionnaire, we focused on five main constructs: time management skills, goal setting, teamwork, identity work, and social capital. Scales for measurement of each construct were based on 3 to 6 statements, and the responses were rated on a 4-point Likert-type scale. Table 1 lists the scale names, sample statements for every scale, and the consistency values (Cronbach's alpha) for our sample. These values confirm that our scales have good psychometric properties. The students were asked to choose from their extracurricular activities just one of them (current or from the past), which they perceived as the most important, and answer: what have they learned from that activity and classes? What kind of experience have they acquired? For this, the students were asked to assess the level of their agreement with a number of statements (see Table 1).

2. Categories of extracurricular activities. Our classification of extracurricular activities has been developed based on the open answers from the students. During development of our classification we based both on the published data (Agans et al., 2012; Blomfield & Barber, 2009; Hansen et al., 2010), and on our own interviews with students. We have divided sports activities into 4 categories; arts activities into 2 categories; and vocational clubs were assigned to the last

Table 1. Scales for assessing personal and interpersonal skills and competencies

Scale	Number of items	Sample item	Cronbach's alpha
Time management	3	Learned to identify my priorities	0.72
Goal setting	3	Learned to take into account possible obstacles on my way to the goal	0.80
Teamwork	2	Learned that I can work together with a person even if I don't like them	0.60
Identity work	5	This activity helped me to understand who I am	0.78
Social capital	6	Learned to see that I have a lot in common with people who are different from me	0.79

category. Swimming (pool) has been assigned to a separate category on its own, because for many adolescents this activity is recreational and health-improving, and lacks the competitive spirit typical for other sports. For each category of activities we constructed a dummy variable used for the purpose of regression analysis; the swimming (pool) was selected as the basis category in all models. Table 2 shows the distribution of respondents by their categories of activities.

3. *Control variables.* The questionnaire also included a set of socio-demographic questions, from which we constructed our control variables. We needed to include these control variables due to the fact that they may have an independent impact on formation of personal and interpersonal skills. For control variables, we used the student's gender, their average grade points, socio-economic status of their family, and the type of their school (secondary school/high school or senior high school/vocational school).

Analysis method. We applied a multiple regression analysis, with one of the scales used for measurement personal and interpersonal competencies (Table 1) as a dependent variable, and categories of extracurricular activities (Table 2) as main independent variables. In all regression models, we used the following control variables: gender, average grade points, socio-economic

status of the student's family, their mother's level of education, and school type.

Results

For each of the scales measuring the personal and interpersonal competencies we have built a separate regression model, with categories of extracurricular activities as main independent variables, and individual properties of students and their schools as control variables. Table 3 shows the results of our multiple regression analysis, standardized betas and their significance level. We did not include our control variables into Table 3, even though they were included into analysis, because we didn't examine their impact in this study.

In Model 1 we tested the first hypothesis: time management skills should be better developed during the activities that require more involvement, such as sports and music school. Indeed, Model 1 shows a positive relationship between the dependent variable for time management skills, on the one hand, and involvement in individual sports and martial arts, on the other hand. Adolescents involved in team sports, any kinds of art, and vocational clubs mentioned the development of this skill during their studies less often.

In Model 2 we tested the second hypothesis: the skills of goal setting should develop better

Table 2. Types of extracurricular activities

Activity	Participants (Total N=3367)
Team sports (football, volleyball, basketball, etc.)	459
Individual sports (skiing, skating, tennis, callisthenics, athletics, etc.)	471
Martial arts (boxing, wrestling, wushu, karate, taekwondo, etc.)	297
Swimming (pool)	285
Performance arts (dancing, theatre)	461
Other arts (graphic arts, design, singing, playing musical instruments etc.)	771
Academic and vocational clubs (mathematics, chemistry, journalism, etc.)	623

Table 3. Relationship between competencies and types of extracurricular activities Standardized coefficients β (with confidence level)

	Model 1: Time management	Model 2: Goal setting	Model 3: Teamwork	Model 4: Identity work	Model 5: Social capital
Team sports	0.033 (0.248)	0.051 (0.074)	0.139 (0.000)	0.091 (0.001)	0.107 (0.000)
Individual sports	0.097 (0.001)	0.082 (0.004)	0.104 (0.000)	0.127 (0.000)	0.109 (0.000)
Martial arts	0.084 (0.001)	0.097 (0.000)	0.126 (0.000)	0.141 (0.000)	0.103 (0.000)
Performance arts	0.032 (0.276)	0.034 (0.240)	0.156 (0.000)	0.171 (0.000)	0.124 (0.000)
Other arts	0.007 (0.840)	0.020 (0.554)	0.045 (0.175)	0.140 (0.000)	0.015 (0.644)
Academic and vocational clubs	0.032 (0.276)	0.035 (0.261)	0.033 (0.284)	0.200 (0.000)	0.056 (0.072)
R ²	0.021	0.023	0.032	0.030	0.027
Basic variable for all models: swimming (pool) Control variables included in every model: gender, average academic score, socio-professional status of the family, school type.					

in sports activities that are focused on results. According to our expectations, we have found out that students involved in individual sports and martial arts mentioned that these studies developed their goal setting skills. On the other hand, students involved in team sports, arts activities and vocational clubs did not note this effect.

The third hypothesis on development of the ability to work in a team has been tested in Model 3. In accordance with our hypothesis, team sports and the performing arts (dance, theater) that require working together in a team of peers, have a bigger impact on developing these skills, in the eyes of the students. However, individual sports and martial arts also demonstrated a significant positive relationship with this trait. Apparently, the fact that all these activities are conducted among other peers in clubs and groups, and include shared events (e.g. competitions, field trips, etc.), contribute to

development of the ability to work in a team. In contrast, other fine arts (those that don't involve on-stage performance), research and vocational clubs are perceived by students as strictly individual activity.

In Model 4 we tested the fourth hypothesis: fine arts activities contribute more to identity work than other activities. However, our hypothesis was not confirmed in this case: we have found out that the dependent variable was significantly connected to all categories of activities. This means that any activity, which adolescents perceive as important, is perceived as a way to form their own identity.

Finally, in Model 5 we tested the hypothesis about the relationship between specific activities and the growth of social capital. Students involved in all kinds of sports activities mention about an increase in their social capital, as well as students engaged in performing arts (dance, theater); it is interesting to note that for the

latter students this effect is stronger, as can be seen from comparing the relevant standardized regression coefficients.

Discussion

Extracurricular activities are considered as a way of formation of personal and social qualities in children, and with a good reason. On the one hand, extracurricular education is the environment where adolescents develop their skills among their peers and adults. On the other hand, extracurricular activities help children to try themselves in different areas, which contributes to their further successful personal fulfillment. Our study focused on the process of formation of various personal and social skills as a result of involvement in different kinds of extracurricular activities.

Our results show that the adolescents assessed their extracurricular activities as a rich environment for developing various traits of personality. At that, each kind of activities has its specific pattern: students involved in various kinds of sports, theater and music activities report that these activities have different effects on the development of their competencies and interpersonal skills. In team sports, dance and theater activities the adolescents gain experience in interpersonal skills, and perform tasks that depend on successful coordination between all participants, which in turn promotes better team work skills. Students involved in individual sports and martial arts are constantly aimed at achieving specific results, overcoming difficulties and improving their personal achievement, which promotes goal setting skills. Adolescents involved in individual sports and martial arts have better skills at planning, time management, and setting priorities.

A comparison of cumulative effects of different kind of activities shows that, in the eyes of adolescents, individual sports and martial

arts offer more opportunities for development of various skills. Indeed, these two kind of activities have shown a significantly high relationship with all analyzed parameters. We consider this finding as one of the most important results of our research. Our second important finding is that in all categories of activities all adolescents mentioned that these activities helped them in finding their self-identity, and better understand what they really are. This statement applies to any kinds of extracurricular activities, which adolescents considered personally important, regardless of their actual content (sports, arts, or vocational clubs). This confirms the important role of non-formal education as “testing grounds” where children, adolescents and youth can try themselves in various capacities. In contrast to the school, which is obligatory for everyone, organized groups and clubs allow a wider selection of options, which students can change depending on their preferences, and try themselves in different areas.

This study is the first study of this kind conducted in a population of Russian students. It is interesting to compare our results with the results obtained by American psychologists in their study of the US adolescent students (Larson et al., 2006; Hansen et al., 2010). It should be mentioned that our comparison is limited due to the fact that the American researchers used a different classification of extracurricular activities: in addition to team and individual sports, performing arts and vocational clubs, they also used additional categories of non-profit organizations, faith-based and volunteer activities. Due to cultural differences, such activities, although very common among American adolescents, are almost unknown among their Russian peers. Even though our survey included such questions, only a tiny share of students (0.5 – 0.9 %) mentioned about their participation in such organizations.

Our study has confirmed the finding made by Larson and Hansen, and re-affirmed that team sports and performing arts contribute to the development of teamwork skills, but individual sports activities develop goal-setting skills. In our study, in the eyes of adolescents, an increase in social capital, i.e. establishment of ties and connections with people from the same community and other social strata, occurs during team sports, martial arts, dance and theater activities. In contrast, in the US study an increase in social capital was achieved mostly due to participation in faith-based and service organizations. In the US study, time management skills were better developing due to martial arts activities; in our study, due to individual sport and martial arts activities. The main difference between our results and the results of the American psychologists concerns the identity work. In our work, all adolescents, regardless of their activities, reported that those activities had played a great role in their search for identity, "helped me to understand what I really am." In contrast, the study on the American students has shown that identity work is mostly mentioned by the adolescents involved in service or faith-based organizations; students involved into fine arts and performing arts mention it less often; and students involved into sports activities never mention this aspect in their answers (Larson et al., 2006; Hansen et al., 2010).

Many authors have pointed out that participation in a wide range of extracurricular activities contributes to positive personal

development in children and adolescents, helps to develop their interpersonal skills, and consequently helps them to overcome problems of growing up (Mahoney et al., 2005, Denault and Poulin, 2008, Eccles et al., 2003). Our study contributes to understanding of the potential role of involvement in various kinds of extracurricular activities, and emphasizes the fact that each type of activity has its unique range of effects on the development of adolescents.

In conclusion, we would like to outline possible future developments of our study. Firstly, it would be interesting to examine a connection between intensity of a particular activity and self-assessment of acquired skills, because, as shown in a recent research in Canada, skill formation is affected not just by a specific kind of activity but also by the time and efforts spent on this activity. Secondly, it would be interesting to investigate not only positive experience but also negative obtained experience (Dworkin, Larson, 2006), and its self-assessment by adolescents. Thirdly, further research would help to clarify the mediating role of the individual psychological traits in children and adolescents on the results, which they obtain from their involvement in organized extracurricular activities.

Acknowledgements

We are grateful to our colleagues from the Laboratory of Sociology of Education and Science, and in particular to D. A. Aleksandrov, for their help in organizing this study, data collection, discussion of the results and the constructive criticism.

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Внеурочная деятельность и развитие личностных и межличностных навыков у подростков

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В настоящем исследовании анализируется субъективный опыт развития подростков, вовлеченных в различную внеурочную деятельность. В опросе приняли участие большое количество учеников (9 класс) в нескольких регионах Российской Федерации: г. Санкт-Петербурге и Ленинградской области, г. Томске и Томской области и в г. Пскове. Общее количество респондентов – 3367. Для оценки учащимися своих навыков и компетенций использовался недавно разработанный инструмент YES (Hansen, Larson, 2005). В рамках настоящего исследования проводился опрос школьников, вовлеченных в различные виды внеклассной деятельности, организованной и проводимой взрослыми (группы по интересам, спортивные команды или клубы). Также был проведен анализ полученных данных методом множественной регрессии. Удалось выявить взаимосвязь между отдельными видами деятельности и развитием определенных личностных и межличностных навыков: подростки, занимающиеся индивидуальными видами спорта или боевыми искусствами, считают, что данные виды спорта помогают им в развитии навыков тайм-менеджмента и постановки целей; навыки командной работы развиваются в результате занятий любыми видами спорта или постановочной деятельности (танцы, театр и т.д.); такой род занятий так же позволяет приобрести социальный капитал. Индивидуальные виды спорта и боевые искусства позволяют развивать большинство навыков и компетенций. В то же время любой вид деятельности (любые виды спорта, изобразительное искусство или академические клубы) помогает молодежи работать над своей личностью. Хотя все виды внеурочной деятельности положительно влияют на развитие личности и межличностных навыков, каждый вид деятельности обладает своими собственными уникальными характеристиками.

Ключевые слова: личностный рост, социальные навыки, подростки, внеклассное образование, внеурочная деятельность, социализация школьников.

Исследование проводилось в рамках Программы фундаментальных исследований в Высшей школе экономики в 2012-2013 годах и РГНФ грант 14-03-18029.

Научная специальность: 13.00.00 – педагогические науки.
