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A CASE STUDY OF SIXTH FORM SECONDARY SCHOOL STUDENTS' PERCEPTIONS
ON PARTICIPATION IN SCHOOL-BASED EXTRA-CURRICULAR ACTIVITIES AT A
CO-EDUCATIONAL, GOVERNMENT SECONDARY SCHOOL IN THE VICTORIA
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SECONDARY SCHOOL-BASED EXTRA-CURRICULAR ACTIVITIES

ABSTRACT

This study investigated perceptions of sixth form secondary school students on participation in school-based extra-curricular activities at a co-educational, government at a secondary school in Trinidad and Tobago. It sought to gain a deeper understanding of the types, advantages, challenges and opportunities for improvement of school-based extra-curricular activities. This study employed a qualitative case study approach. Purposive sampling was used to select seven participants - students who both participate and do not participate in these activities and data was collected through face to face interviews. Findings revealed that the students identified several advantages of participation such as skill development and challenges such as time management and finance. A discussion of the findings, with recommendations linked to improving the activities offered by the school, was presented.

Key words: Tracey Georgiana Elcock, Sixth Form Student, Student Perceptions, School-Based Extra-curricular Activities, Case Study

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LIST OF ACRONYMS		
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Chapter One

Introduction

1.1 Background to the Problem

The school's ability to cater to students' educational needs and life skills in the 21st Century occurs within the formal and informal curriculum. "It is expected that through well-defined academic, guidance, and co-curricular activities programmes, the schools will provide students with a variety of experiences which will allow them to make appropriate decisions in their curricular and extra-curricular activities as well as in their personal relationships" (Olibie & Ifeoma, 2015, p. 4850). This is particularly important in today's education system, where students are expected to develop and utilize these skills. These 21st Century skills function as a bridge between what the students learn and application of same in the real world. As Larson and Miller (2011) elucidated,

Though there are multiple ways to view the exact content and definition of 21st century skills, all generally emphasize what students can *do* with knowledge and how they *apply* what they learn in authentic contexts. Their essence involves strong communication and collaboration skills, expertise in technology, innovative and creative thinking skills, and an ability to solve problems (p. 121).

The framework of these skills needed by today's students has been described by Partnership for 21st Century Learning. The students' outcomes include Core Subjects and Themes, Learning and Innovation Skills, Information, Media, and Technology Skills and Life and Career Skills. There is a school of thought that posits that participation in extra-curricular activities can meaningfully contribute to students' required skills development. Olibie and

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Ifeoma (2015) affirmed that contemporary skills can be nurtured inside and outside the formal curriculum “using extra-curricular activities” (p. 4851).

This perceived merit of skills development, through extra-curricular participation, could be linked to noted advantages. “The 21st century has witnessed greater importance being given to extra-curricular activities on the basis that such activities are instrumental for enhancing the creativity, productivity and well-being of students” (Olibie & Ifeoma, 2015, p. 4850). The advantages of school-based extra-curricular activities to adolescent development have been described in previous research in the local context (Worrell, & Bucknavage, 2004) and internationally (AlNifie, 2012; Darling, Caldwell, & Smith, 2005; Feldman & Matjasko, 2005; McNeal, 1999).

Advantages of participation often extend to the wider school community. “The extracurriculum also plays a key role in developing a school’s culture” (McNeal, 1998, p. 184). The support of these activities by the administrator at the school under study is linked to the view that participation can support the formal curriculum. “One of the routes to enriching curriculum is to involve students in real-life creative problem-solving (Piirto, 2011) scenarios through extra-curricular activities” (Olibie & Ifeoma, 2015, p. 4850).

Though its advantages have been described, the impact on adolescents has been given less attention. According to Feldman and Matjasko (2005), “despite the large amount of literature focusing on the contexts of adolescent development, surprisingly little attention has been paid to the role of extra-curricular activities, which are central development settings for adolescents” (p. 161). This is a major

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issue that informed the study. More specifically, understanding what and how these school-based extra-curricular activities can assist students, through the views of the students themselves.

This is not to say that recent research does not present an appropriate platform for this work. As Fischer, Radisch and Schüpbach (2014) described,

Current research often measures participation in extra-curricular activities on a general level without taking dosage or quality into account. Also, there are only a few studies that analyze effects of extra-curricular activities considering interindividual differences in the impact of participation, based for example on student's age or family background (p. 6).

Herein, lay the basis of the research, where a less general and more personalized exploration of school-based extra-curricular activities would be carried out; so as to more effectively cater to the participants' needs, the students. This is even more required now, if students are to be equipped with 21st Century Skills. These skills are crucial as now effective schools "will expect proficiency, fluency, multicultural literacy, and high-quality performance by students in a variety of areas" (Bassett, 2005, p. 77). Some of these skills can be gleaned from participation in school-based extra-curricular activities. This is indeed required as school-based extra-curricular activities have been described as having positive effects on adolescents.

These activities, however, require the input of the stakeholders for whom they were designed, namely the students, for them to be meaningful. Without their input, the activities may not be those that they desire and can affect participation. The issue may also extend beyond the students' control.

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The administration readily admits that some of these clubs are more active than others. The problem may be due as much to student interest, ability or willingness to attend after-school activities as it is teacher availability to supervise these activities (“School, Teachers and Curriculum,” 2006, p. 53).

Therefore, students’ needs can best be determined through interaction with those who actively participate in school-based extra-curricular activities especially as little research has been carried out on the reasons why students initiate and maintain participation in extra-curricular activities (Feldman & Matjasko, 2005, p. 198). In the research, the advantages of participation in the local context are not contested. Rather, an attempt will be made to explore the adolescents’ needs at school, as described by them, and the extent to which their needs are met through their participation in these school-based extra-curricular activities. This is timely as currently little research is available in this area.

1.2 International Context

Extra-curricular activities occur at secondary schools globally. “In many countries, children’s participation in extra-curricular activities is very broad” (Ivaniushina & Aleksandrov, 2015, p. 191). According to Eccles and Barber (1999) and Fredricks (2012), the average number of activities American high school students participate in is between one and three (as cited in Palmer et al., 2017, p. 151). Fischer, Radisch, and Schüpbach (2014) explored international perspectives on extra-curricular activities. Though several schools have been offering extra-curricular studies globally, recorded research is relatively new.

Although the provision of extra-curricular activities at school has a long tradition in some countries, it was only at the beginning of the millennium that the quality of education and extra-curricular activities

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started to receive increased attention in educational policy and practice in Europe...In Switzerland there have been similar changes to the school system over the past decade whereas in the United States of America this development began in the 1990s (Fischer, Radisch, & Schüpbach, 2014, p. 5).

Today “in Sweden, about 75 percent of pupils aged fourteen are involved in structured extra-curricular activities; in Australia the participation rate among schoolchildren aged twelve to sixteen is 91 percent” (Ivaniushina & Aleksandrov, 2015, p. 191). “More than 50% of German schools are all-day schools...all of these schools provide extra-curricular activities. These activities are comparable to after-school programs in the United States” (Fischer & Theis, 2014, p. 1788).

It goes without saying, then, that participation in extra-curricular activities is supported in American schools. “Students attending public school across the U.S. participate in a wide variety of extra-curricular activities: interscholastic and intramural athletic programs; service and school government clubs; music, art, and drama organizations; and academic and vocational clubs. These activities are usually conducted outside the normal school day. The activities are voluntary and students do not receive grades for their participation” (Griffin, 2007, p. 16). The United States have also identified the benefits of school-based extra-curricular activities. “Selected studies have shown that school-based programs of various types improve academic achievement, increase the amount of time spent on academic activities, help children adjust to school and learn new skills, prevent high-risk behaviours, and promote healthy youth development” (Dryfoos, 1999, p. 121).

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In the Soviet Union, a system of extra-curricular activities including infrastructure was developed, was mostly free and is still widespread. However, data for modern Russia are limited in relation to extra-curricular activities' enrolment and geographical location and socioeconomic status (Ivaniushina & Aleksandrov, 2015, p. 192). The literature pointed to a situation where Western countries had greater opportunities for participation than eastern countries. "An example of the latter is Finland, where schools have organized extra-curricular activities (e.g., school clubs run by teachers) only occasionally" (Metsäpelto & Pulkkinen, 2012, pp, 167-168).

1.3 Regional Context

In the Caribbean, research in the role of extra-curricular activities can support a view of its utility to students. According to Blum, Halcon, Beuhring, Pate, Campell-Forrester and Venema (2003), as cited in Mello and Worrell (2008), "in a representative sample of Caribbean youth, researchers observed that participation in extra-curricular activities reduced engagement in risky behavior such as substance use" (p. 93). Some examples of school-based extra-curricular initiatives in the region are described below.

In the case of Puerto Rico, students who participated in extra-curricular activities achieved favourable results. "Puerto Ricans high achievers also reaffirmed their status as "school-boys and -girls" by participating in school's extra-curricular programs. They each participated in at least one activity, and most of them participated in three or more activities for more than one school year" (Flores-Gonzalez, 1999, p. 353). Interestingly, participation allowed the

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students a sense of social mobility. As Flores-Gonzalez (1999) described it, “participating in extra-curricular activities produced visible tokens of one’s efforts and membership: social recognition and popularity” (p. 354).

Jamaica, a country known for its focus on sports-related school-based extra-curricular activities, emphasized that the role of these activities remained paramount. “Extra-curricular activities play an important part in the overall development of the high school student” (“School, Teachers and Curriculum,” 2006, p. 52). The informal activities at an urban Jamaican school, Hillside High School, are similar to most of the country’s secondary school. The activities are regarded “as fulfilling a part of the mission of the school: that is, to encourage and facilitate the development of a rounded individual and to provide quality education for all students through a variety of curricular and extra-curricular activities” (“School, Teachers and Curriculum,” 2006, p. 53).

A study done more recently in four Caribbean countries: Barbados, Antigua and Barbuda, Grenada and St. Lucia by UNICEF (2009) found that general student participation in school-based clubs was low and lower in males than females. However, similar to the school under study, the students are encouraged to participate in at least one school-based extra-curricular activity.

1.4 Local Context

In Trinidad and Tobago, adolescents are exposed to societal ills that can influence their behaviour. “Adolescent well-being in Trinidad and Tobago is an important area of research given statistics showing rising poverty and corresponding challenges with educational attainment” (Mello & Worrell, 2008,

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p. 101). The advantages of participation in school-based extra-curricular activities can assist students in becoming functional citizens.

Participation is presently viewed as necessary. “Extra-curricular activities play an important role in the lives of secondary school students in Trinidad and Tobago” (Worrell & Bucknavage, 2004, p. 129). Its advantages, however, may be different in male and female students. School-based “participation in some extra-curricular activities is related to positive attitudes toward the future, and that such a relationship varies between Trinidadian males and females” (Mello & Worrell, 2008, p. 101). “Research indicates that extra-curricular activities provide an important context for adolescent development...and participation in these activities may prove fruitful in promoting positive outcomes in Trinidadian youth” (Mello & Worrell, 2008, p. 92).

ECAs as having a place in the formal curriculum have not been adequately articulated. The incorporation of school-based ECAs in the formal curriculum was mentioned briefly in the Health and Physical Education Secondary School Curriculum, Forms 1 to 3 (2008) and Secondary School Curriculum for Health and Physical Education Forms 4 to 5 (2009). Both mentioned that the Physical Education Policy should include, “a well structured programme of co-curricular and extra-curricular activities should be established to ensure that students are provided with the opportunities to further enhance the skills acquired in the Physical Education Programme” (Ministry of Education, 2008; 2009). There was no elaboration on how this should be done neither is it clear in the curricula for other subject areas.

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The Minister of Education, Anthony Garcia, was also reported as saying that the Ministry was, “working with schools to strengthen student involvement in student councils, cadets, scouts, girl guides and other important extra-curricular activities” (Badoo, 2016, para. 8). The advantages in the local context are not contested in this research. Rather, an attempt is made to explore the adolescents’ needs at school, as described by them, and the extent to which their needs are met through their participation in these school-based extra-curricular activities. There is currently not a significant amount of research done in this area.

1.5 School Context

School-based extra-curricular activities occur at most schools in Trinidad and Tobago and this is no different at the school under study. The researcher has been at the school for more than eight years and has observed a trend which led to the interest in this research project. The students’ participation in school-based ECAs has consistently been supported by the school administration. The administrator, during meetings with students and parents on disciplinary issues, has often stressed that participation in extra-curricular activities benefit the students and their school.

Most of these activities, especially those that are not related to physical activities, are led by sixth form students. Of even more interest, is the frequency at which new school-based ECAs are initiated and created by sixth form students. Their existence, however, are often short lived and a new school-based extra-curricular activity may then emerge. Teachers at the school appreciate the product rather than the process of school extra-curricular activities. For example,

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they don the colours worn by the various houses on Sports Day and cheer on the students. They are not keen, however, in supervising the students during the activities.

1.6 Statement of the Problem

The advantages of the school-based extra-curricular activities have been corroborated but its intended successes have still been challenging at some schools. “School-based extra-curricular activities provide highly structured leisure environments, in which adolescents can exert control and express their identity through choice of activity and actions within the setting, but which do not normally facilitate experimentation with roles and activities that are not sanctioned by adults” (Darling, Caldwell, & Smith, 2005, p. 52).

School-based ECAs at local schools have been described as ineffectively coordinated. A previous Minister of Education, Tim Goopeesingh, described the situation as, “dispensing of extra-curricular activities in the nation’s schools has been dysfunctional and chaotic and so must be made more organised and holistic” (Baal, 2012, para. 1).

Though a lot of research has been done on ECAs internationally, studies on students’ perspectives on school-based ECAs locally are limited. The advantages in the local context are not contested. Rather, an attempt is made to explore adolescents’ needs at school, as described by them, and the extent to which their needs are met through their participation in these school-based extra-curricular activities.

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1.7 Purpose of the Study

The purpose of this case study is to describe the perceptions of seven Form Six students on the importance of participation in school-based extra-curricular activities at a coeducational government Secondary School. It is intended to support or negate the literature that speaks to the inclusion of school-based extra-curricular activities. The goal of the research is to identify the school-based extra-curricular activities that meet the needs of the students expected to participate in them and which can also be linked to the ethos of the school.

1.8 Research Questions/Hypotheses

Main Question:

What are Form Six students' perceptions on the importance of participation in school-based extra-curricular activities at a coeducational, government Secondary School in the Victoria Education district?

Sub Questions:

1. What are the perceived advantages or benefits of participation in school-based extra-curricular activities for Form Six students at the coeducational, government school in the Victoria Education district?
2. What challenges do Form Six students encounter that relate to participation in school-based extra-curricular activities at the coeducational, government school in the Victoria Education district?
3. How do the Form Six students' perceive participation in school-based extra-curricular activities can be improved at the coeducational, government school in the Victoria Education district?

1.9 Significance of the Study

The results from the study are expected to present a clear understanding of the role of school-based extra-curricular activities to Form Six students at a coeducational, government school in the Victoria district. This research is focused on a narrow interpretation of the term extra-curricular activities, that is, activities that occur at school has utility as research in this area is evolving and as such, a research of this nature can only assist. “Studies which only focus on school-sponsored activities tend to be the exception rather than the rule” (Shulruf, 2010, p. 595).

The findings can assist the school’s administration in better planning extra-curricular activities that meets the students’ needs and support the ethos of the school. It could also function as a framework for a similar study but one that explores the role of extra-curricular activities that occur outside of school in student development.

The research could help to shed light on one specific space in which extra-curricular activities occur, that is, the school; as the setting of the activities are not always clear in previous research. “One aspect of extra-curricular participation that has received little attention in the literature is the context, that is, whether the activity occurs within the school setting or elsewhere in the community outside school hours” (Guèvremont, Findlay & Kohen, 2014, p. 317). The results can be used to more effectively inform the decision making planning process for extra-curricular activities at the school, as well as to inform the school development

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plan and support the ethos of the school. All these are in a bid to better meet the needs of one of its main stakeholders, the students.

1.10 Operational Definitions of Key Terms

The following terms are defined in the context they are used in this research project.

Sixth Form Student is a student at a coeducational, government secondary school who is completing a two-year programme in preparation for the Caribbean Advanced Proficiency Examination (CAPE).

Student Perceptions refers to the student's insights, opinions or knowledge regarding school-based extra-curricular activities (Al-Karni, 1986). It has also been defined as, "One's own thought or value of an idea or concept; Insight, intuition, or knowledge gained by perceiving" (Wyble, 2009, p. 6).

School-Based Extra-curricular Activity is "any club, sport, or sponsored activity by the school that is in addition to academic courses offered at the school" (Hayes, 2014, p. 6).

Participation means taking part in one or more student extra-curricular activity (Al-Karni, 1986).

Case Study is the qualitative approach used to understand the role of participation in school-based extra-curricular activities in the life of selected Sixth Form students.

1.11 Organization of Paper

The succeeding chapters are presented as follows:

Chapter Two, entitled Literature Review explored the literature relevant to the concept of school-based extra-curricular activities with a focus on definition of related terms, types, challenges and opportunities for improvements and the theoretical underpinnings.

Chapter Three or the Methodology presented a detailed description of the research design, sampling procedures, data collection and data analysis methods, ethical considerations and limitations and delimitations of the study.

Data Analysis and Presentation of findings are explored in Chapter Four where emerging themes are presented with supported evidence both from participants and the literature.

Chapter Five concluded the paper with the summary of findings, discussion, recommendations and conclusion.

Chapter Two

Literature Review

2.1 Introduction

The purpose of this qualitative case study is to explore sixth form students' perceptions of participation in school-based extra-curricular activities. As such, the literature review is an important component of the study because it provides the conceptual framework upon which the study is built. Additionally, it highlights key concepts, challenges and opportunities for improvement of school-based extra-curricular activities. The review of literature focused on themes such as ecological systems theory and 21st Century Skills in the theoretical framework.

2.2 Extra-curricular Activities – Concepts

There is voluminous literature on the concept of extra-curricular activities as there is on the advantages or benefits of participation in same. Some of the descriptions of extra-curricular activities are presented thus. "Extra-curricular activities refer to involvement in organized groups or activities such as dance, football, and student government and may occur in or outside of school" (Mello & Worrell, 2008, p. 92). Other authors were very clear about the broad scope of the concept.

Extra-curricular studies examine a multitude of activities. Some authors take a broad-based approach and examine participation across a range of activities, both school-sponsored and outside-of-school-time activities; while others nominate and examine particular extra-curricular areas, such as participation in athletics or in academically related activities (Shulruf, 2011, p. 595).

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For Olibie and Ifeoma (2015), “extra-curricular activities are those freely chosen pleasurable activities and programmes that young people engage in outside school work, eating and sleeping...the activities are carried out during breaks, after school, at weekends or on school holidays” (p. 4851). These activities and programmes are defined by some scholars as being so “organized to foster students’ development” (AlNifie, 2012, p. 50).

The literature also identified the most important skills developed from extra-curricular activities such as “time management, persistence in achieving goals, independence, ability to build relationships and interact with adults, and an ability to work on a team” (Ivaniushina & Aleksandrov, 2015, p. 192). “It is believed that extra-curricular activities offer a means to express and explore one’s identity, generate social and human capital, and offer a challenging setting outside of academics” (Feldman & Matjasko, 2005, p. 161). Feldman and Matjasko (2007) concluded that “adolescent participation is related to positive developmental outcomes including higher educational attainment and achievement, reduced problem behaviour, and positive psychosocial adjustment” (p. 314). “These are hours when children can pursue worthwhile endeavours not covered in the school curriculum, develop new skills, reinforce classroom lessons, and mature in healthy ways” (“Think outside the clock”, 2011, p. 47).

The positive outcomes of participation in extra-curricular activities continue to be identified in the literature (Guèvremont, Findlay, & Kohen, 2014; Haley, 2014). Some of these include a position that they are “often free or low-cost and usually do not require additional transportation” (Guèvremont, Findlay,

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& Kohen, 2014, p. 318). The activities are also identified as assisting with the promotion in adolescents of “physical and psychological safety, structure, supportive relationships, opportunities to belong, positive social norms, support for efficacy and mattering, opportunities for skill building, and integration of family, school, and community efforts” (Toomey & Russell, 2013, p. 305).

The concept was described above with several advantages or benefits of participation in these activities interwoven in the discourse. The concept can be further subdivided with a focus on these activities that occur at school. The research in this area is evolving and as such, further work of this nature can only assist. “Studies which only focus on school-sponsored activities tend to be the exception rather than the rule” (Shulruf, 2011, p. 595). Some findings on school-based extra-curricular activities are described below.

2.2.1 School-Based Extra-curricular Activities – Concept/Types

School-based extra-curricular activities have distinctive characteristics. According to AlNife (2012), these activities have “multiple definitions depending on a school’s philosophy and or an institution’s mission” (p. 35). One definition of school-based ECAS was presented by Darling, Caldwell, and Smith (2005), “school-based extra-curricular activities provide highly structured leisure environments, in which adolescents can exert control and express their identity through choice of activity and actions within the setting, but which do not normally facilitate experimentation with roles and activities that are not sanctioned by adults (p. 52).“Participation in school-based extra-curricular activities, like sports, the arts, and academic clubs, is a normative and important

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part of the school experience for many youth” (Fredricks, 2012, p. 295). “Thus, extra-curricular activities are seen both to supplement existing academic curricula and to allow students the opportunity to build non-academic, civic, and political skills such as teamwork” (Stearns & Glennie, 2010, p. 296).

In the literature, school-based extra-curricular activities have been subdivided in several ways including, but not limited to, level of formality, structure and types. Regardless of the subdivision used the activities have varying effects on students. According to Mello and Worrell (2008), “the relationship between extra-curricular activity participation and developmental outcomes varies with the type of extra-curricular activity” (p. 93). Even more recently, Olibie and Ifeoma (2015) explained, “research also indicated that both the type of extra-curricular programs and level of participation may impact the individuals' development” (p. 4851). Some of the main classifications of these activities are shown diagrammatically below (see Table 1).

Table 1

Classifications - extra-curricular activities

Al-Nife (2012)	Covay and Carbonaro (2010)	Olibie and Ifeoma (2015)	Worrell and Bucknavage (2008)
-Academic clubs -Athletics -Performing Arts -Service organizations -Student governments	-Structured - “skill building and social and/or behavioral goals” -Unstructured - “spontaneous and informal”	-Formal Activities (rel. structured e.g. participating in athletics) -Informal Activities (also called leisure activities – less structured e.g. watching TV)	-In-school versus out-school -Academic versus Non-academic -Organized versus non-organized

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These classifications have been described; one of the subdivisions is formal versus informal activities. “Some researchers have divided extra-curricular activities into informal and formal activities ...the formal activities include activities which are relatively structured, such as participating in athletics...Informal activities, on the other hand, also known as leisure activities, include less structured activities, such as watching television” (Olibie & Ifeoma, 2015, p. 4852). Shulruf (2010) put forward another way of subdividing the activities by name and description as illustrated as follows (see Table 2).

Table 2

Types of extra-curricular activities (Shulruf, 2010)

Activity Name	Description
Sports	Any type of individual/team sports activities
Academic Club/ Journalism	Academic clubs that were subject oriented; journalism/yearbook
Performing Arts/ Cheerleading	Any type of performing arts e.g. dance, music, theatre, cheerleading etc.
Student Council	Any type of activities focusing on vocational Skills
Vocational Club	Any types of activities focusing on vocational Skills
Mentoring	Tutoring, mentoring
Non-Sports Activities	Activities that did not include sports yet without any specific details on the type of activity
ECA General	ECA activities with no details on the types of Activities

Note. From “Do extra-curricular activities in schools improve educational outcomes? A critical review and meta-analysis of the literature” by B. Shulruf, 2010, *International Review of Education / Internationale Zeitschrift Für Erziehungswissenschaft / Revue Internationale De L'Education*, 56(5/6), p. 601

The literature presented even more subdivisions such as “in-school or out of-school, academic or non-academic, and organized or unorganized” (Worrell &

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Bucknavage, 2004, p. 131); “academic clubs, athletics, performing arts, service organizations, and student governments” (AlNifie, 2012, pp. 42-43); and “academic activities such as remedial courses and non-academic activities such as sports, theatre, and gardening...community programs are offered at schools by youth organizations such as scouts...all these activities do not adhere to a curriculum and performance is not graded” (Fischer, Radisch, & Schüpbach, 2014, p. 5).

Finally, another subdivision was presented according to qualitative differences in the activities. “Activities such as sports, cheerleading, and debate involve close supervision by a coach or sponsor, take place several times a week. In contrast, activities such as foreign language clubs, math and history clubs...comprise large student groups with higher turnout rates, take place less often...and involve less contact with the sponsor” (Feldman & Matjasko, 2005, p. 194). Guèvremont, Findlay, and Kohen (2014) classified activities as sports and prosocial activities. It was also suggested that “different types of activities may stimulate different developmental experiences” (p. 318). Covay and Carbonaro (2010) distinguished extra-curricular activities according to whether the activities are structured or unstructured; the former focused on “skill building and social and/or behavioral goals” and the latter being “spontaneous and informal” (p. 21). This was later further described as structured being according to a schedule, adult supervised and focused on skill or ability development whereas unstructured involving no schedule, unsupervised and no well-defined groups of participants

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(Ivaniushina & Aleksandrov, 2015). The research would try to determine which subdivisions of extra-curricular activities are present at the school under study.

2.2.2 School-Based Extra-curricular Activities –

Advantages/Benefits

Extra-curricular activities also have the potential to support the formal curriculum. “Extra-curricular activities, or education beyond the classroom, are a powerful resource for the development of the personality and social competencies of children and adolescents” (Ivaniushina & Aleksandrov, 2015, p. 190).

According to Snellman, Silva and Putman (2017), “a growing body of research demonstrates that participating in organized activities outside the classroom helps cultivate the skills, habits, connections, and knowledge that prepare children for lifelong success: academic success in school, graduating from high school, going to college, getting a job, and participating in civic life” (p. 10).

These activities at school are therefore considered largely beneficial in the context of the school. “Most researchers believe that involvement in extra-curricular activities has an indirect impact on achievement by increasing connectedness to the school and by helping to build student strengths, thereby increasing self-esteem and positive social networks” (Cosden, Morrison, Gutierrez & Brown, 2004 , p. 223). As Toomey and Russell (2013) described “participation in school-based extra-curricular activities is expected to provide all youth with opportunities to create social connections with peers, adult mentors, and with the larger community” (p. 305).

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One advantage focused on how the types of school extra-curricular activities influenced the culture of the school. “The extracurriculum also plays a key role in developing a school’s culture. Schools generate an internal culture that revolves around the groups that students form” (McNeal, 1998, p. 184). “Extra-curricular activities are often used to consolidate school learning among students. They include activities such as sport, media related activities...performance activities...and community service activities...These activities can be shared or solitary, active or passive activities, or relaxed or constructive activities” (Olibie & Ifeoma, 2015, p. 4851).

The ethics of school-based extra-curricular activities can also be used to describe its place in schools. “Competitiveness, excellence, quality achievements, creativeness and enthusiasm are few of the ethics of extra-curricular activities that also strengthen the meaning of co-curricular activities in school” (Olibie & Ifeoma, 2015, p. 4851). Holloway (2002) indicated that “participating in extra-curricular activity connects students more deeply to the school” (p. 80). A UNICEF (2009) study summarized students’ main motivational factors for participation as a desire to actively involved in school, being coerced by friends who participate, being encourage by parents and a though that “it would look good on their reports” (p. 5).

2.3 Students’ Participation in Extra-curricular Activities - Challenges

There are several interpretations of advantages or benefits associated with participation in school-based extra-curricular activities. “In general, extra-curricular activities are associated with a wealth of positive and negative

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outcomes” (McNeal, 1998, p. 184). In most cases, however, the advantages have outweighed the disadvantages. Yet, it is useful to examine the challenges faced through participating in school-based extra-curricular activities so as to improving offerings. Some of these are highlighted below with a focus on the students as well as other adults who play influential roles in their lives.

The literature suggested some negative aspects to student participation in extra-curricular activities. Himelfarb, Lac and Baharav (2014) suggested “that after-school activities are unnecessary distractions that take away time better spent on core school activities (e.g. homework and studying) and therefore compromise report card grades” (p. 83). The aforementioned challenge is also felt by some adults. As Reeves (2008) advanced that, “Parents and teachers might fear that when students become too busy with nonacademic activities, they will lose their focus on school-work” (pp. 36-37).

Literature also suggested another challenge due to student participation, “high school sports participation has also been linked to higher levels of alcohol consumption and abuse during the high school years and to higher rates of truancy” (Eccles & Templeton, 2002, p. 123). Some of the challenges affect social interaction although these activities are expected to enhance same. “Furthermore, outcomes associated with extra-curricular participation are occasionally negative, such as increased peer isolation and the perpetuation of gender biases” (McNeal, 1999, pp. 291-292). Some students may also only be celebrated or considered having achieved through their involvement in the extra-curricular activity and through academic accolades. “However, for others,

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activities may be the only place to obtain success tied to the school context, in that such success would not be obtained through academics” (Feldman & Matjasko, 2005, p. 162). According to Fredricks and Eccles (2005):

...some studies have shown negative consequences of involvement in certain types of activities. For example, athletic involvement has been linked to higher rates of alcohol use (Eccles and Barber, 1999). Others have noted the negative peer dynamics in less structured leisure activities that encourage the promotion of undesirable social norms (Eder and Parker, 1987; Mahoney and Stattin, 2000). (p. 508).

Another challenge, which can directly impact on students, is fees or costs associated with participation in extra-curricular activities; especially for students with low socioeconomic status. “Meanwhile, the cost of running extra-curricular programs has risen steeply. The cost for transporting students to competitions or conferences has increased for all competitive clubs and activities, as have the stipends for club sponsors” (Hoff & Mitchell, 2006, p. 230). Students being able to effectively balance other responsibilities, with limited time, are also a challenge. “Despite these benefits, some have expressed concern that some youth are overscheduled in extra-curricular activities and that excessive levels of involvement can have negative consequences” (Fredericks, 2012, p. 295). A UNICEF (2009) study revealed that some students did not participate because “they were too busy or not interested” while others “said that the activities ended too late for them to get involved” (p. 6).

Metsäpelto and Pulkkinen (2012) attempted to encapsulate the main challenges as issues emerging from unstructured activities with little or no adult supervision, some activities being linked to antisocial behavior, some sport-

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related activities related to stress and high alcohol use, excessive participation in activities being linked to psychological, behavioral and academic issues (p. 169).

These challenges to student participation in school-based extra-curricular activities may be overcome through student involvement in the decision making process and a sound programme with frequent review.

2.4 Improvements to School-Based Extra-curricular Activities

The school-based extra-curricular activities can mainly be improved through linking its aims to the formal curriculum and stakeholder consultation. The activities must also be tailored to the students' needs at the school and should allow for continuity and improvement. There is also need for the adults responsible for each activity to be devoted to their responsibilities. Another focuses on the role of adults in supporting school-based extra-curricular activities. "Adults who are intentional about helping adolescents succeed can serve as more effective role models, mentors, and motivators" (Hancock, Dyk, & Jones, 2012, p. 86). More recently, the approach has been to consider its ability to consolidate learning at school. "However, if the activity does not include active supervision by one or more competent adults and involves a delinquent peer group, it is likely that participation will impede positive outcomes (Mahoney & Stattin, 2000 as cited by Gilman, Meyers, & Perez, 2004, p. 38). Successful participation would require "the supervisors or ECA coaches' limitless effort and patience" (Yildiz, 2015, p. 160). One school of thought is that one "cannot separate school education with extra-curricular activities because they are a significant part of education (Marsh & Kleitman, 2002 as cited by Yildiz, 2015, p. 160).

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Parents also have an important role in facilitating student participation. “On the one hand, parents...have an important influence on the lives of their children, in this case on children’s free time, and if we want to fully understand children’s lives we need to explore parents’ views, capacities, and constraints as they are (often) key social actors in children’s lives. (Holloway, & Pimlott-Wilson, 2014, p. 624).

Adolescents yearn for a sense of belonging especially by their peers and as such, consideration should be given to role of peers when trying to improve the extra-curricular offerings. “Therefore, practitioners need to target the social network (Sheridan & Gutkin, 2000) when implementing SEAs. Involving the peer group in SEAs may be just as important for positive outcomes as involving the adolescent” (Gilman, Meyers, & Perez, 2004, p. 37).

There is a school of thought that suggested that schools should focus on students who do not exhibit school spirit or interest as the ones to encourage participation in ECAs. “While SEAs can benefit all students, these activities can be particularly important for those who do not identify with their school. Involving these students in SEAs may enhance their affiliation with school, which may lead to positive outcomes” (Gilman, Meyers, & Perez, 2004, p. 38).

The secondary students in the local external high stakes driven examination culture also have the challenge of time management as it relates to participation in extra-curricular activities. This issue has to be managed by all stakeholders to improve the outcomes of the activities. A strategy, as purported by Strom, Strom,

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and Sindel-Arrington (2016) in a research at American Secondary Schools, may be considered locally.

Schools have a responsibility to maintain an environment conducive to learning while students have a responsibility to spend time in ways that enhance academic performance and maturity. Greater attention should be paid to teaching non-academic lessons that influence success. One of these lessons is time management. Adolescents need to improve time management habits so education becomes their top priority. Students will also benefit from reforms in school schedules, including ...rethinking how much time students should be expected to give to extra-curricular activities (p. 50).

2.5 Theoretical Framework

There are three theories that could be applied to the research. These are illustrated below (see Figure 1) and described individually.

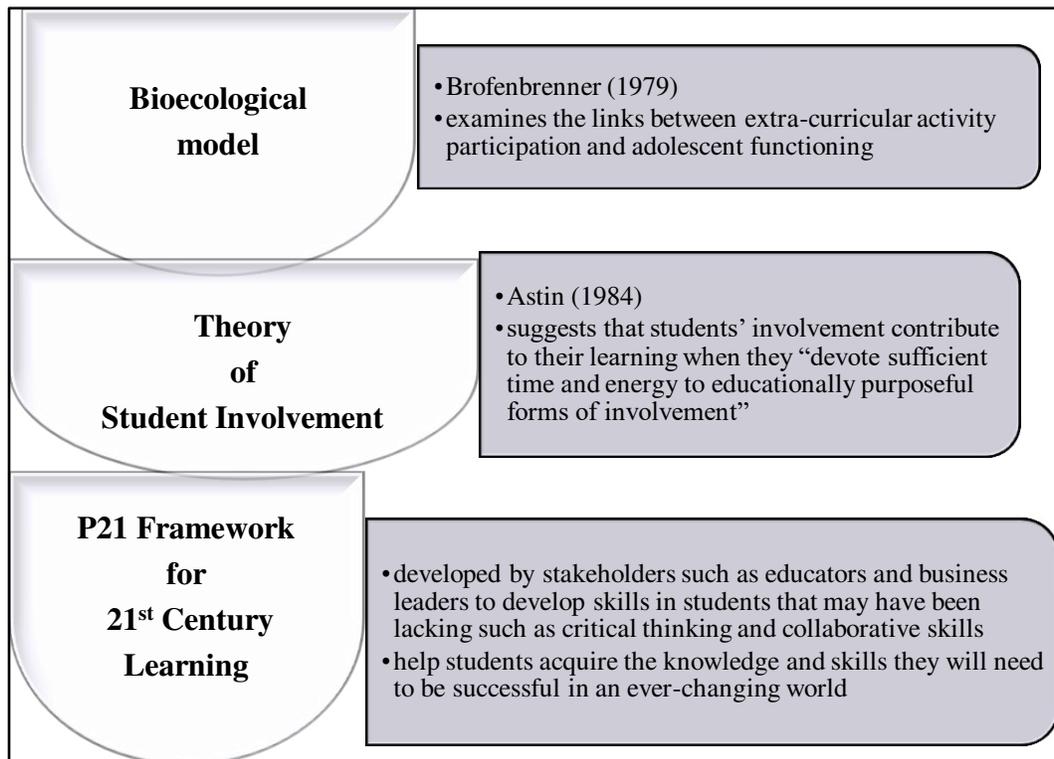


Figure 1. Theoretical Frameworks

2.5.1 P21 Framework for 21st Century Learning

Significant consideration must be given in the research to the P21 Framework for 21st Century Learning. “The mission of P21, a nonprofit organization uniting education, business, and government leaders, is helping students acquire the knowledge and skills they will need to be successful in an ever-changing world” (Bradley, 2016, p. 9). This skilled based framework is now required for students who are embarking on tertiary education or the world of work. “Schools are featured as lead agencies...to create more after-school services through 21st Century” Initiatives (Dryfoos, 1999, p. 121).

The 21st Century Learning was developed by stakeholders such as educators and business leaders to develop skills in students that may have been lacking such as critical thinking and collaborative skills. “Twenty-first century skills identified by P21 include learning content, thinking critically and problem solving, communicating and collaborating, and engaging in safe and effective use of technologies. Beyond these academic, technical, and thinking skills, 21st century learning involves developing life skills such as being kind and respectful, taking responsibility and initiative, and developing ownership for one’s learning” (Bradley, 2016, p.9).

The 21st Century Learning provides students when an opportunity to participate in authentic learning. Although, “there is no single widely-accepted definition of ‘21st Century Skills’” (Olibie & Ifeoma, 2015, p. 4850), these skills may directly or indirectly be developed through participation in school-based extra-curricular activities; as students have more autonomy and leadership

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opportunities than those presented in the curriculum driven classroom. This theory is linked to research question one as it presents opportunities to discuss the relationship between the activities students participated in and their skill development. It can also present an opportunity to use the information gleaned to respond to question three as the students reveal areas where the required skills for development are lacking.

2.5.2 The Ecological Systems Theory

Another of the main theories is the ecological systems theory, or more recently coined “bioecological model”, which focuses on “key person-environment interactions” (Feldman & Matjasko, 2005, p. 196). “Characterized as a bioecological model, EST puts forth the notion that adolescents’ biological propensities, working in conjunction with multiple levels of the surrounding environment, shape their development” (Feldman & Matjasko, 2007, p. 314). It was developed by Bronfenbrenner (1979, 1998) to “examine the links between extra-curricular activity participation and adolescent functioning” (p. 314). The theory is one “in which extra-curricular activities are considered a microsystem in which children’s life embedded in the mesosystems of schools and families” (Fischer, Radisch, & Schüpbach, 2014, p. 6). The theory allows for an investigation into the impact extra-curricular activities can have on adolescent development, through the exploration of human and physical environmental factors. Some of these “contextual factors” that should be considered are peer and adult relationships and positive social norms such as neighbours and friends

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(Feldman & Matjasko, 2005). The contextual factors that could be considered have been presented diagrammatically thus (see Table 3):

Table 3

Main contextual factors influencing involvement in extra-curricular activities

Individual level	Contextual level			
	Family	Peer	School	Neighborhood
Gender	Parent-adolescent relationship quality	Emphasis on activities	Region of country	Availability of non-school-based activities
Age	Emphasis on activities	Emphasis on academic achievement	Urbanicity	Emphasis on activities
SES	Emphasis on academic achievement	Plans for attending college	School size	Neighborhood connectedness
Race	Parents' involvement in activities	Academic performance	School safety	
Academic performance	Parents' education	Risky behavior	Teacher involvement	
Skill level in activity	Parents' emotional well-being	Activity participation	Grade-point minimums for participation	

Note. Additional individual-level variables were school engagement, other activities, emotional well-being, self-perceived identity, and social behaviors.

Note. “The role of school-based extra-curricular activities in adolescent development: A comprehensive review and future directions” by A.F. Feldman and J.L. Matjasko, 2005, *Review of Educational Research*, 75(2), p. 199.

The nature of the research would not allow the exploration of all the contextual factors that could influence the role of extra-curricular activities to adolescent development. It would seek to examine three main contextual factors, namely family, peer and school. It would, also, describe individual factors as only a selected number of students would be interviewed and each person's experience with these activities is unique to them. One individual factor is gender and it is thought that it has an effect on the outcomes of participation. “Gender differences have been reported in extra-curricular involvement and in future attitudes” (Mello & Worrell, 2008, p. 94).

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Contextual factors are important due to the very nature of extra-curricular activities. “Extra-curricular activities are not isolated from other developmental contexts, rather they are embedded in schools and communities and influenced by families and peers” (Feldman & Matjasko, 2007, p. 314).

This theory assists with a discussion of research questions two as through an examination of contextual factors such as family, peer and school an understanding of the challenges students encounter as the relate to participation in these activities can be realized. The theory may be also be applied to research question three as informed recommendations can be generated as to ways of improving the school’s offerings of the activities, even taking in to account individual factors such as gender.

2.5.3 The Theory of Student Involvement

Another theory that could inform the research is the theory of student involvement by Astin (1984). This “theory of student involvement is based on the behavioral mechanisms or processes that enhance student development” (Ethier, 1991. p 10). The theory suggests that students’ involvement contribute to their learning when they “devote sufficient time and energy to educationally purposeful forms of involvement, they can expect to make desirable gains” (Case, 2011, p. 167). According to Austin (1999),

The theory of student involvement postulates that involvement (a) is the amount of physical and psychological energy a student devotes to his or her academic environment, (b) occurs on a continuum (i.e., it varies among students as well as within one student and different areas of the academic experience), (c) can be measured quantitatively (e.g., amount of time spent on an activity) as well as qualitatively (e.g., whether a student participates in a roundtable discussion or though there physically, uses the

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time to think about unrelated tasks or ideas), (d) is the sum of a student's learning and personal development within an educational program are directly related to the amount and quality of the student's involvement in said program, and (e) the effectiveness of educational policy and praxis directly relates to the ability of the policy and praxis to increase student involvement (Palmer et al., 2017, p. 152).

The research would try to articulate some of the benefits from involvement in extra-curricular activities as identified by the students, which directly speaks to the research's main question.

Chapter Three

Methodology

3.1 Introduction

The aim of this qualitative case study is to gain a deeper understanding of sixth form students' perceptions of the importance of school-based extra-curricular activities. This chapter describes the research methodology and also presents the sampling procedures, data collection methods and data analysis to answer the research questions; as well as the limitation and delimitation of the study.

3.2 Qualitative Case Study Design

The qualitative research design is employed due to its relevance to the study. "Research designs are the specific procedures involved in the last three steps of the research process: data collection, data analysis, and report writing" (Creswell, 2008, p. 59). Wu, Thompson, Aroian, McQuaid and Deatrck (2016) affirms that qualitative research design allows for the exploration of "multiple perspectives about a phenomenon of interest...and that those perspectives are best inductively derived or discovered from people with personal experience regarding that phenomenon" (p. 494). The "people" in this research are the sixth form students and the phenomenon is school-based extra-curricular activities. "The qualitative method aims preeminently at clarification, interpretation and, to a certain degree, at explanation" (Heyink & Tymstra, 1993, p. 293). The method used aims to clarify, interpret and explain the students' perceptions as they relate to school-based extra-curricular activities.

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The specific qualitative research design used is case study. According to Thomas (2011), “case study research is an increasingly popular approach among qualitative researchers” (as cited in Hyett, Kenny, & Dickson-Swift, 2014, p. 1). It is “an in-depth exploration of a bounded system based on extensive data collection” (Creswell, 2008, p. 476). Its characteristics make it an appropriate for this research; as its use allows “the most exact description possible of a case” (Guerra, de Oliveira, & da Silva Filho, 2015, p. 273). “CSR is useful for the study of a phenomenon in its natural context” (Houghton, Casey, Shaw, & Murphy, 2013, p. 12). The “case” being investigated is the lived experiences of seven Form Six students from a coeducational government school in the Victoria Education district. The research questions have philosophical underpinnings as they focus on an understanding of the meaning, structure and essence of the students’ lived experiences in relation to school extra-curricular activities, as articulated by them (Best & Kahn, 2006). The nature of qualitative case study is apt, as it allows the researcher to understand the lived experiences of the students as they relate to school-based extra-curricular activities as it is “particularistic, descriptive and heuristic” (Merriam, 2009, p. 46).

3.3 Sampling Procedure

3.3.1 Sample Type

The purpose of the study is specific as it focuses on sixth form students’ perceptions on school-based extra-curricular activities and as such, purposeful sampling was used. The sampling procedure “involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest” (Creswell & Clark, 2011 as cited in

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Palinkas et al., 2015, p. 534). The units, in this case, students, were chosen not using a statistical strategy but a purposive strategy based on “their relevance to the research question” (Schwandt, 2001, p. 277). As Robinson (2014) explained, “the rationale for employing a purposive strategy is that the researcher assumes, based on their a-priori theoretical understanding of the topic being studied, that certain categories of individuals may have a unique, different or important perspective on the phenomenon in question and their presence in the sample should be ensured” (p. 32). Convenience sampling was also employed as the researcher used her own school where participants could have been readily accessed. As Creswell (2008) explained, “the researcher selects participants because they are willing and available to be studied” (p. 155).

3.3.2 Target Population

The study population consisted of one coeducational government secondary school in the Victoria Education District. The sample size would be seven and though literature suggested that the sample “not include more than 4 or 5...this number should provide ample opportunity to identify themes of the cases” (Creswell 2013, p. 157); seven were selected to obtain a rich and diverse set of responses for detailed analysis. The respondents are between the ages 18 to 20, with the average age being 18.7 years.

The main and most important data source used was Sixth Form students who participated in at least one school-based extra-curricular activity. As Creswell (2013) described, “it is a purposeful sample that will intentionally sample a group of people that can best inform the researcher about the research

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problem under examination” (p. 147). Using this purposive sampling, seven students were chosen as they had the lived experiences at secondary school for at least five years and were therefore authorities on participation in school-based extra-curricular activities. The participants were as follows: three female students, one of whom did not participate in the activities and four male student participants.

The types of school-based extra-curricular activities in which the respondents participated varied and are classified in Table 4 according to AlNifie (2012).

Table 4

Sample - Types of school-based extra-curricular activities (AlNifie, 2012)

Student	Male / Female	Academic clubs	Athletics	Performing arts	Service organisations	Student governments
BM	F	×	×	×	×	×
CF	F	√	×	√	√	√
KL	F	×	×	√	√	√
LQ	M	×	√	√	√	×
MB	M	√	×	√	×	×
SS	M	×	×	×	√	√
UT	M	√	√	×	√	×

3.4 Data Collection

Data Collection is the process used by the researcher to obtain the information to assist with answering the research question. The researcher is central in this process and is therefore the main research instrument (Farber, 2006). As Barrett (2007) explained, “since the researcher’s perceptual acuity in observation and finely developed capacity for eliciting detail from respondents are paramount, the concept of the researcher as instrument is prevalent in qualitative literature” (pp. 417-418). The respondents or participants were the seven students

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and the researcher as instrument was able to obtain the data from these sources through the use of interviews as a type of elicitation method in the generation of qualitative data (Schwandt, 2015). The sample size is small as interviews are laborious (Heyink & Tymstra, 1993).

3.4.1 Administration of Interviews

The researcher obtained the required permission to conduct the research (Appendices C to E). The key informants or gatekeepers (Farber, 2006) were approached, in writing, for consent to conduct the research namely the Ministry of Education –Educational Planning Division, the school’s Principal and the participants’ parents. The respondents went through the process of informed consent or an honest explanation of the research’s goal and purpose as well as what would be done with the information gathered (Farber, 2006). They were also given the assurance that the research would uphold anonymity and confidentiality.

The researcher used a prepared list of open-ended, semi-structured interview questions (see Appendix A) but also asked probing and less structured questions for clarification. The latter approach allowed the required flexibility between the students and the researcher. These one to one interviews were conducted with six students and one via emailed responses. The former lasted for about fifteen minutes each. It was an in-depth individual interview as it allowed “for spontaneity, flexibility, and responsiveness to individuals; however, conducting the interviews, transcribing the discourse, and analyzing the text often require considerable time and effort” (Carter, Bryant-Lukosius, DiCenso, Blythe,

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& Neville, 2014, p. 545). Though the literature suggests it is time consuming process, its advantages can be evident with “participants who are not hesitant to speak, who are articulate, and who can share ideas comfortably” (Creswell, 2013, p. 218).

The interviews were conducted during study periods when both students and researcher were available as there were. They occurred in a familiar, specialized air-conditioned room to ensure the students were comfortable and the interview session, uninterrupted. This is important as the researcher needed to make arrangements to ensure the students’ “availability and willingness to participate, and the ability to communicate experiences and opinions in an articulate, expressive, and reflective manner” (Palinkas et al., 2015, p. 534). On completion of each interview, the researcher used the audio recording to generate a transcript for the purposes of data analysis.

3.5 Data Analysis

Transcripts of the interview would be prepared verbatim and organized in files as part of the data management process. The students would be given the transcript for member checking. It has been suggested that member checking be done before the analysis, just after the completed transcription (Houghton, Casey, Shaw, & Murphy, 2013). The researcher would “continue analysis by getting a sense of the whole database” by rereading the transcript in its entirety (Creswell, 2013, p. 183). This would include writing notes in the margins of the transcripts, as part of qualitative data hand analysis. The corrected scripts will then be divided into segments of information. These segments would be labelled into

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broad codes. The initial analysis will occur “after the initial reading and coding of the data” (Creswell, 2008, p. 254). These open codes would be reduced through the elimination of overlap and redundancy. The codes will then be reduced into five to seven emerging themes.

The themes are also called categories and are “broad units of information that consist of several codes aggregated to form a common idea” (Creswell 2013, p. 186). The researcher would “build detailed descriptions, develop themes or dimensions, and provide an interpretation in light of their own views or views of perspectives in the literature” (Creswell, 2013, p. 184). It must be noted that there can be multiple perspectives emerging from one theme as well as contrary evidence that does not support or confirm themes that were identified (Creswell, 2008). Peer debriefing would therefore be used to determine the suitability of the themes derived, to support reliability and validity. This exercise will continue until the saturation point is reached where no new themes are developed from the data (see Table 5). The data would then be interpreted in terms of previous literature, theoretical underpinnings and new learning.

The interpretation process would conclude with “the organization of themes into larger units of abstraction to make sense of the data” and link this interpretation with “larger research literature developed by others” (Creswell, 2013, p. 187). A descriptive narrative would then be written to discuss the findings of the case study.

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Table 5

Interview Protocol for Students Interviewed

Themes/ Categories	Research Questions	Protocol Interview Questions
	<p>Main: What are Form Six students' perceptions on the importance of participation in school-based extra-curricular activities at a coeducational, government Secondary School in the Victoria Education district?</p>	<p>-What role do extra-curricular activities play for you as a student of this secondary school? -What role do you see extra-curricular activities playing for your school? -Why have you chosen to become involved in extra-curricular activities? -Why do you think other students become (or don't become) involved in extra-curricular activities? -How would you feel if your school cancelled all its extra-curricular programs? -What thoughts come into your mind when you think about the last extra-curricular activity you took part in? -Do you know what teachers in your school are involved in extra-curricular activities? -How do you feel about being taught by those teachers as compared to teachers not involved in extra-curricular activities? -Do you think that students participating in extra-curricular activities have better attendance at school? Why or why not?</p>
	<p>Sub-Question 1: What are the perceived advantages or benefits of participation in school-based extra-curricular activities for Form Six students at the coeducational, government school in the Victoria Education district?</p>	<p>-What school-based extra-curricular activities do you participate in? -What are the advantages of participating in school extra-curricular activities? -What skill/skills did you obtain through participation in these activities? -If you had the opportunity to relive the six or seven years at secondary school, would you do anything different regarding your participation in extra-curricular activities?</p>

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	<p>Sub-Question 2: What challenges do Form Six students encounter that relate to participation in school-based extra-curricular activities at the coeducational, government school in the Victoria Education district?</p>	<p>-What challenges do you face that affect or may affect your participation in school-based extra-curricular activities?</p>
	<p>Sub-Question 3: How do the Form Six students' perceive participation in school-based extra-curricular activities can be improved at the coeducational, government school in the Victoria Education district?</p>	<p>-If you had the power to decide what extra-curricular activities the school offered, which new one/s would you introduce and why? -How do you think the school-based extra-curricular activities programme at school could be improved to better meet students' needs?</p>

3.6 Ethical Considerations

The researcher, as the instrument used, highlighted one need for ethical considerations in the research. Some of these considerations occurred before the administration of the interviews and included a permission letter to the participants' parents for approval to conduct the interviews, letter to the Principal for permission to conduct the research at school and permission from the Ministry of Education (see Appendices C, D and E) and use of an audit checklist during the data collection process (see Appendix F). The students would be briefed on the study's purpose, its confidentiality and the anonymity of the process; with the option to withdraw from the research at any time. Pseudonyms would be used for the students and the school.

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Credibility is one aspect of rigour in qualitative research which focuses on the believability and value. Three approaches to credibility employed are triangulation, peer debriefing and member checking. The latter would involve the participants' reviewing the transcriptions for correctness (Houghton, Casey, Shaw, & Murphy, 2013). Triangulation tests "validity through the convergence of information from different sources" (Carter, Bryant-Lukosius, DiCenso, Blythe, & Neville, 2014, p. 545). One triangulation type, theory triangulation, would be employed to discuss whether the findings support or negate literature. Peer debriefing would be employed where a colleague, external to the study, would be used to support the research findings. Caution would have to be applied with the use of "independent analysis, as the researcher's coding and thematic structure may vary" (Graneheim & Lundman, 2004 as cited in Houghton et al., 2013, p. 14).

3.7 Limitations and Delimitations

Though the research would attempt to provide insight into the role of participation in school-based extra-curricular activities as described by Form Six students, its very nature may have some limitations. One main limitation is the small sample population, limiting the study to the extent to which the interviewed students respond freely and openly. It may also prevent the findings from being generalized to other schools with similar characteristics as is expected when case studies are used. "Case study is not an inherently comparative approach to research...the aim is not to produce outcomes that are generalizable to all populations" (Thomas, 2011 as cited in Hyett, Kenny, & Dickson-Swift, 2014, p.

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3). Previously, Mello and Worrell (2008) explained, “The use of multiple informants may provide a more comprehensive understanding of adolescent extra-curricular activity participation” (p. 100). This may be compounded by the possibility of researcher bias affecting the study as the researcher is employed at the school.

There were some limitations that should be considered when conducting a similar research in the local context. The sample population could be larger, with an inclusion of more students who do not participate in school-based extra-curricular activities to better understand the challenges faced so as to create a more meaningful programme. Though the school is a co-educational, studies may be done at single sexed school to under the issues as they relate to gender differences. A multiple case study could also be used to better understand the issues placed in geographical and denominational contexts. The research also allowed for further analysis into the development of 21st Century skills and the relationship between person and environment as described in the bioecological model.

Chapter Four

Data Analysis and Presentation of Findings

4.1 Introduction

The study's exploration of the importance of school-based extra-curricular activities employed the case study approach and seven sixth form secondary school students were interviewed. Qualitative data was collected, codes and themes were formed as seen in Tables 6 to 8 (see Appendix H) and then used to answer the research sub questions. The research questions are presented below.

Main Question:

What are Form Six students' perceptions on the importance of participation in school-based extra-curricular activities at a coeducational, government Secondary School in the Victoria Education district?

Sub questions:

- 1 What are the perceived advantages or benefits of participation in school-based extra-curricular activities for Form Six students at the coeducational, government school in the Victoria Education district?
2. What challenges do Form Six students encounter that relate to participation in school-based extra-curricular activities at the coeducational, government school in the Victoria Education district?
- 3 How do the Form Six students' perceive participation in school-based extra-curricular activities can be improved at the school?

Findings

The findings are presented in such a way that the students' perceptions are represented and highlighted through an examination of similarities and differences of views according to the emerging themes. The chapter concludes with a summary of the major findings. The analysis contributed to the following themes emerging from the data: definition and advantages of school-based extra-curricular activities, challenges, adult roles in participation and opportunities to improve the offerings.

4.2 Findings and Analysis – Sub question No. 1

Sub question No. 1: What are the perceived advantages or benefits of participation in school-based extra-curricular activities for Form Six students at the coeducational, government school in the Victoria Education district?

The thematic analysis highlighted the following these themes: definition of concept and advantages or benefits of student participation. These are described below.

Theme: School-based Extra-curricular Activities – Definitions

The respondents defined their perceptions of school-based extra-curricular activities without directly being asked to do so. According to Student CF, "*extra-curricular activities give me the chance to express myself and feel a part of something that is more than a classroom*". This was supported by Student LQ, "*a chance to learn outside the classroom setting... The interaction you don't get to interact as much in the classroom. So, outside of the classroom within the extra and co-curricular activities now you able to interact with people, learn social*

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skills and more or less have fun.” Student MB described it as being able to satisfy male students’ needs, *“more typically male students they find it is a bigger challenge for them to focus in the classroom rather than how it is for females because for females, they are naturally of that temperament to be in a classroom. So, the extra-curricular activities it offers an avenue for which boys can express their creative feelings outside of the classroom. So whereas I will use photography, I will use the Literary Society to express my emotions that cannot be expressed in the classroom.”* For Student SS the activities were, *“just something that yuh could, yuh know, that yuh learn so much from it. Yuh experience so much situations and it just helps yuh prepare for more in life.”* All the students were able to describe what ECAs meant to them, even the student who did not participate in any activity.

Theme: School-based Extra-curricular Activities – Advantages

The advantages associated with participation were described in several different ways but focused on personal development. One main advantage that emerged was skill development. Student CF described it as *“a way to communicate with other students, learn team skills... I acquired leadership skills, peer help, listening, improvisation.”* For Student KL one *“obtained leadership skills, teamwork skills... [and] was able to know how to deal with conflict and resolve situations.”* Student LQ indicated that it assisted with his communication skills, mainly written and Student MB described his skill development as *“people skills”*, which may be interpreted as social skills. He explained further, *“social skills, understanding people, understanding how people interact, how people*

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work, being able to manage people and tolerate people and able to achieve a task with a group of people; which is very important in life, in general.” Student SS felt that he developed conflict resolution, leadership and team work skills. Student UT identified the main skill set garnered as leadership but also described what he termed “*fellowship*” skills, which seemed similar to social skills in a religious setting.

Another advantage that emerged was coined “*fun*”; as Student LQ described the experience, “*So, outside of the classroom within the extra and co-curricular activities now you able to interact with people, learn social skills and more or less have fun*”. He further refined the fun to represent academic and social development. “*A lot of the time, it benefits you academically or socially or there are many benefits to it so, yuh know. Is a very good thing to engage in.*” Student SS simply described it as “*fun*” and UT purported, “*it actually make secondary school actually real fun and real good...it encourages meh to like actually love school.*”

The students where clear in describing their perceptions of the benefits of interaction through participation to the institution. Student BM, the non-participant, described the interaction as “*Miss, because it is important for some people because they like to be more active and they like to be recognized and they does feel proud...For the school also, when they comparing them with other schools. I guess for the rank of schools. Yuh know, when they come first.*” Student SS described it as making “*the school more than just a learning centre but an environment where people could grow and develop*” and providing “*a better*

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environment for students and school". For Student CF, it "positively changes my thinking towards my school and home life and gave me a new sense of self-worth and motivation

Another advantage was that participation contributed to positive school attendance. All participants agreed that students who participated in these activities have better school attendance. So important are these activities to students they could not envisage the school without them. As Student MB described it, *"The school just simply would not be the same as Georgia Secondary School is not only an institution of academic learning but it also provides other forms of relief and so forth."* Student UT felt any removal of these activities *"would impact the school negatively. In a sense that, yuh know, as I said earlier extra-curricular activities encourages students to actually come to school which helps in reducing absenteeism and so on. So, I believe if they cancel it, yuh know, students just going and be school is just about reading, writing, yuh know. Work, no fun, yuh know. So it takes out the essence or like, yuh know. The work and so on is good yuh know but I mean ECAs will enhance the teaching and the learning and so on."*

Student LQ highlighted the need for students to use participation in these activities to support the formal curriculum, without either being compromised. *"They are motivated to come to school for the ECAs and then when yuh in school, yuh ha' to come to class... Some students just engage in extra-curricular activities and those students who realize that extra-curricular activities are part of your curriculum. Those who are able to think on that higher level now and realize this*

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is part of my school work now; that acts as a further motivation than those who just come and see it like an extra-curricular activity [only]. Like those people who just come to play football and happen to go to class. But, if you see football as part of your development now you have extra incentive beside your schoolwork to now come to school.

4.3 Findings and Analysis – Sub question No. 2

Sub question No. 2: What challenges do Form Six students encounter that relate to participation in school-based extra-curricular activities at the coeducational, government school in the Victoria Education district?

The challenges to participation in these activities were mainly twofold: financial and time management.

Theme: Financial Challenges

In terms of financial, Student BM, the non-participant, indicated that a lack of available transportation after the activity prevented her from participating. *“Miss, because transportation-wise because if it is in the evening sometimes I wouldn’t be able to reach home because my father wouldn’t be able to pick me up.”* Student MB identified the lack of funds to purchase the equipment for the activity posed a challenge. *“Arhm, well since I participated in photography mostly, my challenges would just be with equipment. So, I would not have the proper equipment sometimes to do certain shoots.”*

Theme: Time Constraints

The majority of respondents identified time management as a major challenge to participation. *“The main challenge is TIME. Trying to combine*

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activities and school work can become a bit tedious". *"Extra-curricular activities may become overwhelming at times and combining that with school work is a bit challenging"*, *"time consuming"*, *"overbearing"*, *"Majorly is my school work because in Form Six it is a lot of work and yuh know, yuh really try to be involved in a lot of clubs like it kind of restricts me because I can't participate in every club that I would like"*, *"Sometimes yuh tend to focus more on the extra-curricular activities than on your academics...Because in some terms yuh know, where I was, yuh know, paying more attention to extra-curricular activities, I see that my grade was slightly decreasing"*. Some of these challenges may be overcome with the implementation of some of the suggested improvements to the school offerings as identified below by the respondents.

4.4 Findings and Analysis – Sub question No. 3

Sub question No. 3: How do the Form Six students' perceive participation in school-based extra-curricular activities can be improved at the coeducational, government school in the Victoria Education district?

Three main themes emerged from the responses – administrative/staff input, allocation of resources, linking formal and informal curriculum and human capital – other key stakeholders' involvement.

Theme: Administrative/Staff Input

The respondents identified improvements to the school's offerings that would mainly require staff and administrative input. These include suggestions for a needs assessment exercise, marketing strategies, greater adult stakeholder input, a structured review of activities' schedule, infrastructural upgrade and link

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to the formal curriculum. Student UT suggested, *“Well first, we need to plan a survey. First we need to do a little survey on the extra-curricular activities that students might need or they would need. Yuh know, what they would like and so on.”* For the existing activities more effective marketing strategies may be necessary. Student BM suggested that *“more students be aware of it so they will be able to be more participative. So, like more lectures or something, lunchtime or at least a lil presentation; students who in the clubs speaking about it.”*

The need for more adult input was also significantly highlighted. Student CF opined, *“In my opinion more teachers should be involved as they can actually learn how some students think and react to particular things which can then assist in classes.”* Student LQ passionately narrated, *“Well, more support from teachers, maybe because the club only grows if there is a teacher that is strongly in it, yuh understand and if the teacher doesn’t support it and motivate it and get the resources and the material. Resources in general, if there is a competition and the teacher is passionate about this and they bring this in, yuh understand. And a lot of teachers might have a passion for something but don’t want to want to engage in it. Don’t want to go to the club or what not. I guess everything is dependent on the motivation of the people. So, I guess teachers could be more motivated to encourage students in these things because a lot of people don’t mind engaging in it but the opportunity.”*

Theme: Allocation of resources

The aforementioned issue of resource provision was another suggestion. Student LQ highlighted a need for *“facilities, the physical facilities...resources in*

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general.” Student BM suggested that, “*they could organize transportation*”.

Interestingly, one student presented an approach that could assist students who had difficulty in participating after school. This would involve ECAs occurring during school time. For Student KL, “*Well some of the ECAs are after school and some students aren’t allowed to remain. So, I think that, I know some schools, personally, they have like an hour for ECAs and I think if our school does that it would be very beneficial.*”

Theme: Linking formal and informal curriculum

According to Student MB, both the formal and informal curriculum should be linked. *I think, that in clubs such as the Literary Society, while it is extra-curricular you could bring in things from the school syllabus into there so yuh could assist students with the problems with literature or even the Math Club. While the Math Club would do things outside the school syllabus, students could bring their homework to there or things they didn’t understand in class to be understood*”. Student UT explained how this could happen. “*So like, yuh know, for Maths Club, I using my example, what we do is that yuh know sometimes we would give arhm academic work and then we will involve it with yuh know like arhm, what should I say, participation in the outside world. Whereas yuh know, we going outside and yuh know we doing some cool Maths things and so on. And we having like cool Maths tournament that will encourage students to come and in that way improving the extra-curricular activities in the school and so on.*”

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Theme: Human capital – other key stakeholders' involvement

Central to the suggestions for improvement is the human capital and herein points to another significant theme. The importance of human capital was underscored in the participants' perceptions of school-based extra-curricular activities. The students highlighted the need for adult involvement for the activities' success. Student CF indicated that, *“The people who encourages me in these activities is my peers and the respective teachers...Without both of these people, the activities would not be successful due to the fact that nothing can be done alone... In my opinion you have more respect for these teachers in the sense that if the correct you when you are doing something wrong or for uniform you comply and don't feel harassed while other teachers may seem frustrating and unfair”*. For Student LQ, *“Well, yeah, yuh does have more respect for them cause you see them at a different light than normally. Yuh know, in the classroom yuh might not want to learn what is in the work or what the syllabus is and yuh might not appreciate what the syllabus is but dais where the teacher now needs to bring it in a way for you to understand and appreciate it and a lot of teachers don't really do that and when you see them outside now, of the syllabus now and yuh appreciate them more. Yuh understand that they understand you when you interact with them”*. The issues of respect and relationship building are therefore deemed important.

Student UT believed that the teachers who are involved in these activities are able to better with the students. Student KL acknowledged this relationship as one that creates a balance. *“Well some teachers who are involved in extra-*

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curricular activities are different. They are more fun, exciting. They know how to deal with situations a little differently than those not involved in extra-curricular activities because those teachers just focus on the academics but the others, they focus on the both. So, there must be a balance". Student SS described it as, *"Okay, I believe that teachers who are involved, they are to me more of a people person. In terms of, they are able to more relate to the students cause they would be working with the students in the various clubs...I know teachers who not really involved like, I not saying that will happen, but they may have like a kind of less; their relationships with the students may be drained cause they would not really be able to relate or understand students on their level"*. The students' beliefs are been supported by previous work.

The participants were clear about other stakeholders who contributed to the benefits of involvement. Student UT indicated, *"Well arhm I believe my parents, they play a big role. My coach, my friends, my teachers, they all play a big role because, yuh know, indirectly my parents. They give me the money to help support me in the ECAs and yuh know, my coach. He encourages me to become better in the activity and so on and my friends and so on. They encourage me to continue to pursue it and so on. And the teachers, well yuh know that they help me"* [laughs].

Interestingly, the description of the stakeholder involvement was not only how others could assist the students but how they could use these activities to help others in the community. Student LQ explained how the activities could positively influence the community, *"I like extra-curricular activities that would help the*

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community. Not just for themselves, yuh understand. Yuh could be a football side but yuh could be a football side that helps the community cause dais what I think we need more not just extra-curricular activities for themselves but for the community.” SS gave an example where this was indeed done, “The Interact Club basically is a group of students and we try to impact our community. So, we go out and do different projects like recently our last project was to go a home for battered children and battered women and, yuh know, provide hampers for them and all kind of stuff. And right now we currently looking to go to another children’s home”.

The chapter explored the participants’ perception of the definition, advantages, challenges, opportunities for improvement and stakeholder involvement in school-based extra-curricular activities. The types of activities were varied. The main advantages were to self and the school. The challenges were classified as financial and time management. Opportunities for improvement focused on greater adult involvement which would facilitate more effective resource allocation. Underpinning these themes were a focus on human capital in terms of stakeholder involvement.

The next chapter would focus on the discussion and recommendations.

Chapter Five

Discussion and Recommendations

5.1 Introduction

This qualitative research sought to examine sixth form students' perceptions of participation in school-based extra-curricular activities in a coeducational government school in the Victoria Education district of Trinidad and Tobago. As the final chapter of the study, its purpose is to buttress the findings, present a discussion emerging from same, the conclusions drawn and recommendations made.

Main Question:

What are Form Six students' perceptions on the importance of participation in school-based extra-curricular activities at a coeducational, government Secondary School in the Victoria Education district?

The following research sub-questions guided the study:

Sub questions:

1. What are the perceived advantages or benefits of participation in school-based extra-curricular activities for Form Six students at the coeducational, government school in the Victoria Education district?
2. What challenges do Form Six students encounter that relate to participation in school-based extra-curricular activities at the coeducational, government school in the Victoria Education district?

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3. How do the Form Six students' perceive participation in school-based extra-curricular activities can be improved at the coeducational, government school in the Victoria Education district?

Summary of Research Findings

Findings for research sub question one revealed that only one student did not participate in any of the activities, no one participated in more than three and the majority participated in the last three categories as identified by AlNife (2012). Though the students listed the activities they participated in, their focus was more on a vivid description of the advantages obtained through participation. Noteworthy is that although all the activities could be considered structured, many operated in an unstructured manner as there was an absence of adult supervision. This could have accounted for several outcomes including the high turnover of ECAs, the call by respondents for greater teacher input and the indirect benefit obtained as they developed skills that may have been stifled with greater adult presence.

For research sub question two, findings revealed the challenges faced by students were mainly financial and related to time management. The financial concerns highlight the need for more effective management of the human resource component. Key to this is a coordinated stakeholder involvement. In terms of time management, the results highlighted the struggle that students face in balancing time between academic pursuits and extra-curricular activities.

Findings for research sub question three revealed that the school's offerings of ECAs required greater staff and administrative input. The suggestions

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included a needs assessment exercise, marketing strategies, greater adult stakeholder active input, revision of activities scheduling, infrastructural upgrade and linking activities to the formal curriculum.

5.2 Discussion of Findings: Research Sub-question No. 1: What are the perceived advantages or benefits of participation in school-based extra-curricular activities for Form Six students at the coeducational, government school in the Victoria Education district?

The importance of student participation in school-based ECAs at Georgia Secondary School was clearly highlighted in the research, especially as it related to skills development. This supports a plenitude of research including recent publications (Palmer, Elliott & Cheatham, 2017). The advantages delineated support the position in *Think outside the clock* (2011) that student participation “develop new skills” (p. 47) and more recently, the work by Toomey and Russell (2013) where the activities provided “opportunities for skill building, and integration of family, school, and community efforts” (p. 305). Another advantage that was highlighted by the respondents and also reflected in literature, was coined fun or as Feldman and Matjasko (2007) described, “positive psychosocial adjustment” (p. 314). Ivaniushina and Aleksandrov (2015) summarized, “the most important skills that are developed in particular during extra-curricular activities” as “time management, persistence in achieving goals, independence, ability to build relationships and interact with adults, and an ability to work on a team” (p. 192).

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Skills development through participation in these ECAs is particularly timely, with the need to facilitate the development of 21st Century Skills. The suggestion by Olibie and Ifeoma (2015) that school-based ECAs are platforms for the skills development in students, presents an opportunity for greater focus in developing programmes that are tailored to this opportunity. This is even more useful as there was no distinction made, according to gender, as it related to the importance of these ECAs. Though there are cases in the literature where gender differences existed as it relates to ECAs (Gadbois & Bowker, 2007; Hoffmann, 2006), this research did not reveal such findings. It, however, presents an opportunity for further research.

The types of school-based ECAs were varied and met the respondents' needs in different ways. There were suggestions of the possibility of the school offering other activities like swimming and Home Economics Club, that the respondents expressed interest in and this presents an opportunity for a needs assessment to be done; ensuring that it merges with the ethos of the school and a thrust towards the development of 21st Century skills.

It should be noted that the advantages identified by the students were not only for themselves but for the school as a whole. The literature supported this view (Hoffmann, 2006). This highlights the theoretical underpinning of the bioecological model which focused on the interactions between persons and their environment. The results also pointed to participation being positively related to school attendance. This supported previous research where it was found that

participation in extra-curricular activities decreased school dropout (Mahoney, & Cairns, 1997).

5.3 Discussion of Findings: Research Sub-question No. 2: What challenges do Form Six students encounter that relate to participation in school-based extra-curricular activities at the coeducational, government school in the Victoria Education district?

The financial and time management challenges faced by the students have been previously explored in literature. Kappan (2006) described the challenges associated with extra-curricular activities' costs. The literature was very clear about the challenge associated with time management (Fredericks, 2012 & Haensly et al., 1985). Additionally, according to Greene and Maggs (2015), "on days when students spent more time on organized activities, they spent less time on academics" (p. 1634). There may be greater need to explore how students benefit from trying to balance these ECAs with academic requirements.

5.4 Discussion of Findings: Research Sub-question No. 3: How do the Form Six students' perceive participation in school-based extra-curricular activities can be improved at the coeducational, government school in the Victoria Education district?

The literature suggested an opportunity to merge the formal and informal curriculum. One school of thought is that one "cannot separate school education with extra-curricular activities because they are a significant part of education" (Marsh & Kleitman, 2002 as cited by Yildiz, 2015, p. 160). The students' beliefs have been supported by previous work. "Research supports the notion that high-

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quality extra-curricular activities build relationships between students and the competent, responsive adults who supervise such activities” (Hollaway, 2002, p. 80).

Therefore, improvement in the ECAs offerings also demands greater adult involvement in the coordination of same in schools. An area that could be investigated is how the students can also contribute more meaningfully with the stakeholders who directly and indirectly are affected by their participation in these ECAs such as educators, parents, future employers and community members.

5.5 Summary of Discussion: Main Research Question: What are Form Six students’ perceptions on the importance of participation in school-based extra-curricular activities at a coeducational, government Secondary School in the Victoria Education district?

To summarize the discussion in relation to the main question, the students for whom the school-based extra-curricular activities are designed have articulated its importance within the school system and for skills development for entrance into the wider community. They also identified the importance of stakeholder involvement especially adults such as staff, administration and parents. The inadequate input of these stakeholders is one challenge faced by the students. The two other main challenges identified were financial and time constraints. They students also articulated strategies for improving the offerings of these activities such as incorporating the activities during free time in the school day, greater stakeholder input and more resource allocation. Some of these have been included in the recommendations below, after the conclusion.

5.6 Conclusion

The study was deemed important by the researcher, an acting Dean, who observed that participation in school-based extra-curricular activities were run mainly by sixth form students and the activities offered changed lacked longevity as they changed frequently. Additionally, when the research was conducted it was found that limited previous research existed on the impact extra-curricular activities had on adolescent development. Thus, the study focused on sixth form students' perceptions of the importance of participation in school-based extra-curricular activities. It was hoped that the findings would assist in the formulation of more effective and efficiently run ECAs for the students. The data was collected by conducting semi-structured interviews with seven sixth form students at Georgia Secondary School. The findings revealed that the respondents identified a variety of school-based extra-curricular activities and their importance to skills development needed for school life and beyond. These ECAs are considered an integral and motivating aspect of school life. There are several challenges to participation including financial costs, effective time management and inadequate adult involvement.

Due to the aforementioned finding, a need for greater stakeholder input and merging of the extra-curricular offerings with that of the formal curriculum, in an attempt to create 21st Century citizens, was paramount. The findings of the study could be used to conduct a study within the same educational district or in schools in other educational districts for comparative analysis.

5.7 Recommendations

Based on the summary of the findings, discussion and conclusion, the following recommendations are suggested:

- For Students

- The President of the Student Council or a representative selected by the students should be an established part of planning meetings for school-based extra-curricular activities so that a genuine impression of students' interests is communicated.
- All students should be formally encouraged by staff to participate in at least one extra-curricular activity per year and log their issues or concerns using an established process.
- Students should be encouraged to sign agreeing to obey the rules and guidelines of the activities and to take care of the equipment and facilities, where applicable.

- For Parents

- Parents to be given a document that speaks to the extra-curricular activities at the school and the requirements for student participation and the process for communicating on same.

- For School /Administration

- The researcher recommends that all secondary schools have a policy for school-based extra-curricular activities which falls under the responsibility of a well-defined team of stakeholders and is supervised by the administration. The policy should be supported by procedures and be critically reviewed and updated at the end of every academic year.

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- The researcher recommends that a detailed stakeholder framework should be established and operationalized with strategies for provision of financial initiatives to assist students and extra-curricular organizations and clubs.
- The researcher recommends that the school management team explores school-based extra-curricular activities into the school development plan to make the offerings more meaningful to the students and more in sync with 21st Century skills.
- The researcher recommends that administrations conceptualize and operationalize, in a fair and responsible way, how teachers can be actively involved in the extra-curricular activities and the reporting process for same.
 - **For further research opportunities**
- The delimitations include the study being restricted to one secondary school in south Trinidad due to the researcher's convenience and access, and an assumption that the students would be honest in their responses. As such, the findings cannot be generalized. Further research in similar study may be more useful if it "corroborate[s] adolescent self-reports with reports by peers, parents and teachers" (Mello & Worrell, 2008, p. 100). There are therefore opportunities to enhance the findings of this research.

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APPENDICES

SECONDARY SCHOOL-BASED EXTRA-CURRICULAR ACTIVITIES

APPENDIX A

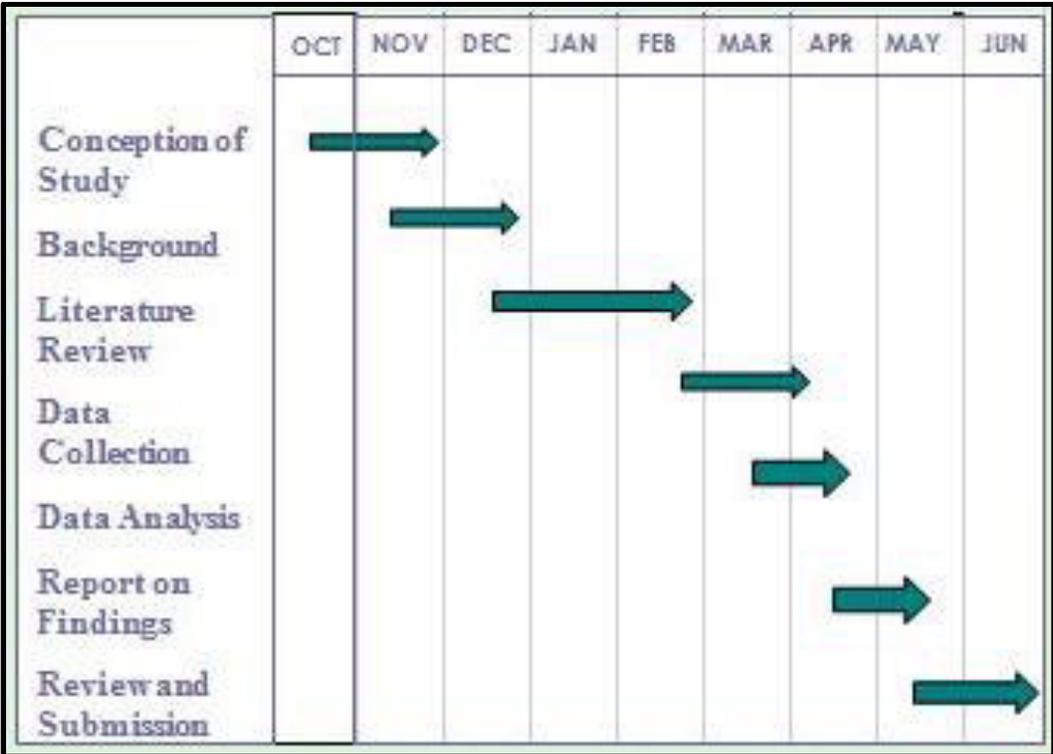
Interview Protocol

1. What school-based extra-curricular activities do you participate in?
2. What role do extra-curricular activities play for you as a student of this secondary school?
3. What role do you see extra-curricular activities playing for your school?
4. Why have you chosen to become involved in extra-curricular activities?
5. Why do you think other students become (or don't become) involved in extra-curricular activities?
6. How would you feel if your school cancelled all its extra-curricular programs?
7. What are the advantages of participating in school extra-curricular activities?
8. What skill/skills did you obtain through participation in these activities?
9. What thoughts come into your mind when you think about the last extra-curricular activity you took part in?
10. Do you know what teachers in your school are involved in extra-curricular activities? How do you feel about being taught by those teachers as compared to teachers not involved in extra-curricular activities?
11. Do you think that students participating in extra-curricular activities have better attendance at school? Why or why not?
12. If you had the opportunity to relive the six or seven years at secondary school, would you do anything different regarding your participation in extra-curricular activities?
13. What challenges do you face that affect or may affect your participation in school-based extra-curricular activities?
14. If you had the power to decide what extra-curricular activities the school offered, which new one/s would you introduce and why?
15. How do you think the school-based extra-curricular activities programme at school could be improved to better meet students' needs?

Source: Adapted from Ethier, 1991, p. 101.

SECONDARY SCHOOL-BASED EXTRA-CURRICULAR ACTIVITIES

APPENDIX B
Research Timeline



SECONDARY SCHOOL-BASED EXTRA-CURRICULAR ACTIVITIES

APPENDIX C

Letter of Permission to conduct research from the Ministry of Education



Government of the Republic of Trinidad and Tobago
MINISTRY OF EDUCATION
Educational Planning Division
Education Towers, No.5 St. Vincent Street, Port of Spain, Trinidad
1.868.622.2181 Ex. 2339

1st June 2017

Ms. Tracey Elcock
Road

Dear Ms. Elcock,

Your request to conduct research entitled “**Students’ Perceptions on School-Based Extracurricular Activities**” has been approved by the Chief Education Officer of the Ministry of Education. This approval is granted for the year 2017 to conduct research at the : School.

Attached is a letter of confidentiality, which is to be completed and returned to the Educational Planning Division of the Ministry of Education by the person conducting their research through the Ministry.

Should you require additional information please contact Mrs. Huldah Balchan-Bissoo, Research Officer I, Educational Planning Division at 622-2181 ext. 2339 or email balchanh@gov.tt.

Yours Respectfully,


.....

Mrs. Lisa Henry-David
Director (Ag.)
Educational Planning Division
Ministry of Education
DIRECTION OF
EDUCATIONAL PLANNING

SECONDARY SCHOOL-BASED EXTRA-CURRICULAR ACTIVITIES

APPENDIX D

Parental Permission Letter

Dear

To the Parents of

I am a teacher at (School). At present I am completing a research project for my Master’s Degree in Education (concentration in Curriculum) at the University of the West Indies, St. Augustine. My research is titled, “A Case Study of Sixth Form Secondary School Students’ Perceptions on Participation in School-Based Extra-curricular Activities at a Co-educational, Government Secondary School in the Victoria Education District”.

Your child has been selected to be a participant in the research project.

This letter serves to inform you and to ask your permission for to participate in this project. What is said would be kept in strictest confidence and his identity will be preserved. Additionally, your son retains the right to withdraw from the project at any time.

If you agree that I could interview for the purposes outlined above, could you please detach, complete and sign the permission statement below and return it to me as soon as possible.

Thank you for your cooperation and assistance in this project.

Yours respectfully,

.....

TRACEY ELCOCK

M.Ed. Student (Curriculum)

I, give permission for my son, To participate in an interview with Tracey Elcock for the purpose of conducting research as described in the letter of March 3, 2016.

(Signed)

Date

APPENDIX E
Permission Letter to Principal

Dear Madam,

As a teacher at the above named school and a first year student at the University of the West Indies, St. Augustine currently reading for the Masters of Education Degree (with concentration in Curriculum), I am required to complete a research project.

I am required to investigate an educational phenomenon as a final requirement towards the reward of this Degree. My study is entitled, “A Case Study of Sixth Form Secondary School Students’ Perceptions on Participation in School-Based Extra-curricular Activities at a Co-educational, Government Secondary School in the Victoria Education District”.

I hereby request your permission to conduct this research at the school. If permission is granted, I expect the study with run from October 2016 to July, 2017.

I assure you that the identity of the male participants and the school will remain confidential.

Yours respectfully,
.....

TRACEY ELCOCK
Teacher III/Dean (Ag.)

SECONDARY SCHOOL-BASED EXTRA-CURRICULAR ACTIVITIES

Appendix F **Data Collection - audit list**

Title of study: A Case Study of Sixth Form Secondary School Students' Perceptions on Participation in School-Based Extra-curricular Activities at a Co-educational, Government Secondary School in the Victoria Education District

- ☒ Get approval for study to be conducted in the school (letter to principal)
- ☒ Identify potential participants through consultations with the dean of discipline and physical education teachers
- ☒ Complete final selection of participants (a total of three to four male 6th form students)
- ☒ Identify a suitable place on the compound for the interviews to be conducted (Modern Studies Room)
- ☒ Make a check list of the room to be used (e.g. unoccupied at the interview times, comfortable, private)
- ☒ Request permission to use the room from the necessary personnel
- ☒ Prepare letter to inform parents and request permission for the students to be one-on-one interviewed
- ☒ Test voice recorder
- ☒ Remind students of the interview (date/time/place) and ask if they had any questions/concerns
- ☒ Arrange refreshment / token to present as appreciation after the interview
- ☒ Conduct the interview (inform students if follow-up interviews may be required)
- ☒ Upload interview (transcribe the interview and identify codes and emergent themes to be discussed)
- ☒ Inform students and arrange, if necessary, follow up interviews
- ☒ Conduct follow up interviews, if necessary
- ☒ Transcribe subsequent interviews, if necessary
- ☒ Start the data analysis of findings exercise

APPENDIX G

Transcripts

(i) BM Transcript

Ok BM, thank you for your willingness to participate in this research.
Just for the record, could I have your name please.

BM

And your age.

18

So, I am going to interview on extra-curricular activities at Georgia Secondary School.

1. What school-based extra-curricular activities do you participate in?

None

Ok, why not?

Miss, because transportation-wise because if it is in the evening sometimes I wouldn't be able to reach home because my father wouldn't be able to pick me up.

Ok, so the only reason you don't participate in ECAs at school is because of transport?

Yeah, once it is in the evening after school, yeah.

Ok, good and if transport was not, which activities would you have participate d in and why?

Miss, I like archery. I doh know why (laughs) because it looks fun...and badminton

Badminton? Why?

Because it is a nice sport and is easyish

2. Ok, what role do you see extra-curricular activities playing for your school?

Miss, because it is important for some people because they like to be more active and they like to be recognized and they does feel proud.

But, that is the importance for the participants.

For the school also, when they comparing them with other schools. I guess for the rank of schools. Yuh know, when they come first

3. Who are the person/s who encourage and assist you in your extra-curricular activities? Why are they important?

Miss, I don't know. Nobody never encouraged me.

Oh, ok.

SECONDARY SCHOOL-BASED EXTRA-CURRICULAR ACTIVITIES

4. How would you feel if your school cancelled all its extra-curricular programs?

It wouldn't really affect me 'cause I don't participate.

5. Do you think that students who participate in extra-curricular activities have better attendance at school? Why or why not?

Well yeah because if they have and really enjoy what they doing they will want to come and participate in it so even if they don't want to be in school, they will be in school for that.

Ok good.

6. If you had the opportunity to relive the six or seven years at secondary school, would you do anything different regarding your participation in extra-curricular activities?

No

So, you will still not participate

No, because I will be in the same position, no transport.

7. So, what is challenges do you face that affect or may affect your participation in school-based extra-curricular activities?

Transport

8. If you had the power to decide what extra-curricular activities the school offered, which new one/s would you introduce and why?

Swimming

And why?

I think Trinidad being an island most people should be able to swim.

Any other non-sport activity

NO

9. How do you think the school-based extra-curricular activities programme at school could be improved to better meet students' needs?

Well, they could organize transportation.

What else, the actual programme?

Miss, I think that should be making more students be aware of it so they will be able to be more participative. So, like more lectures or something, lunchtime or at least a lil presentation; students who in the clubs speaking about it.

Any final words on Georgia Secondary School extra-curricular activities?

No

Thank you.

SECONDARY SCHOOL-BASED EXTRA-CURRICULAR ACTIVITIES

(ii) CF Transcript

1. What school-based extra-curricular activities do you participate in?

Some of the school activities I am in are Art Club, Interact, Maths club and Student Council.

2. What role do extra-curricular activities play for you as a student of this secondary school? **OR** How do you think participation in extra-curricular activities has contributed to your secondary school experience?

I am currently the President the of Art Club and being in clubs to me is a way to communicate with other students, learn team skills and have fun experiences while getting the opportunity to learn new things that school subjects doesn't teach.

3. What role do you see extra-curricular activities playing for your school?

In a school having extra activities allows students to develop a fun, social environment and therefore creates a less hostile school population.

4. Why have you chosen to become involved in extra-curricular activities?

For me, extra-curricular activities give me the chance to express myself and feel a part of something that is more than a classroom.

5. Why do you think other students become (or don't become) involved in extra-curricular activities?

Extra-curricular activities may become overwhelming at times and combining that with school work is a bit challenging therefore some don't get the motivation to stay in these groups for long periods of time.

6. Who are the person/s who encourage and assist you in your extra-curricular activities? Why are they important?

The people who encourages me in these activities is my peers and the respective teachers (Art club- Mr. Tam/ Maths club- Mr. Sealy). Without both of these people, the activities would not be successful due to the fact that nothing can be done alone.

7. How would you feel if your school cancelled all its extra-curricular programs?

SECONDARY SCHOOL-BASED EXTRA-CURRICULAR ACTIVITIES

To be honest, I would properly lose my sense of self and the interest in my school life.

8. What are the advantages of participating in school extra-curricular activities?

Some advantages are working with others, learning new things (example Art club has taught me how to use power tools and maintain plants in a garden), attending symposiums (example Interacts Road safety Conference), volunteering (example Student Councils' visit to a home).

9. What skill/skills did you obtain through participation in these activities?

I acquired leadership skills, peer help, listening, improvisation (limited resources).

10. What thoughts come into your mind when you think about the last extra-curricular activity you took part in?

My last extra-curricular activity has actually positively changes my thinking towards my school and home life and gave me a new sense of self-worth and motivation.

11. Do you know what teachers in your school are involved in extra-curricular activities? How do you feel about being taught by those teachers as compared to teachers not involved in extra-curricular activities?

Yes, there are several teachers who are involved in these activities. In my opinion you have more respect for these teachers in the sense that if the correct you when you are doing something wrong or for uniform you comply and don't feel harassed while other teachers may seem frustrating and unfair.

12. Do you think that students participating in extra-curricular activities have better attendance at school? Why or why not?

Yes to a point. In clubs or groups attendance is extremely important so if you develop that discipline for these groups/clubs it applies to school itself.

13. If you had the opportunity to relive the six or seven years at secondary school, would you do anything different regarding your participation in extra-curricular activities?

Yes I would join a few clubs earlier :)

SECONDARY SCHOOL-BASED EXTRA-CURRICULAR ACTIVITIES

14. What challenges do you face that affect or may affect your participation in school-based extra-curricular activities?

The main challenge is TIME. Trying to combine activities and school work can become a bit tedious.

15. If you had the power to decide what extra-curricular activities the school offered, which new one/s would you introduce and why?

Modsec has a range of clubs that fulfill a lot of aspects so I would not choose to introduce a new club however replenish the ones there is now and raise awareness for what they do. (example AORTA is a volunteering club and they are only heard of during Christmas. They should have more activities during the year like visits to homes and feeding the homeless)

16. How do you think the school-based extra-curricular activities programme at school could be improved to better meet students' needs?

In my opinion more teachers should be involved as they can actually learn how some students think and react to particular things which can then assist in classes.

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(iii) **KL Transcript**

So, I would like to thank you again for your willingness to participate in this interview. Just for the record could you just tell us your name and your age.

My name is KL and my age is 19 years old.

Thank you

1. What school-based extra-curricular activities do you participate in?

I participate in student council, peer helpers, INTERACT Club, Art Club, yeah

And House System?

And the House System as well.

2. What role do extra-curricular activities play for you as a student of this secondary school?

Well it helps me as a stress reliever, one and it helps me to be able to give back to students and be able to express myself better. Sometimes, yuh may not be able to excel academically but it also helps academically.

How?

Well, it just opens my mind and helps me to think differently on a normal basis.

3. Okay Good, so, how then do you think participation in extra-curricular activities has contributed to your secondary school experience?

Well, it has helped me to be able to express myself, to not only to the teachers but the students as well. It helped me to show my skills in different areas especially to help everyone and...

4. Good , but what role do you see extra-curricular activities playing for your school?

It helps the students to express themselves in areas that they may be weak in, like if they are not good in certain subjects they can, be innovative like in Art for example. You can to express yourself in your drawing, in your painting.

Good ,does it help the school?

Yes it helps the school because like the Art Club for example, they go out there and win competitions. Then there is the extra-curricular activity with the WASA competition. They were there and they came first. So, it does help the school.

SECONDARY SCHOOL-BASED EXTRA-CURRICULAR ACTIVITIES

5. Why have you chosen to become involved in extra-curricular activities?

I became involved because I think that I had a lot of skills that I needed to express in different ways. I needed to show people what I can do.

6. Why do you think other students become involved in extra-curricular activities?

Personally, I think is for a stress reliever and some parents think that your child should do two things: being academic and have extra-curricular activities and I think they push forward to that. So when you leave school yuh not only coming out with the educational aspect but yuh coming out full with extra-curricular activities and the educational opportunity.

Ok, any other reason yuh think other students become involved; other than their parents' encouragement and for accreditation outside of school? Why else would students become involved in extra-curricular activities?

Sometimes they may lack self-esteem and they may need an activity to get there, to work with other people to build their team work skills as well.

7. Good, who are the person/s who encourage and assist you in your extra-curricular activities?

Well personally, at first my parents did not like the idea of me being involved in extra-curricular activities because they thought it was time consuming.

Okay

But, teachers on the other hand, showed my parents that it is important because it helps a child to be able to think differently, innovatively etcetera. So, both from my parents and some teachers.

So, why are these people important to you then?

Because without them, I would not be where I am today; I wouldn't be able to balance the academics and the ECAs. So, they should be that it was important.

8. Good, how would you feel if your school cancelled all its extra-curricular programs?

I would be very disappointed because many students chow themselves, not only academically but in the extra-curricular activities they are able to express themselves in areas nobody else could be able to see. So, if they cancel

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it, then our school will be at a disadvantage cause we are limiting the students to express themselves.

9. What skill/skills did you obtain through participation in these activities?

I obtained leadership skills, teamwork skills. I was able to know how to deal with conflict and resolve situations.

10. Ok good, what thoughts come into your mind when you think about the last extra-curricular activity you took part in?

Exciting, it was really exciting and it will be missed and I was thankful that I was able to be a part of it.

Okay, do you know which teachers in your school are involved in extra-curricular activities?

Certain teachers, yes.

11. How do you feel about being taught by those teachers as compared to teachers not involved in extra-curricular activities?

Well some teachers who are involved in extra-curricular activities are different. They are more fun, exciting. They know how to deal with situations a little differently than those not involved in extra-curricular activities because those teachers just focus on the academics but the others, they focus on the both. So, there must be a balance.

12. Okay, good. Do you think that students who participate in extra-curricular activities have better attendance at school?

Yes
Why?

Because, they not only look forward to coming to doing school work, they look forward to participating in these activities, as well.

Thank you, if you had the opportunity to relive the six or seven years at secondary school, would you do anything different regarding your participation in extra-curricular activities?

Yes and No.
Okay, I am interested in the yes,

There are certain things I would have done differently. I would have joined certain activities earlier because I think that I wasn't able to fulfil as much things as I wanted to. For example, for student council, I had so many ideas but I wasn't able to fulfil all those because of limited time.

So, when did you join the club, in which form?

In lower six.

Okay.

So, if I had joined it in Form Four, if I was given the opportunity to join it in Form Four, I would have.

13. Okay, that is one thing you would have changed, when you joined but what else, as you look back, would you have done differently with all these clubs?

I remember when I had joined tennis, I had liked it. I was in the tennis club and my father thought it was not making any sense and I had listened to him. I didn't listen to my teachers who said I should have continued, Mr. Edmund. He kept saying I should continue but I did not listen. So, that is one thing I would have done differently. I would have continued it because from then, Form One to now, I could have been entering competitions. So, I think I missed out on that.

Okay, good.

14. What challenges do you face that affected your participation in school-based extra-curricular activities?

Sometimes, it was overbearing because you may have, like captain, vice-captain of my house, you have a lot of work to do and sometimes it will take away from your school work; cause for Sports, for example, we were here very late in the night and your parents would complain and will say you have your school work to study. So, that was a major challenge.

So, give me one word to describe that challenge. I have one word but I want to get it from you.

Overbearing.

Overbearing? Anything to do with time?

Yes, it was time consuming.

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15. Ok, good. If you had the power to decide what extra-curricular activities the school offered, which new one/s would you introduce and why?

Well, this one is kind of personal but checkers and why; because my father, he wrote a book on checkers. He was the first person in Trinidad to write a book on checkers and he always tried for me to do it in school. And I wanted to, but like I said, is too many different things. So, it would have been nice for me to know that I started an extra-curricular activity club in school before I left.

Okay, did you ever try to get it off the ground?

No. Well, for one week I brought the board in school and I played with certain students but after that, no.

Or okay good, any other? Any non-sport activity that the school doesn't offer that you would have taught would be suitable here?

Well, there was the choir. When I first came in this school, I was a part of the choir and then lots of students didn't want to be in it anymore. They were demotivated for some reason. So, I would have liked to bring that back.

16. Okay, good, how do you think the school-based extra-curricular activities programme at school could be improved to better meet students' needs?

Well some of the extra-curricular activities are after school and some students aren't allowed to remain. So, I think that, I know some schools, personally, they have like an hour for extra-curricular activities and I think if our school does that it would be very beneficial.

Okay.

So, like if on one day, like a Thursday, from 1:00 to 2:30 pm, we have extra-curricular activities time. That would be very nice.

Okay, great. Any other ways you think it could be improved?

Well, if we had more teachers involved, I think that would help as well.

Anything else you would like to say about school-based extra-curricular activities?

Well Georgia Secondary School is one school that has a lot of extra-curricular activities and I for one would like to be in all. But, that is not possible.

Why do you think we have a high turnover of extra-curricular activities?

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Well some people aren't able to balance it and you need to have teamwork for one and if you can't work as a team then everything will just dismantle. So, yuh need motivation as well; so, motivation, balance, teamwork.

Where the motivation coming from?

Well, the students on a whole need to be motivated. Yuh can't just say yuh want to join a club and then yuh not putting out the work.

Okay, good, so it might then come back to that issue of where you talk about the adult presence.

Yes, because it is all about a level of maturity as well. Some children are not mature enough as well. So, we need teachers to be present at these extra-curricular activities to maintain order.

And since most of our activities are lead by sixth formers, do you think the students respect the position you all hold in the clubs?

Is according to your personality. If the lower forms know that you are strict person and you don't take nonsense, they will listen. Oh yes, I was part of the SFAS programme.

What programme?

Sixth Form Association Services – when we had it for Form Ones, they listened to certain people. When yuh talk on the microphone and you have a stern voice, they listen. But, if you sound shy, they wouldn't. So, is all about quality of personality if you are able to handle a large amount of students, they would listen.

Thank you very much and you are free to peruse the final project.

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(iv) LQ Transcript

So, just for the record, give us your name and your age.

I am LQ, twenty years of age.

1. What school-based extra-curricular activities do you participate in?

Well, in the past I have participated in every school activity.

No you haven't, L. Can you list them?

I have.

So, you currently do?

I currently engage in the school's basketball team, in the School Christian Fellowship.

Mmhmmm.

Well, my prospects have decreased quite a bit, in fact. Beside Interschool Christian Fellowship and the Poetry Club, which is a very new, extremely new, I started. I don't really do anything else but in the past I have engaged in a couple.

2. Good, so what role do extra-curricular activities play for you as a student of this secondary school?

Ooo, a chance to learn outside of the classroom setting. A chance to utilize your skills and talents in different ways. Ahhhh, it acts as a way to influence the school environment as well as influence the society as a larger scope.

Okay, so how have they contributed to your secondary school experience?

My secondary school experience, why, these activities is where a lot of the fun does come from school. The interaction you don't get to interact as much in the classroom. So, outside of the classroom within the extra and co-curricular activities now you are able to interact with people, learn social skills and more or less have fun. A lot of the time, it benefits you academically or socially or there are many benefits to it so, yuh know. Is a very good thing to engage in.

3. But, what role do you see extra-curricular activities playing for your school?

The school? I see it growing the school's image. Arhm, growing the and helping in the personal development of the student. And once the students grow, the school would now grow. People don't see the link between the academic and the non-academic, yuh understand? But, it helps a lot, a holistic development and even the academic helps the non-academic. Things

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that we learn in Social Studies and Business class and thing, when you go into these other extra-curricular activities say yuh have to start a business, say yuh have to engage in fund raising, say yuh have to engage in some leadership activity or some kind of social skills. The academic also helps the co-curricular. So, it goes both ways.

4. Nice, well this other question is two-fold, why do you think other students become involved in extra-curricular activities and on the other side, why do they not become involved in extra-curricular activities? You can handle anyone first.

Well, people engage in it for most of the reasons I already said, for the benefits of it. The main thing is to have fun.

Right.

Right, dais the main thing. And then well a lot of the times yuh get other benefits such as what I listed before.

Right.

People don't engage in extra-curricular maybe because of the particular hobby of theirs is not offered because recently the poetry club now start and we gaining members. Before it didn't have any of that so if you were interested in poetry you would not have engaged in extra-curricular activities. Sometimes people engage in this outside of the school.

Okay.

And then, a lot of the times it has to do with the person. A lot of people who engage in these activities tend to be people who want to grow the school and who are concerned with the image of the school and who have a certain level of school pride. A lot of people just sit down and say, well Georgia Secondary School wotless. I just going to sit down here and don't contribute to my school. Look, for example, the Interact Club. Interact Club is an extra-curricular activity but, per say, they don't engage in any fun activities. They don't engage in Sports or Arts and Crafts. They do work, as in charity work. They raise funds in order to now take those own funds and not spend it on themselves but give it away. Yuh understand? And that is an extra-curricular activity and that. As I say, yuh have to have a certain level of school pride to engage in such selfless acts. So, extra-curricular activities draws a certain crowd.

Okay.

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And if you are not a part of that crowd, then you wouldn't engage in it.

[machine noise]

Good. Right. I hope that din does not affect our recording.

5. How would you feel if your school cancelled all its extra-curricular programs?

Oh no, there would be an outrage. The entire school would rise like the PNM or rise like the UNC

6. What skill/skills did you obtain or develop through participation in these activities?

Well, enhanced communication

Written or oral?

Mostly oral but I can see in some cases it can help your written as well. Arhm...

What other skill you developed?

Social skills, understanding people, understanding how people interact, how people work, being able to manage people and tolerate people and able to achieve a task with a group of people; which is very important in life, in general. You also, especially when yuh part of a committee, yuh understand the role of leadership in a structure, yuh know. Society is very structured, is always about this committee and that committee and a lot of times we take for granted what the committee does. We just say well them wasting time. But, now when yuh now engaged in something, like an extra-curricular activity or a club now, yuh understand well this hard work getting put in and nobody perfect and is a lot of struggles in order to have what we have.

Right.

And it doesn't just happen like that dais why we doh just see it before our eyes. But when yuh part of the process, yuh understand more and yuh able to appreciate.

7. Very good, what thoughts come into your mind when you think about the last extra-curricular activity you took part in?

Arhm, well I entered the WASA Competition. Meeting new people. Yuh know, arhm, I want to get into politics so yuh know the more people know

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meh name, the better. And off course when I go on stage, they always know me. All while they were giving out prizes although I came third they said, ah, they were reciting my piece and thing. My piece was the wettest WASA man and everybody was real laughing and thing and they remembered my name.

So, how did you feel?

I felt good, I felt encouraged, I felt motivated to continue. I felt motivated to continue extra-curricular activities and help my community and what not.

8. Off course you know the teachers in your school are involved in extra-curricular activities but how do you feel about being taught by those teachers as compared to teachers not involved in extra-curricular activities?

Well, yeah, yuh does have more respect for them cause you see them at a different light than normally. Yuh know, in the classroom yuh might not want to learn what is in the work or what the syllabus is and yuh might not appreciate what the syllabus is but dais where the teacher now needs to bring it in a way for you to understand and appreciate it and a lot of teachers don't really do that and when you see them outside now, of the syllabus now and yuh appreciate them more. Yuh understand that they understand you when you interact with them.

Nice.

And that helps you know interact with them more. Is a social experience. All this is building you socially.

9. Do you think that students participating in extra-curricular activities have better attendance at school?

Yes, they do.

Why?

Because they are motivated to come to school.

Okay.

They are motivated to come to school for the extra-curricular activities and then when yuh in school, yuh ha' to come to class and I guess certain students; yuh see there is ah level. Some students just engage in extra-curricular activities and those students who realize that extra-curricular activities is part of your curriculum. Those who are able to think on that higher level now and realize this is part of my school work now; that acts as a further motivation than those who just come and see it like an extra-

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curricular. Like those people who just come to play football and happen to go to class. But, if you see football as part of your development now you have extra incentive beside your schoolwork to now come to school.

Excellent.

So, different people have different levels of commitment.

10. Good, if you had the opportunity to relive the six or seven years at secondary school, would you do anything different regarding your participation in extra-curricular activities?

Well, I would have worked harder at everything. Try and achieve more than I achieved before.

Okay.

Yuh understand? Cause I mean, I don't really have any regrets. I participated in everything and what else yuh want more than participation? Yuh could just work harder and achieve more than what I already have.

11. Good, what challenges do you face that affect or may affect your participation in school-based extra-curricular activities?

Well beside the obvious, balancing it with your schoolwork, besides that, yuh know, nobody born with the skills needed to achieve what they want to achieve. So, I guess the most challenging would be learning and it kinda demotivating when you make a mistake or yuh cause an issue or yuh do something wrong and then the club suffers in some way. Especially when members leave or yuh don't achieve what yuh wanted to achieve or yuh don't win the competition because a lot of these things are competition based. So, yuh know, yuh have some regrets but at the end of the day it is a learning experience and yuh understand. I try to start many clubs for how long, since I in Georgia Secondary School and is only now when I in Form Six that I am able to properly run the Poetry Club and is only now I in Form Six, I have to leave. So, yuh understand. As I start it, I have to leave.

Your legacy is there. Don't worry. Just make sure yuh hand it over before you go.

12. If you had the power to decide what extra-curricular activities the school offered, which new one/s would you introduce and why?

Well, for sure, spoken word/poetry because that is a new thing that taking over the youth. Giving youth a voice and it growing in popularity. Not only in Georgia Secondary School but in the entire country and it is helping a lot of people get a voice and be conscious of the issues and I like extra-curricular activities that would help the community. Not just for themselves, yuh

understand. Yuh could be a football side but yuh could be a football side that helps the community cause dais what I think we need more not just extra-curricular activities for themselves but for the community.

Nice.

Arhm, besides that, what else boy? Well, I think Georgia Secondary School is adequately equipped to tell you the truth. Some might argue that we have too much. But, I think that is just one for now.

13. Good, and finally, how do you think the school-based extra-curricular activities programme at school could be improved to better meet students' needs?

Facilities, the physical facilities. Well, more support from teachers, maybe because the club only grows if there is a teacher that is strongly in it, yuh understand and if the teacher doesn't support it and motivate it and get the resources and the material. Resources in general, if there is a competition and the teacher is passionate about this and they bring this in, yuh understand. And a lot of teachers might have a passion for something but don't want to want to engage in it. Don't want to go to the club or what not. I guess everything is dependent on the motivation of the people. So, I guess teachers could be more motivated to encourage students in these things because a lot of people don't mind engaging in it but the opportunity. We need more opportunity, dais the problem there because the clubs that thrive have opportunity. The clubs that don't thrive do NOT have the opportunity. So, these other clubs now that suffering need other opportunity in order to now get...

I need to understand that opportunity. Expand on the opportunity, they need opportunity to?

The need opportunity, for example right, the poetry club now start and we already bigger than most of the clubs here.

And what opportunity do you all have?

The opportunity we had is coaching.

Okay,

Mr. Ali is very dedicated. Lunchtimes, after lunchtimes, he would be with us writing, editing. We got coaching from outside the school. He sourced coaching for us outside the school. He sources competition for us because we don't know about any competitions. We studying we schoolwork.

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Right.

So, then you go back again to the issue, when you say opportunity you mean resources?

Yeah.

And it doesn't have to be physical resource, it could be human resources.

Human resources, the teachers need to be dedicated now, in other words, if we really going and take extra-curricular activities serious, we need an extra-curricular curriculum.

Right, okay.

Yuh understand?

Yes, I understand.

Now, off course, if yuh standardize it like normal school then I don't think it would be that attractive.

Okay.

But, at the same time, yuh need a teacher who is passionate and with it to say this is a serious matter. We don't have a curriculum like the syllabus but this is a serious matter and we gonna take it seriously and students who take it seriously also I will now provide you with the resources to take it seriously.

Understood.

Yuh understand? Right.

And I thank you for taking this interview seriously.

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(v) MB

Just for the record, give me your name and your age.

MB, 18 years old.

1. Good, so what school-based extra-curricular activities do you participate in?

I participate in chess club.

Okay.

The photography club, the drama club and the Literary Society.

2. Okay, what role do extra-curricular activities play for you as a student of this secondary school?

Miss, yuh see, not only as a student but as a male student; more typically male students they find it is a bigger challenge for them to focus in the classroom rather than how it is for females because for females, they are naturally of that temperament to be in a classroom. So, the extra-curricular activities it offers an avenue for which boys can express their creative feelings outside of the classroom. So whereas I will use photography, I will use the Literary Society to express my emotions that cannot be expressed in the classroom.

3. Okay, so how do you think the participation in these activities has contributed to your secondary school experience?

As well, talking about my experience on a whole, these clubs and extra-curricular activities, they have made me a well-rounded person, as you can say. So, not only the arhm, the advantages of not having only an academic education but also an education of other spheres of life.

4. So, what role do you see extra-curricular activities playing for your school?

Well, I have won an award, on behalf of the photography club. So, it puts Georgia Secondary School on the map, nationally.

5. Good, why have you chosen to become involved in extra-curricular activities?

I have chosen to become a part of these activities because looking out from examples, most of the scholarly students or the model students of Georgia

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Secondary School such as Kefim Scott, who was previously, he was part of the drama club and these students would be prosperous.

6. Ok, this question is two-fold, why do you think other students become involved in extra-curricular activities and conversely, why do some students do not become involved in extra-curricular activities?

Well, I think, students become involved in extra-curricular activities because in most cases when a student is faced with more than one challenge or is occupied with more than one thing, their results in each component of their lives I it flourishes.

Okay.

Because it provides a challenge and makes you more efficient and effective at the same time. On the other hand, why some children divert away from participating in extra-curricular activities because they cannot handle more than one thing at the same time.

Okay.

You will find that students who participate in extra-curricular activities along with academic, their academic participation flourished.

7. Good, who are the person/s who encourage and assist you in your extra-curricular activities?

They teachers of Georgia Secondary School, they have helped me greatly in pursuing my extra-curricular activities and past students such as Joey Harrynanan, he influenced me greatly to pursue drama to a great extent. Ms Celestine, she encouraged me to further my photography.

8. Nice, how would you feel if your school cancelled all its extra-curricular programs?

The school just simply would not be the same as Georgia Secondary School is not only an institution of academic learning but it also provides other forms of relief and so forth,

9. So, what are the advantages of participating in school extra-curricular activities?

The advantages would be, as stated before, the flourishing of your academic life. You get improved socialization skills. You get people skills. I just gives you, it also gives you qualification in other areas of life so your resume wouldn't just be academic qualifications.

10. Good, so talking about skills, what skill/skills did you obtain through participation in these activities?

So, mainly through drama I have acquired many people skills. I now have a wide network of people. Most places I go to people know me. They say, dais MB from so and so production that I have done. Photography, it helps me pay attention to the details in things.

Okay.

So, when I do my school work I focus more on the little things to help contribute to answering bigger questions and the literary society. I love literature. So, it gives me a chance to come out of the classroom and be literate outside the classroom.

11, Okay, good. What thoughts come into your mind when you think about the last extra-curricular activity you participated in?

The last extra-curricular activity had to be the field trip that I took to the Wild Fowl Trust to participate in a photography event. Arhm, it was a great experience because I got to interact with wildlife, not only but to participate in the photography as well.

Do you know what teachers in your school are involved in extra-curricular activities?

Yes

12. How do you feel about being taught by those teachers as compared to teachers not involved in extra-curricular activities?

Well, when you are taught by somebody who is experienced in something, the lesson immediately becomes a better lesson because you have a closer experience with somebody who has been in the same situation as you.

13. Do you think that students participating in extra-curricular activities have better attendance at school?

Yes, I think so.

Why?

Because well, it shows. It shows in correspondence to their attendance record and their academic performance. Children like, Anura, who participated in photography and Crystal.

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14. Ok, good, if you had the opportunity to relive the six or seven years at secondary school, would you do anything different regarding your participation in extra-curricular activities?

Definitely I would have participated in much more activities as possible because I have seen students reap many benefits, much more than I have. Okay.

Concerning academic.

15. Good, what challenges do you face that affect or may affect your participation in school-based extra-curricular activities?

Arhm well since I participated in photography mostly, my challenges would just be with equipment.

Okay.

So, I would not have the proper equipment sometimes to do certain shoots. Right.

But concerning drama, I always consider myself a natural in the field, so I really didn't experience any challenges there. In the Literary Society, I also consider myself a natural, with writing.

16. Okay, good. If you had the power to decide what extra-curricular activities the school offered, which new one/s would you introduce and why?

Well as a person who is very passionate about the culinary art, I wish to become a chef at school I would certainly consult with the F & N Department to try to create a Home Ec. Club.

17. Okay, nice and how do you think the school-based extra-curricular activities programme at school could be improved to better meet students' needs?

I think, that in clubs such as the Literary Society, while it is extra-curricular you could bring in things from the school syllabus into there so yuh could assist students with the problems with literature or even the Math Club. While the Math Club would do things outside the school syllabus, students could bring their homework to there or things they didn't understand in class to be understood.

Thank you very much.

You are very welcomed.

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(vii) SS

Okay, just for the record SS, could you just tell us your name and your age.

Okay, my name is SS, I am nineteen years old.

1. So, what school-based extra-curricular activities do you participate in?

Okay, I am currently a part of Student Council. I am also in this club called Sixth Formers Association, which is sixth formers help tutor other students in the school. I am also involved in the Interact Club and I am also in I.S.C.F. which is Inter-School Christian Fellowship.

Good, what is the Interact Club about?

The Interact Club basically is a group of students and we try to impact our community. So, we go out and do different projects like recently our last project was to go a home for battered children and battered women and, yuh know, provide hampers for them and all kind of stuff. And right now we currently looking to go to another children's home.

2. Okay, good, so what role do extra-curricular activities play for you as a student of this secondary school?

Many, is something to help me to not stress out with the amount of school work that I have; something just to relieve a lil stress.

3. Okay, good, how do you think participation in these activities has contributed to your secondary school experience?

I think it has made it better because yuh know, instead of just coming to school every day and having a normal, come and learn work and come and be taught and then go home. I just something that yuh could, yuh know, that yuh learn so much from it. Yuh experience so much situations and it just helps yuh prepare for more in life.

4. Ok, good, so then what role do you see extra-curricular activities playing for your school?

I believe it makes the school more than just a learning centre but an environment where people could grow and develop. Where students could not just learn bookwise but come wise with common sense; become wise in different areas in life.

5. What are some of these areas in life extra-curricular activities can help you grow in?

Okay, such things like leadership skills. So, like, you know you may become involved in a club and you may become the President or the Vice President or some kind of roll and yuh get a sense of leadership and also a sense of responsibility. Arhm it also help you to learn how to deal with conflict. Like, maybe, there may be a lot of conflict and yuh have to learn how to process like different strategies and how to deal with it.

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Good.

And such ECAs will help you.

6. Good, why have you chosen to become involved in extra-curricular activities?

Arhm, besides the fact it looks good on your resume arhm, I really do as I said I am involved in Interact, I'm involved in Student Council. I'm involved in ISCF and I really like people. So, I like to do anything to help and Interact is a major club that actually helps people. So, I like to get involved in clubs that, arhm, I can see that have true meaning behind it. Like, I could see that it really trying to do something and kind of make a change. So, that is why I joined.

7. Nice, why do you think other students become (or don't become) involved in extra-curricular activities?

Because some clubs offer things that students may be talented in or that they may like so it may have like a student who may really like to play with basketball so he may join the basketball team or it may have a student who likes to sing so he might join the choir or different things. So basically students mainly join because of their likes or dislikes.

Reasons why students may not join one, one, some students are just plain out lazy and then it has other students who just, they maybe just feel that they will not just fit in. Like they have certain criteria, like, yuh know, certain students when yuh join extra-curricular, yuh have to act a certain way. And some students may not be able to portray the same values or uphold the standards that they club may require. Because like yuh wouldn't go into a club like Student Council and be, yuh know, like behaving all sorts. Student Council is like a place where yuh come and yuh be professional and yuh come and yuh really state what is the issues going on in the school, yuh know. So there is a certain level, a certain standard that clubs require and some people just may not be able to conform.

8. Good, who are the person/s who encourage and assist you in your extra-curricular activities?

Okay so, arhm, mostly it is my parents put money into these clubs, put money to help me go to support any venture these clubs take on. Arhm, they also provide encouragement to stay in the clubs. There is also some teachers, they really encourage you to get involved in school through the cause they really see the potential in you and don't want that potential to be wasted so they will encourage you to join these clubs. So, dais mainly and some of peers, some of them would be like, yuh know, come and participate and stuff.

9. So, how would you feel if your school cancelled all its extra-curricular programs?

I would feel disappointed to be honest.

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Why?

Because like the school would therefore be taking away so many opportunities for the students. That, yuh know, it would basically hinder a lot of development for the students.

But that is why the teachers are there, huh?

Yes, the teachers are there but there are some things that yuh just can't learn by book sense. Some things yuh just need to be taught by experience. Sometimes yuh need to be taught by doing it.

10. Okay, good. What are the advantages of participating in school extra-curricular activities?

Arhm, it basically trains students, trains people. Like it will train you to get a sense of responsibility. It will help with, as I said before, developing leadership skills. Arhm, being able to work in a team. Yuh know, being able to understand the dynamics, yuh know, of actually carrying out a process or carrying out an event and just being able to deal with conflict. And, yuh know, find better strategies to work out any issue that may arise.

11. Good, what skill/skills did you obtain through participation in these activities?

Well me personally I obtained, now I really understand how to deal with conflict among people because arhm, I was given a leadership role in one of my clubs, For example, I was the Vice President of ISCF. So I had to learn how to with minor disputes among committee members and also in Interact I am on the Board of Directors. I had to learn how to really hear what everyone has to contribute before I make a suggestion or before I come to a conclusion, I had to really listen to each side to be able to evaluate what I should do and arhm, leadership skills. I basically really learnt how to work as a team cause as I myself realized I couldn't work with people. Especially when you have a kind of personality clash it was hard for me. So, being involved in these extra-curricular, I really learnt how to deal with conflict and how to properly work with different people.

12. Good, what thoughts come into your mind when you think about the last extra-curricular activity you took part in?

Arhm, it was fun but it was also stressful because the last extra-curricular I took part in was, for example, Interact. So, we were hosting, arhm no, we had to go to make a presentation and it was really kind of last minute we found out. So it was to put together a presentation in time to look good. It was for a programme they started which was being safer on the road.

Okay.

So, it was like a really last minute thing. The end result is we got it done but it was really stressful.

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13. Okay, good. Do you know what teachers in your school are involved in extra-curricular activities?

Yes

14. How do you feel about being taught by those teachers as compared to teachers not involved in extra-curricular activities?

Okay, I believe that teachers who are involved, they are to me more of a people person. In terms of, they are able to more relate to the students cause they would be working with the students in the various clubs and such and they may be able to properly, yuh know, see how to work out the little disputes they might have because they will understand from the clubs how this one may react to a certain situation and such. I know teachers who not really involved like, I not saying that will happen, but they may have like a kind of less; their relationships with the students may be drained cause they would not really be able to relate or understand students on their level.

15. Okay, good. Do you think that students participating in extra-curricular activities have better attendance at school?

Yes.

Why?

Because as I said before being involved in these activities, promote a sense of responsibility. So, for example, a club may have a sale on a certain day and you know that you being a part of this club you have to help out in whatever way you can. So, you would come that day of school or you would know that there are certain meetings on certain days so you have to come to school to attend the meetings. So, as I said is a sense of responsibility. You feel like you have to do this. So, yuh might feel that you have to come to school to be a part of the club.

16. Okay, good. If you had the opportunity to relive the six or seven years at secondary school, would you do anything different regarding your participation in extra-curricular activities?

Yes definitely because I believe I could have gotten involved in more clubs at a young age because I only got involved in a lot of these clubs when I joined Form Six and yuh know for the majority of Form One to Form Five I was kind of all over the place. Doing whatever and not really getting involved but as I join like Form Six, towards the end of Form Five. I really started to get involved in these clubs and I realize how good these clubs are.

17. Nice, what challenges do you face that affect or may affect your participation in school-based extra-curricular activities?

Majorly is my school work because in Form Six it is a lot of work and yuh know, yuh really try to be involved in a lot of clubs like it kind of restricts me

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because I can't participate in every club that I would like cause yuh know, it may have some lunchtimes in school I may have to be doing schoolwork or be doing some kind of research or whatever and I may not be able to effectively be participating in a lot of clubs or even join other clubs.

18. Okay, if you had the power to decide what extra-curricular activities the school offered which new one/s would you introduce and why?

Okay, so right now does not have a running choir. So, I will encourage cause we have a lot of talent in Georgia Secondary School. I will encourage that we will have a choir. I will encourage that, yuh know, we get more students involved in Sports and like, not only make it available for the most famous sports but also have opportunities for the other sports. Like, for example, we could have rugby and different things cause our students are really hyperactive so they really need like that energy rush sometimes. And just some other clubs like maybe, yuh now, we have a programme for students to be taught other languages. Other than, lewwe just say, Spanish. Yuh know, we learn Portuguese, we learn German and we learn how to read them also.

19. Good, how do you think the school-based extra-curricular activities programme at school could be improved to better meet students' needs?

Okay, I think a major thing is there needs to be more communication. I think at the end of the day, like in almost all clubs, there may be a problem with communication and if the students and teachers can effectively work together in like decision making or any minor situation that; it would make it better for the students cause if a club has proper leadership and proper communication that club could try. That club could do so many things and better the school environment.

20. And anything else you would like to speak about as it relates to extra-curricular?

Arhm, just that arhm, it really does provide a better environment for students and school should really push for it and schools that haven't should really push for extra-curricular cause this could really better the life for a student. And it could reduce, like, the amount of, let's say, school delinquents. Like a lot of students they may face bullying and things like that but if you get involved in certain clubs. If these students are pushed into joining certain clubs there will be a reduction in the amount of cases of bullying. There would be a reduction in delinquents in school because they would have that sense of responsibility. They would have that sense of leadership. They would have that sense of teamwork. They wouldn't really act out the same way they would have if they have these extra-curricular.

Thanks a lot Stephon.

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(vii) UT Transcript

Alright, so what I am doing is a masters on extra-curricular activities. I want you to be honest and open with me.

Yeah.

Your name is not going to be used, only the information. So, just for the record, could you just say your name and age please?

UT, age twenty.

1. Okay, what school-based extra-curricular activities do you participate in?
Arhm, I take part in the Math Club; some clubs yuh know like ISCF. Maths Club I am the President.

2. Okay, so what role do extra-curricular activities play for you as a student of this secondary school?

Okay, well it plays an important role whereas, yuh know, it in a sense encourage be to become a better student. Whereas, yuh know, it also encourage me to excel, yuh know, in the activities I took part in. For example, basketball, it encourage me to become the best, Well, try to become the best. Yuh know, with ISCF and so on it help me become a better person. It place upon me good morals and values, I should say. Alright and with Maths Club I just like that, everything cool.

3. How do you think participation in extra-curricular activities has contributed to your secondary school experience?

Or, well yeah, it actually make secondary school actually real fun and real good. Ah mean like, if it never have extra-curricular activities, yuh know [recording stopped in error]

I don't know what happened but you were talking about how participating in extra-curricular activities contributed to your secondary school experience.

So, yuh know, it make secondary school more fun and more, yuh know, it encourages meh to like actually love the school because I mean like; if yuh know me I don't like to leave the school and so on. Due to the sport and so on. So, it actually make the school enjoyable and so on.

So, what role do you see extra-curricular activities playing for your school?

For the school? Well if ah relate it to like, I could give an example. Well yuh know I have a friend and he took part and he is really good in the activity.

Dais Tyrik, right and arhm he have a scholarship and off course the school will be recognized due to the fact that he learned from the school and so on.

So, I believe recognition would be good to the school and everything like that.

4. Why have you chosen to become involved in extra-curricular activities?

Well arhm to be honest I believe is the love and the passion for the extra-curricular activities. For example, the basketball, yuh know, seeing

individuals pursuing it and so on; I was like yeah, I could do this. I like this. And yuh know ISCF and so on, Christ related, and yuh know, my passion is in Christ also. And yuh know Maths, I love Maths and so on so it is all based on the love I have for the activity and so on. I love it to death.

This question is two-fold, why do you think other students become involved in extra-curricular activities and why do you think some students do not become involved in extra-curricular activities?

I believe students get involved because extra-curricular activities have its many benefits. In such that it helps in reducing stress. It helps, arhm, reducing absenteeism whereas we tend to come to school more, arhm, to take part in the extra-curricular activities and so on. It also helps in increasing your academic performance. I did a study on it which, yuh know, it is proven true. So, yuh know, I believe many people get involved due to its many benefits and also its influence and so on.

I don't understand with the influence.

Influence, whereas yuh know because I have some friends and so on and they see us playing basketball and so on and they love how we play with passion and so on. And yuh know due to we influence upon then they decide yuh know what? Lemme join this. I want to become great also. So, like that.

I understand. Right, good and those who do not become involved because we know there are students here who are not involved in anything.

Those who do not get involved arhm, well, I believe they just lazy because I did my study based on this same thing and arhm, I asked similar questions and yuh know they were just like I don't want to get involved. I aint got time for this and yuh know; knowing the people and them. They just lazy.

So, when you did it, you didn't find that the offerings not appealing to them? That wasn't the issue? The activities that were offered were not appealing to them or they just weren't interested.

Well, arhm, no well no one has ever told me like in that sense nah. But, thinking about it, that could be one of the factors.

5. Okay, who are the person/s who encourage and assist you in your extra-curricular activities?

Well arhm I believe my parents, they play a big role. My coach, my friends, my teachers, they all play a big role because, yuh know, indirectly my parents. They give me the money to help support me in the extra-curricular activities and yuh know, my coach. He encourages me to become better in the activity and so on and my friends and so on. They encourage me to continue to pursue it and so on. And the teachers, well yuh know that they help me [laughs].

They run you home [student laughs again].

6. How would you feel if your school cancelled all its extra-curricular programs?

Well I believe that would impact the school negatively. In a sense that, yuh know, as I said earlier extra-curricular activities encourages students to actually come to school which helps in reducing absenteeism and so on. So, I believe if they cancel it, yuh know, students just going and be school is just about reading, writing, yuh know. Work, no fun, yuh know. So it takes out the essence or like, yuh know. The work and so on is good yuh know but I mean ECAs will enhance the teaching and the learning and so on.

7. Nice, what skill/skills did you obtain through participation in these activities?

Skills?

Mmmm, hmmm. Well, yuh know, through participation in these activities I obtained leadership skills, fellowship also. Yuh know, arhm, they both go hand in hand because in arhm the activities in which I'm involved in, yuh know leadership in a sense that. In the basketball where I'll be able to lead meh team and so on. And also, yuh know, in ISCF and so on whereas, yuh know, sometimes I have to lead service or I have to lead discussions or so on. So, it helps me. It enhances leadership and fellowship and so on.

8. Okay, good, what thoughts come into your mind when you think about the last extra-curricular activity you took part in?

Thoughts?

What was the last activity you remember taking part in?

Basketball.

So, what thoughts come to mind?

Well the thoughts that come to mind was that, yuh know, lemme see. To be honest the thoughts that come to mind is me playing the activity.

Okay, good.

Yuh know that.

Anything positive? Anything negative?

Well arhm, not really negative. Some negative is that you prone to get some injuries and so on. But the positive is that yuh know that yuh have a nice, yuh know. Is like yuh in the activity that yuh playing yuh able to associate with friends, yuh know. Socialize with others and so on. It helps reducing stress as I admit earlier and so on. So, I believe it has an overall nice vibes, yuh understand.

9. Good, right. Do you know what teachers in your school are involved in extra-curricular activities?

I think I know some [laughs].

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10. How do you feel about being taught by those teachers as compared to teachers not involved in extra-curricular activities?

Okay well, dais a nice question because being taught by the teachers who are involved you see now. They could relate to students who are involved in extra-curricular activities. Whereas they know certain benefits that you can get out of it like Mr. Edmund and so on. He will encourage us to actually take part in extra-curricular activities because it enhances our academic performance and that has been proven to be true. Because while you dong extra-curricular activities, yuh also try to excel in other areas, as well. So in academic achievement you choose to excel in that area as well as extra-curricular activities, yuh know so.

11. Good, do you think that students participating in extra-curricular activities have better attendance at school?

Yes, sure I believe that.

Why?

Because you taking part in these activities you would always want to come to school. You don't want to leave the school. The teachers going to have problems with you and so on.

The question relates to you well [student laughs].

12. Alright nice, if you had the opportunity to relive the six or seven years at secondary school, would you do anything different regarding your participation in extra-curricular activities?

No, I wouldn't do anything differently at all because yuh know why?

Because, due to the involvement in the extra-curricular activities that I did in the past and so on. It influences the person I am today and yuh know in that way, arhm, I am a better person, off course because due to the clubs I joined, ISCF, Maths Club and even the basketball team. You learn a lot of qualities. In ISCF you learn to develop holistically [interview briefly interrupted].

You were talking about if you would have done anything differently.

Nah, well in my opinion, I wouldn't change anything because the person I am today, yuh know. The involvement that I took part in, in the past influence how I am today. Yuh know, it developed me as a person to become more; a better person. In the sense that like we, for ISCF, it helped me to have better morals and values in life and so on. ISCF is a Inter Christian School Fellowship.

Inter School Christian Fellowship. But yuh know when yuh thinking about reliving it, yuh could look at it, yes it has developed you but would I have participated more? Would I have joined another club? Would I have started one? Yuh know, if you look back.

Oh, yeah. In the sense of joining other clubs and so on, well yeah. Because in that yuh know, it also helps give you better recognition as a student in the school. And yuh know, even so, in further education and so on. Yuh know, being involved in extra-curricular activities plays a big role because in certain institutions they looking for involvement. Not just arhm yuh know academic achievement and so on but also extra-curricular activities involvement and so on.

13. Nice, what challenges do you face that affect or may affect your participation in school-based extra-curricular activities?

Well, yuh know, to be honest arhm, it has some issues. Sometimes yuh tend to focus more on the extra-curricular activities than on your academics. Sometimes, if yuh not; it depends. It depends on the person that you are. Yuh know, because sometimes it will enable you to maybe decline in extra-curricular activities. I mean in academic achievement and sometimes it allows you to excel in academic achievement. And yuh know dais was some of the challenges I was faced with. Because in some terms yuh know, where I was, yuh know, paying more attention to extra-curricular activities, I see that my grade was slightly decreasing. But, once yuh choose to balance it and so on, it helps increasing your grade. I mean increases academic achievement. So, in that way and also time consuming. Whereas yuh arhm balancing both yuh extra-curricular activities and your academics.

14. Good, if you had the power to decide what extra-curricular activities the school offered, which new one/s would you introduce and why?

Which new ones I would introduce?

Yes, if you had the power.

Okay, which new ones I would introduce. Well, argh, in Georgia Secondary School to be honest, which new ones? That is actually a real tough question. The extra-curricular activities I have been involved in and the ones the school offers, I believe it actually is sufficient. Arhm, but in a sense that yuh know, introducing any new extra-curricular activities; I don't know. Maybe if it is in enhancing or like promoting certain extra-curricular activities within the school. Whereas yuh know like making it more known.

Such as?

For example, ISCF. Yuh know ISCF, few people know about it and so on and it impacts the few that know about it. However, if it was more like, yuh know like, should I say encouraged and if the students in school were more involved in it; I believe they will become a better person, individually.

So, what you suggesting then is not introducing new ones but improving on what exists.

Yeah, on what we have; so, encouraging it.

15. Nice and finally, how do you think the school-based extra-curricular activities programme at school could be improved to better meet students' needs? **Okay, improving it. Well first, we need to plan a survey. First we need to do a little survey on the extra-curricular activities that students might need or they would need. Yuh know, what they would like and so on. And in implementing these activities in the school, yuh know, it encourage students to become more productive. Whereas, yuh know, it increases productivity for the school because where the students tend to involve in this arhm extra-curricular activities, yuh know. Is not just sport related I looking at but other arhm, non-sport.**

But, how could we improve what we have? We have these now. You are a student. How can I make X activity better for you? What can we do to improve it? Make it better than what we giving now? Is it something physical in nature? Do we have to build a building? Is it something with how it is managed? How can we improve it because we have these activities; many times some of them are short lived. Which means there is a need for it but maybe something is wrong because it is not lasting. So, how can we improve what we have.

Well, I actually had one challenge with the Maths Club in this sense. Yuh know, they will come and then many people will tend to leave and so on. And this was due to the information that was given out about it and so on. Now, being involved in the extra-curricular activities, it needs to be enjoyable. So, yuh have to make it enjoyable in a sense that it could relate to each student and encourage them to come back. So like, yuh know, for Maths Club, I using my example, what we do is that yuh know sometimes we would give arhm academic work and then we will involve it with yuh know like arhm, what should I say, participation in the outside world. Whereas yuh know, we going outside and yuh know we doing some cool Maths things and so on. And we having like cool Maths tournament that will encourage students to come and in that way improving the extra-curricular activities in the school and so on. And I believe each club could use that as a strategy.

Thank you very much.

SECONDARY SCHOOL-BASED EXTRA-CURRICULAR ACTIVITIES

APPENDIX H

Table 6: Generating Codes and Themes Research Sub Question One

Research Sub Question One	Codes	Emerging Themes
<p>What types of school-based extra-curricular activities do the Form Six students’ participate in at the coeducational, government school in the Victoria Education district?</p>	<p>1.archery, badminton, swimming 2.Art Club, Interact, Maths Club, Student Council 3. student council, peer helpers, INTERACT Club, Art Club, House System. Sixth Form Students’ Association 4.Basketball, ISCF 5. photography club, the drama club, the Literary Society. 6. Sixth Form Students’ Association, Student Council, ISCF, Interact Club</p> <p>1.Important for some people because they like to be more active and they like to be recognized and they does feel proud 2.Way to communicate with other students, learn team skills and have fun experiences 3.It helps me as a stress reliever, one and it helps me to be able to give back to students and be able to express myself better; I obtained leadership skills, teamwork skills. I was able to know how to deal with conflict and resolve situations. 4.A chance of learn outside of the classroom setting; social skills, understanding people, understanding how people interact, how people work, being able to manage people and tolerate people and able to achieve a task with a group of people 5.many people skills; improved socialization skills</p>	<p>Types (sport/non-sport)</p> <p>Benefits to students</p>

SECONDARY SCHOOL-BASED EXTRA-CURRICULAR ACTIVITIES

	<p>1.I guess for the rank of the school 2. It helps the school because like the Art Club for example, they go out there and win competitions 3. I see it growing the school’s image 4. They are motivated to come to school for the extra-curricular activities 5. I believe it makes the school more than just a learning centre but an environment where people could grow and develop. Where students could not just learn bookwise but come wise with common sense; become wise in different areas in life. 6. it actually make secondary school actually real fun and real good</p> <p>1. If they have and really enjoy what they are doing they will want to come and participate in it. 2.Attendance is extremely important so you develop that discipline to these groups/clubs; it applies to school itself 3. They not only look forward to coming to doing school work, they look forward to participating in these activities, as well. 4. extra-curricular activities encourages students to actually come to school which helps in reducing absenteeism</p>	<p>Benefits to school image</p> <p>Benefits school attendance</p>
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SECONDARY SCHOOL-BASED EXTRA-CURRICULAR ACTIVITIES

APPENDIX H continued

Table 7: Generating Codes and Themes Research Sub Question Two

Research Sub Question Two	Codes	Emerging Themes
<p>What challenges do they encounter as Form Six that relate to participation in school-based extra-curricular activities at the coeducational, government school in the Victoria Education district?</p>	<p>1. Transportation wise; no transport 2. equipment 3. Facilities, the physical facilities</p> <p>1. Become overwhelming at times and combining with school work is a bit challenging; the main challenge is time. Trying to combine activities and school work can become a bit tedious. 2. Time consuming; sometimes, it was overbearing 3. Balancing it with your schoolwork 4. Majorly is my school work because in Form Six it is a lot of work and yuh know, yuh really try to be involved in a lot of clubs like it kind of restricts me because I can't participate in every club 5. Sometimes yuh tend to focus more on the extra-curricular activities than on your academics.</p> <p>1. More support from teachers, maybe because the club only grows if there is a teacher that is strongly in it, yuh understand and if the teacher doesn't support it and motivate it and get the resources and the material.</p>	<p>Financial Constraints</p> <p>Time management issues</p> <p>Lack of adult support</p>

SECONDARY SCHOOL-BASED EXTRA-CURRICULAR ACTIVITIES

APPENDIX H continued

Table 8: Generating Codes and Themes Research Sub Question Three

Research Sub Question Three	Codes	Emerging Themes
<p>How do the Form Six students' perceive participation in school-based extra-curricular activities can be improved at the school?</p>	<p>1. Making more students be aware of it so they will be able to be more participative 2. I would not choose to introduce a new club however replenish the ones there is now and raise awareness for what they do</p> <p>1. More teachers should be involved as they can actually learn how some students think and react to particular things 2. Well, if we had more teachers involved, I think that would help as well.</p> <p>1. Well some of the extra-curricular activities are after school and some students aren't allowed to remain. So, I think that, I know some schools, personally, they have like an hour for extra-curricular activities and I think if our school does that it would be very beneficial. 2. Need to do a little survey on the extra-curricular activities that students might need or they would need. Yuh know, what they would like and so on. And in implementing these activities in the school, yuh know, it encourage students to become more productive.</p> <p>1. ECAs could bring in things from the school syllabus</p>	<p>Marketing ECAs</p> <p>Greater teacher involvement</p> <p>Effective planning of ECAs</p> <p>Linking ECAs to formal curriculum</p>