

ABSTRACT

EDUCATIONAL LEADERSHIP

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EXTRACURRICULAR ACTIVITIES AND STUDENT ACHIEVEMENT:

EXAMINATION OF CAUSAL RELATIONSHIP

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Thesis dated April 1996

This study examines the causal relationship between extracurricular activities and student academic achievement at one high school for the academic year ranging from August 1994 through June 1995. This process investigates whether grades were impacted based on the activity and the time spent involved in the activity. Grades were compared and viewed in accordance with the Iowa Tests of Basic Skills. Surveys given to teachers and students to gather information regarding their perceptions examined behavior, concentration level, and homework habits for activity participants during and after the season of their activity. Statistics to find any significant differences were applied to the survey items.

The findings indicate that there is no significant difference in students' grades during the period of activity versus non-activity. The only indicators causing a difference in grades is related to the amount of time the student spends engaging in the activity and the level of commitment the student exhibits for the activity. The conclusion is that a student's being involved in extracurricular activities does not affect grades; however, the degree of involvement can.

ACKNOWLEDGEMENT

The writer wishes to express his gratitude to those persons who assisted in the process of researching and developing this paper. A special thank you goes to my colleagues who encouraged and supported me.

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EXANINATION OF Q USAL RELATIONSHIP

A THESIS SUBMITTED TO
THE FACULTY OF THE SCHOOL OF EDUCATION
IN CANDIDACY FOR THE DEGREE OF
EDUCATIONAL SPECIALIST

DEPARTMENT OF EDUCATIONAL LEADERSHIP

BY

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ATLANTA, GEORGIA

APRIL 1996

Rv10 T70

CHAPTER 1

THE INTRODUCTION

There are many arguments for and against student participation in extracurricular activities. With the constant changes in educational trends, the attitudes of educational systems fluctuate. One question which evolves from these changing trends is in regard to the impact participation in extracurricular activities has on student academic success.

Research has left many unanswered questions concerning the causal relationship between participation and academic success (Smelnick, Sabo, and Vanfossen 1992; Marsh 1992a). In schools where there is a high degree of involvement in athletics, band, or cheerleading, etc., principals find that they must make decisions about factors such as the degree of acceptable involvement and the criteria necessary to be involved. Likewise, principals in schools where there is a lesser degree of student involvement in extracurricular activities must make decisions regarding the implementation of programs which will enhance the academic growth of the student population. Both sets of principals must make decisions that are in the best interest of the student population; therefore, they must be aware of the degree of causal relationship between student participation and academic achievement.

In reference to the degree of the causal relationship between participation in extracurricular activities and academic success, the research reported in this paper has not given any conclusive answers as to whether extracurricular activities are beneficial or detrimental to student achievement. None of the studies examined for this paper have conclusively proven that grades are significantly affected by nonparticipation or by participation in extracurricular activities.

One aspect regarding the causal relationship of participation and academic success is the amount of activity in which students are engaged. Data provided by the Director of Athletics of DeKalb County, Georgia (Ross 1996), through an interview, reveal that schools which have large bands, winning football and basketball teams, and champion track teams have a larger proportion of students who participate in extracurricular activities. Thus, principals who are concerned with the success of their students need to be aware of the factors which may increase or decrease academic achievement or limit social development.

The existing problem is one of being able to distinguish the proper degree of activities to create a balance between academic achievement and social development by assessing the grades of the students who are participating.

Purpose of the Study

The purpose of this study is to investigate the effects of participation in extracurricular activities on student achievement, as measured by grades and test scores. By examining grades and test scores for in-season and out-of season time

periods, the study will attempt to distinguish the degree to which academic success is affected in this causal relationship.

Background of the Problem

The dilemma caused by the time used for extracurricular activities has become more obvious as the number of activities and the number of athletic competitions have increased, while scores on standardized tests have decreased. Schools which have to deal with maintaining academic achievement and implementing activities in which students become involved have to know the resulting effects.

According to information given by the Director of Athletics in DeKalb County (Ross 1996), a comparison of the number of scheduled activities offered in the high school program of the seventies with the number of programs offered in the nineties shows that what schools offered in the seventies was more limited. Basketball games were fewer in number, the football season was shorter, and sports such as baseball and track had individual seasons which did not overlap each other. In the nineties, the seasons got longer and the number of hours for practice and participation increased. This increase in participation was viewed as a deterrent to academic progress; thus, organizations such as the Washington Association of Secondary School Principals (Niemeyer 1992); Chicago high school principals (Gifford 1990); and Philadelphia high school principals (DiegmueLLer 1993) debated whether to implement more stringent guidelines to exclude academically marginal students from participating to insure more positive academic success.

Another reason for the concern regarding participation in extracurricular activities occurred as the trends in educational systems began to turn to academic achievement as its primary goal (Camp 1990). Schools began to pay more attention to grades and the factors which affected them.

According to research (Jeffreys 1987), as the reform movement of the educational system progressed, the need to assess the relationship between participation in extracurricular activities and academics began to be scrutinized more. Changes in the requirements necessary to play or participate were implemented. Studies on the extent to which participation affected academics were designed to evaluate that relationship.

Because of the increase in the number of activities, educators felt the need to assess the time devoted to those activities and the degree to which they affected the grades of the students who participate. It was rationalized that with the inordinate amount of time spent involved in other than academic work, the students were becoming academically deficient (Camp 1990).

References in the literature about research developed over the past two decades (The National Educational Longitudinal Study 1988; the Holland and Andre Study, Participation in Extracurricular Activities in Secondary Schools: What is Known. What Needs to Be Known? 1987; and Coleman's Adolescent Society 1961) have not proven that noninstructional activities hinder academics; nor have they proven that non-instructional activities help students with academics. Critics are still debating the questions (Lewis 1989).

The current educational trend, as indicated in the course offerings of high schools such as the one used for this study, follows the "back to basics" theory (Camp 1990). Questions regarding the involvement of students in extracurricular activities have become even more debatable because of less time to fit these activities into academic agendas. It becomes important to analyze the relationship between time on task and student achievement.

Because research reviewed by this study has not distinguished any distinct correlation between time on task and student achievement, principals must be aware of the factors within their own schools in order to plan for a positive situation or revise present conditions to more positive levels.

Statement of the Problem

Extracurricular activities have a causal relationship with academic success; however, the extent of the positive or negative effect of the relationship is questionable (Lewis 1989). One factor which must be considered is the number of activities in which students may participate. Often, with the scheduling of activities, the time spent for practice and exhibition is extensive. The band, the football team, or the basketball team may become the primary focus of the students rather than academic performance.

Based on data provided by the DeKalb County Athletic Director (Ross 1996) and high school enrollment records, the high school which is the basis of this study, Southwest DeKalb in DeKalb County, Georgia, has a 300 plus band enrollment, a 120 plus member football team, along with standard team numbers for other

activities such as basketball, soccer, track, wrestling, and tennis. The number of members in Beta Club, Kappa Club, language clubs, and other academic clubs was determined by club enrollment records.

With large numbers of participants, the principal is faced with making decisions to create a balance between extracurricular activities and instructional activities so that the students' academic achievement is maintained at a satisfactory level.

Significance of the Study

The principal should be able to ascertain whether the level of participation in extracurricular activities is affecting the level of student academic achievement as measured through quarterly grades relative to the student's ability level as indicated by test scores.

In identifying the causal relationship between time spent for participation in extracurricular activities and academic achievement, this study should show if grades of students who are actively participating will be significantly affected, positively or negatively. This study will compare students' grades earned during the period of activity with the grades earned after the period of activity in relationship to the ability level indicated by standardized test scores. It will examine teachers' and students' perceptions regarding effects of time off academic task. The study should be beneficial in providing information to identify the extent of the causal relationship between participation in extracurricular activities and academic success.

By identifying the impact of the relationship between extracurricular participation and academic achievement, the principal should be more informed, therefore more knowledgeable, as to the types of policies and procedures to set regarding the criteria necessary to participate. This will help evaluate decisions which as the "C-Average Policy" (Jenkins 1990), where the policy which limited participation created more barriers for students to become involved.

Research Question

Do students' academic grades during the season of participation in extracurricular activities differ significantly from their academic grades earned when they are not participating?

Chapter Summary

The importance of determining the degree to which academic achievement is affected is necessary so that administrators may control participation. If participation in extracurricular activities is necessary for the success of the academic program, then it will be necessary for administrators to have knowledge to set standards and limitations to achieve this (Sabatino 1994). Also, if participation in extracurricular activities is detrimental to the academic achievement of students, then administrators need to be able to set rules and policies to control factors which may affect results.

After two decades, studies such as Coleman (1961); the National Educational Longitudinal Study (1988); and Holland and Andre (1987) have not yet produced any concrete evidence to substantiate any significant differences.

This study is to identify the characteristics of one high school, Southwest DeKalb, to see the effects of participation in extracurricular activities on students' grades when they are actively involved compared to when they are uninvolved in extracurricular activities.

CHAPTER 2

REVIEW OF THE LITERATURE

Aspects of the review of the literature that follow include a background from previous research, non instructional influences on adolescents, attitudes and perceptions regarding the effects of extracurricular activities on performance, and findings from studies and projects which investigate the impact of extracurricular activities on student achievement.

Background from Previous Research

Student activities within the public educational system have been an issue. There have been arguments that extracurricular activities compete with the academic programs. There have also been questions concerning the rules that limit participation in extracurricular activities and whether they are needed.

Educational policies regarding extracurricular activities in the public schools have varied (Camp 1990). In the early 1980's, policies regarding grades were implemented as a part of the educational reform movement. One such policy was the "2.0 Rule," proposed in Montgomery County, Virginia. "A student had to maintain a grade point average of 2.0 or lose eligibility" (Camp 1990, 272). These reforms became controversial.

Camp (1990) relates the continuing controversy regarding "back to basics." The arguments he presents are numerous. One of the most prevalent arguments cited by Camp (Mendez 1984) is a statement which criticizes the viewpoint that there is too much emphasis put on secondary school athletics. Camp (1990) conjectures that because of these controversies, studies were implemented to find a relationship between student achievement and time on task.

Another widely quoted study (Holland and Andre 1987), discussed by Camp (1990) regarding the arguments about the effects of extracurricular activities, argued that the educational community, prior to Reagan, was concerned with overall student development, including social and emotional effects. Their position was that the political conservation shift moved trends more to academic learning. one criticism (Jeffreys 1987) charged "that extracurricular activities result in a diminishing of student achievement" (Camp 1990, 273). Jeffreys (1987), supported by other proponents, argued that "student participation is an integral component of the overall educational experience" (Camp 1990, 273).

Another argument (Holland and Andre 1987) concludes that "research supports the importance of student activities in the schools and implied that at least some of the pressure for reform is politically connected" (Camp 1990, 273).

Other research findings (e.g., Baly 1984; Braddock 1981) discussed by Camp (1990) relate that there are higher grades by extracurricular participants; that there is a relationship between the level of participation and the grade point

average; and that the development of citizenship, ethical characterizations, and health are related to extracurricular activities.

Non-instructional Influences on Adolescents

Anne C. Lewis (1989), formerly executive editor of Education USA, cites many past studies (e.g., Taylor and Chiogioji 1988; Buser and Hamm 1980; and Clune, White, and Patterson 1989) regarding the attitude toward participation in extracurricular activities and their affect on academic success. She describes the existing attitude as "one of indecision--whether to be in love with or to be aghast at extracurricular activities" (Lewis 1989, K2). She relates that the extracurricular part of education is "ubiquitous and all-important" (Lewis 1989, K2) yet its prominence is unexplainable. Lewis cites a quote taken from Arthur Powell's The Shopping Mall High School written in 1985, which says that extracurricular activities help schools cope with students who do not want to be in school (K3). She also summarized findings of Holland and Andre's (1987) research:

- Extracurricular activities, such as competitive sports, are more successful than other efforts in promoting better race relations among students.
- Extracurricular activities promote positive behavior and establish lifelong habits of civic participation.
- Those who participate in a variety of extracurricular activities tend to have higher grade-point averages and higher scores on college entrance examinations.
- Extracurricular participation is related to higher career aspirations and attainment, particularly for boys from lower socioeconomic backgrounds (Lewis 1989, K4).

Anne C. Lewis also discusses the importance of the activity programs in today's education. An emphasis is strongly suggested and even the term "extra" is being removed from extracurricular and the term "cocurricular" is replacing it (Lewis 1989, K4).

Lewis cites remarks in an article from the Review of Educational Research (Brown 1988) about the lack of strong evidence which shows positive effects from extracurricular activities.

From an interview with Earl Reum, who coordinated activities for Denver Public Schools, Reum states, "Many budget-minded saviors of schools believe the cocurricular program is 'extra,' unneeded. But when cocurricular programs are cut, students suffer, they drop out, and schools become less effective" (Koerner 1992, 63). From the same interview (Koerner 1992), Reum relates that he recognizes the students' opportunity to belong and participate in more than an academic setting. Reum also characterizes the normal school programs as unappealing to those students who are potential dropouts. Also, he identifies full scale activities programs as "the greatest drug deterrent" (Koerner 1992, 60).

Other ideas as presented (Koerner 1992) from an interview with Reum show that he believes that activities should be available to every student, but that grades are necessary--seen by students as expectations that add integrity to the programs. Koerner cites Reum as believing that such skills as the ability to accept responsibility and follow directions and the presentation of self and personal ideas are marketable when cultivated through student activities participation. Reum is

quoted as having regrets that, "We are working with a very special kind of human being who may see activities as the only relevant part of education (Koerner 1992, 62). Reum, in the same interview, also points out that the financial successes in fame, contributions, self-esteem, and awareness have developed from programs that look "extra" (Koerner 1992, 64).

Richard Niemeyer (1990) summarizes the findings of the task force put into place by the Washington Association of Secondary Principals to look at the balance between academics and cocurricular activities. The report of the task force states that "considering reductions in time spent in cocurricular activities, there is a correlation between cocurricular activities and good attendance, good grades, and lack of discipline problems."

Attitudes and Perceptions

The arguments presented by the research that is used for this study imply that a causal relationship exists between youth activities and academics. Whether that relationship is positive or negative is still a debatable point. Camp (1990) presents a causal ordering of student participation and academic achievement which examines both aspects. The positive argument is that students with better grades are more likely to participate and take leadership positions. The other argument is that students who participate actively enjoy school more and exert more effort because there is more motivation to achieve better grades.

Camp (1990) also relates that critics (e.g., Baly 1984; Braddock 1981) of excessive participation in student activities have both positive and negative

perceptions in regard to participation. On one hand, they contend that participation eligibility can be used to motivate students academically. On the other hand, they contend that time off task from studies produces negative effects on grades.

Brown and Steinberg (1991) contend that even after examining the effects of the instructional domain, "...it is obvious to even the most casual observer of high schools that students' interests and efforts in school work are affected by 'non-instructional' factors . . ." (1)

According to Anne C. Lewis (1989), "Schools and society continue to blur the distinction between what is education and what is not' (K3). Because the goal of public education is to cater to the needs of the whole society, there is a need to provide for those students who were in school for other than academic reasons. Lewis reiterates the conclusions of Holland and Andre (1987) that more research needs to be done. She alludes to their findings to introduce the idea that "Society seesaws between stressing the academic value of schooling and the developmental perspective...And these differing values color the research on extracurricular activities" (K3).

Anne C. Lewis (1989) cites The Third Curriculum (Biernat and Kless), which had not been published at the time of her article. She relates that "Student activities offer young people a place to try out their academic skills in an eclectic, community-like environment" (K6). Lewis also presents the idea that the demands of the future workplace require new skills which incorporate more than the

traditional academic studies (Lauren Resnick 1987). Lewis quotes Resnick's argument,

most mental activities are intimately involved with tools of one kind or another...School learning is symbol-based; outside of school, actions are grounded in the logic of immediate situations...As long as a school focuses mainly on individual forms of competence on tool-free performance, and on decontextualized skills...then educating people to be good learners in school may not help them become strong out-of-school learners (K6).

Research from the OERI Bulletin (Lewis 1989, K7) identifies the data showing that academically weak students tend to be nonparticipants in extracurricular activities.

In a newspaper article (Gifford 1992), arguments were given when the Chicago Principals' Group voted to cancel after-school activities. Observers contend that college opportunities and scholarships are directly related to extracurricular activities.

Diegmüller (1993) reports that when the Philadelphia Principals voted to kill extracurricular programs due to budget deficits, they were reluctant because they realized that extracurricular programs were an essential part of the student's education.

Findings From Studies and Projects

A statistical perspective (O'Brien et al. 1995) presents data from the National Educational Longitudinal Study (NELS). It examines the relationship between participation and school success. The findings stated that "Students who participated were three times as likely to have a grade point average of 3.0 or higher and twice

as likely to perform in the top quartile on a composite math and reading assessment compared with nonparticipants" (O'Brien et al. 1995, 3).

Data taken in a study of the Austin Independent School District (Sabatino 1994) answered the question regarding the passing of classes under the influence of the no pass/no play provision. It was noted that fewer students failed courses under the influence of the rule. It was also noted that there was no substantial decline in the enrollment in honors courses.

In a summary derived from the High School and Beyond research (Marsh 1992b), data shows that "total participation was significantly and favorably related to 17 of 22 seniors" (Marsh 1992b, 4); sport participation positively affected 14 of 22 seniors" (Marsh 1992b, 5). He notes that some activities had mixed or predominantly negative effects. However, the benefits are mediated by academic self-concept and educational aspirations.

A study designed to review issues for at-risk students (Peach and Reddick 1993) shows that 72.5% of at-risk students do not participate in extracurricular activities.

According to another report (Medrich et al. 1992), many states have instituted "no pass-no play" rules which are designed to motivate students who participate in extracurricular activities to achieve passing grades.

Howley and Huang (1991) utilize the data from the High School and Beyond Study to investigate the interaction of school size and school performance. Extracurricular activities were used as variables. Citing criticism of other studies

(e.g., Holland and Andre 1987), they argue that focus on student achievement ignores social and psychological development. This research criticizes in the form of an argument stating:

Whereas authentic achievement encompasses the imperatives of non cognitive human development, it does not make the center of schooling...Rather, school activities designed to meet non cognitive needs (e.g., extracurricular activities) should contribute positively to, rather than subvert, achievement outcome (Howley and Huang 1991).

Howley and Huang (1991) state findings from earlier research: few studies have confirmed a positive effect of participation on student outcomes (Holland and Andre 1987); some studies indicate that student athletes may have a slightly higher grade point average (GPA) than those who are not athletes (e.g., Sweet 1986; OERI Bulletin 1986); however, when athletics is the only extracurricular activity, Scholastic Aptitude Test (SAT) scores may be lower: "according to Holland and Andre (1987), the positive effect of extracurricular participation--particularly athletics--on GPA and test scores are clear among low SES students" (Howley and Huang 1991, 4). Economics have an effect on results.

This study (Holland and Andre 1987) also reflects that "Participation in extracurricular academic activities has a very strong effect in improving test score(s)...Participation in sports has a weak positive effect on achievement" (Howley and Huang 1991, 16).

Howley and Huang's (1991) findings also state that "In particular, participation in no extracurricular activity is definitely a factor detrimental to school success" (25).

Studies done regarding the causal relationship of extracurricular activities and academics are numerous in scope. They vary in results. A series of studies (Rutters 1987; Garibaldi et al 1988; and Simmon and Grady 1990) have supported this research (Braddock et al. 1991). This study (Braddock et al. 1991) was implemented by using the evidence from the National Educational Longitudinal Study of 1988. It found that athletic participation of African-American students was positively associated with grades. It was also found that sports participation is positively related to student interest in classes. Students involved more often looked forward to core classes than those not involved. Participation is usually contingent on students meeting minimum requirements, which adds an academic incentive to intrinsic incentives (Braddock et al. 1991).

Another study (Herbert W. Marsh 1992b) examines student growth and change. A participation-identification model within a study (Finn 1989) predicted that positive outcomes are maximized if the student is involved in several school-relevant activities because extracurricular activities contribute to the student's sense of identification. The results of the study showed that "statistically significant effects of TEAP are typically small but consistently positive" (Marsh 1992a, 558).

Marsh (1992a) also references the zero-sum model (Coleman 1961) which posited that extracurricular activities detract from time spent on traditional academic pursuits. The critical element according to Coleman is commitment, not time. Marsh's study found that extracurricular activity participation facilitates academic outcomes rather than detract from them: "In contrast to the zero-sum model, the

commitment-to-school hypothesis predicts that EAP enhances academic self concept and that improved academic self-concept mediates positive effects on other educationally relevant outcomes" (Marsh 1992a, 560).

One more study (Camp 1990) confirmed the findings of several earlier studies (Sweet 1986; Cheong, Toney, and Stinner 1986; and Harvancik and Golson 1986), "that, rather than being detrimental to academic achievement, participation in student activities has a positive relationship to grades" (Camp 1990, 278).

Brown and Steinberg's study (1991) relates that:

By contrast, extracurricular participation was associated with positive school outcomes, even after controlling for background differences (academic ability, SES, etc.) between participants and non-participants. The more extensive a student's participation--in terms of number of hours, number of activities, or number of types of activities (sports, performing, leadership, clubs, and interest groups)--the more time was devoted to homework and the higher was the student's GPA...the degree of academic advantage that extracurricular participants enjoyed depended on the type of activity in which they were involved...Those who concentrated on "glory" sports (football, basketball, baseball) or performing activities had significantly lower academic record than those who concentrated on leadership activities or clubs and interest groups 20 (Brown and Steinberg 1991, 5).

Brown and Steinberg (1991) also suggest that reducing practice time and performance expectations would relieve the pressure felt by students and therefore reduce interference with their school work. The finding indicated that the fact that the student was involved in extracurricular activities was not as important as the amount of time spent or the degree of distraction the activity caused.

Garzarelli, Everhart, and Lester (1993) found that the academically weak student usually did not participate in extracurricular activities.

In a study on African-American and Hispanic students (Melnick, Sabo, and Vanfossen 1992), research indicates that "sports participation has no influence on grade point average (GPA) for most of the subgroups" (301).

The longitudinal analysis (Snyder and Spreitzer 1992) indicates that athletes do better academically than non athletes. Their findings, however, indicate that it is not the athletics, but the type of students who are performing them, such as scholar-athlete versus nonscholar-athlete. The factors necessary to indicate the relationship between extracurricular participation and academics is contingent on the character of the student.

Gifford and Dean (1990) relate that junior high school students achieve as well as or better than high school students because the curriculum has a strong emphasis on academic and extracurricular activities.

Summary of the Literature Review

As all of the literature used for this study has indicated, there are varying ideas concerning the degree of causal relationship between extracurricular activity participation and academic achievement. There are as many studies showing negative relationships as there are showing positive relationships. Regardless of the outcome, the studies all indicate that there are varying factors to consider such as character of the student, degree of involvement, and commitment when a correlation between the two elements is examined.

CHAPTER 3

THEORETICAL FRAMEWORK

The purpose of this study is to investigate whether extracurricular activities affect academic achievement as measured by grades. The level of participation and its effects on academic achievement will be considered as a variable. This study uses descriptive statistics to handle quantitative information.

Presentation and Definition of the Variables

For the analysis, each activity or sport was viewed separately; ten percent (10%) of each group was randomly selected to be examined. The two variables of primary interest were student achievement and participation in extracurricular activities. Grades were reported for each quarter: the quarter prior to the activity and the quarter during the engagement in activity. Two self-constructed surveys were used to examine student and teacher perceptions as to the effect of participation on academics: 10 item teacher survey; 11 item student survey.

Definition of Terms

GPA	for the purpose of this study the scale is based on 4.0
ITBS	Iowa Test of Basic Skills: measures verbal and mathematical skills of all eighth graders

Limitations of the Study

The data used are limited to participants of one high school which, according to enrollment, has at least one-third of its total population involved in extracurricular activities. The student sampling was done randomly, using one-tenth of each of the activity's population for the activities having more than twenty members. The faculty survey was given to all teachers; 81% were returned and evaluated.

Correlation of the test scores from the ITBS was examined to insure that the expectations of the grades did not exceed the measured intelligence level of the participants.

The researcher assumes that the data gathered from the self-reported questionnaires are truthful.

Summary of the Theoretical Framework

The information for this study will be gathered from existing data and information from self-reported questionnaires. It will be limited to the members of one high school. A student sample consisted of randomly selecting one-tenth of each activity's membership, if it exceeded twenty. Teacher surveys were distributed to 100% of the faculty: eighty one percent (81%) were returned and used for the sampling.

CHAPTER 4

METHODS AND PROCEDURES

Research Design

The type of research is quantitative, using descriptive analysis to investigate the effects of student participation in extracurricular activities on academic achievement as measured through grades.

Description of the Setting

Permission was requested from DeKalb County Board of Education to gather information with an eleven (11) question survey to students and to use this data along with student records pertaining to scores gathered from standardized tests and grade documents.

Permission was also granted to gather information by a ten (10) question survey to see if perceptions of teachers could be weighed against those of the students and with the time frame of the participation.

The high school used is Southwest DeKalb High School. According to enrollment records (Ross 1996), it has a large percentage of its students involved in extracurricular activities. The band has 300+ students involved. The athletics teams involve well over 200 students. The school also maintains a good academic record (Ross 1996).

Enrollment records also show that the students are from all of the different socioeconomic levels. The students walk 26 as well as ride buses to school. The school has a predominantly black population.

Sampling Procedures

One-tenth of each group whose membership exceeded twenty in number was chosen. The selection was made by picking every tenth member on the roster. These were then given numbers to maintain anonymity. Because of the large numbers of students involved and the degree of commitment to the relative activities on the part of those students, Southwest DeKalb High School offers an excellent opportunity to examine the causal relationship between participation in extracurricular activities and academic success.

Description of the Instrument(s)

A student survey was created to examine the degree to which the students felt that participation affected their academic work. It contained eleven (11) questions paired, with the exception of number eleven, in regard to participation in-season and out-of-season (see Appendix 3). The questions were geared toward the student's perception on how participation affected them and their academic success.

A ten-question (10) survey was created to see how teachers assessed the degree to which participation affected student behavior in regard to academic work. Questions were paired in regard to season of participation or nonparticipation (see Appendix 5).

A table of grades collected from each quarter's grade document for the current year was compiled. This table also included the test score from the standardized ITBS test given to all students in the eighth grade as an indicator of the student's intellectual level (see Appendix 2).

Data Collection Procedures

Step 1

Grades for the previous year were collected from the grade documents. These grades include Fall 95, Spring 95, and Winter 95, which is also the last quarter grades. This section also included the Iowa Test for Basic Skills scores from eighth grade.

Step 2

Surveys were distributed to one hundred percent (100%) of the faculty to gather information in regard to the degree of causal relationship between participation and study or work.

Surveys were also given to ten percent (10%) of the enrolled population of the activity where activities had twenty or more members. The questions were skewed to identify the degree to which students felt that participation affected their studies or homework.

The participants were randomly selected from the school's extracurricular activities rosters.

Step 3

Charts and tables were created to visualize the differences in the grades and the responses. Each chart was analyzed per item to see what causal relationship existed for in-season and out-of-season activities.

Statistical Applications

The study is quantitative in nature. Statistics were applied to find the degree of deviation for each item on the survey. The answers will be analyzed for information represented by the computerized data (see Tables 2-11).

Summary of Methods and Procedures

In this quantitative study, the information will be gathered from surveys and grade documents referenced to students who are participating in extracurricular activities at Southwest High School. The data will be assessed in relationship to the charted information and the computerized results of the survey.

CHAPTER 5

ANALYSIS OF THE DATA

In this study, the paradigm that exists relates to the fact that there is no significant difference in the students' grades, positively or negatively, when they are participating in activities as compared to when they are not participating in activities. This is a direct relationship to the findings in other research as presented throughout the literature.

In the analysis of the surveys that were used to ascertain the involvement level of the students, the surveys indicate that students do not feel that they perform any less academically than when they are involved, as compared to when they are not. Fifty-two percent (52%) of the student group surveyed felt that they studied almost as many hours during the season of their activity as when not participating (fig. 2).

The student survey also showed that sixty-six percent (66.3%) of the students felt that their concentration level was positively affected by participating in extracurricular activities (fig. 2) as compared to seventy-three percent (73.5%) positive results when not participating (fig. 2). Both were positive results.

The overall results from the Student Survey show that the students' perceptions regarding their academic behavior is not much different when they are directly involved in an activity as compared to when they are not in an activity.

STUDENT SURVEY RESPONSE PERCENTAGES

QUESTION/ PERCENT	Response/ %	Response/ %	Response/ %
Q1 Percent	0-1 25.5	1-2 52.0	2-3 22.4
Q2 Percent	0-1 17.3	1-2 52.0	2-3 30.6
Q3 Percent	good 64.3	fair 34.7	poor 1.0
Q4 Percent	good 70.4	fair 27.6	poor 2.0
Q5 Percent	all 53.1	most 45.9	some 1.0
Q6 Percent	all 58.2	most 40.8	some 1.0
Q7 Percent	intense 19.4	moderate 74.5	low 5.1
Q8 Percent	intense 28.6	moderate 69.4	low 2.0
Q9 Percent	good 66.3	fair 28.6	poor 4.1
Q10 Percent	good 73.5	fair 26.5	poor 0.0
Q11 Percent	strong 15.3	moderate 33.7	none 51.0

Fig. 2. Student Survey Responses

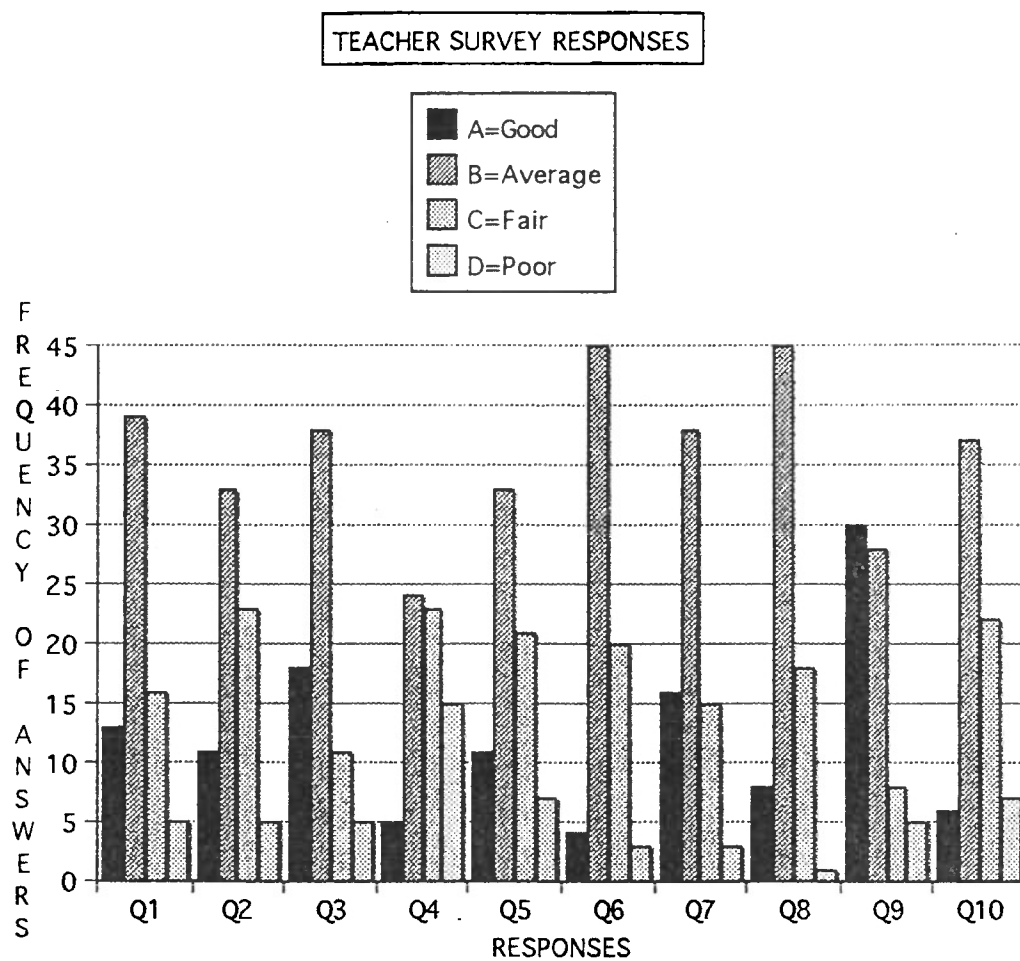
The teachers' responses were in line with the responses of the students in that they agreed that there was not a great degree of difference when it came to doing academic work. As indicated by the data (see table 1), the teachers believed that the level of concentration remained in the moderate/average level. The data does not indicate that there is a significant deficit in any area. The range is moderate to

TABLE 1
MEAN AND "t" RATIO FOR STUDY TIME WHEN STUDENT ACTIVITIES
ARE IN SEASON AND OUT
(Correlation of Teachers' Survey Items 1 & 2)

Item	No.	Mean	Standard Deviation	Standard Error	"t"
Concentration level during extracurricular activities	72	2.1806	.811	.119	1.05
Concentration level when activities not in season	72	2.3056	.816		

*Significant < .05

average in regard to homework, participation, test scores, and behavior. The greatest variance involves Question nine (9) and Question ten (10) as to the affect of the activity on behavior (fig. 3). Even then the deviation in the teachers' assessment of the concentration level is .787. The survey shows that the teachers believed that students were more affected when they were participating in season; however, this is



RESPONSES	A = Good	B = Average	C = Fair	D = Poor
Q1	13	39	16	5
Q2	11	33	23	5
Q3	18	38	11	5
Q4	5	24	23	15
Q5	11	33	21	7
Q6	4	45	20	3
Q7	16	38	15	3
Q8	8	45	18	1
Q9	30	28	8	5
Q10	6	37	22	7

Fig. 3. Teacher Survey Responses

not a significant difference (see table 1). The "t"-ratio was 1.05 which was not significantly different at the .05 level of significance.

In an analysis of the grade point averages by activities, the chart shows that activities such as Beta Club, which has a grade point average (GPA) entrance requirement, does not change significantly throughout the entire year. These students participate in yearly activities, yet they must be academically qualified in order to become a member (fig. 4). The degree of participation is moderate.

The most significant difference is shown in wrestling. There is a decrease of .73 in the GPA when the students are not in the season of their sport (fig. 5). There is a grade qualifier for all competitive sports; therefore, a certain grade point average must be kept.

Overall, the differences in the other nine categories which were examined showed .30 or less in the comparison of grades for in-season versus out-of-season grades (fig. 5).

These findings support the survey data and the prior literature in that there is no significant difference in grades for students who are actively participating in comparison to when they are not actively participating in extracurricular activities.

By examination of the data, the band and the football team were involved more in their activities (see table 2). The chart which compares grade point averages by activity suggests that those activities that are more prolonged, in terms of hours and days, have lower grade point averages than those with a lesser degree of involvement (fig. 4).

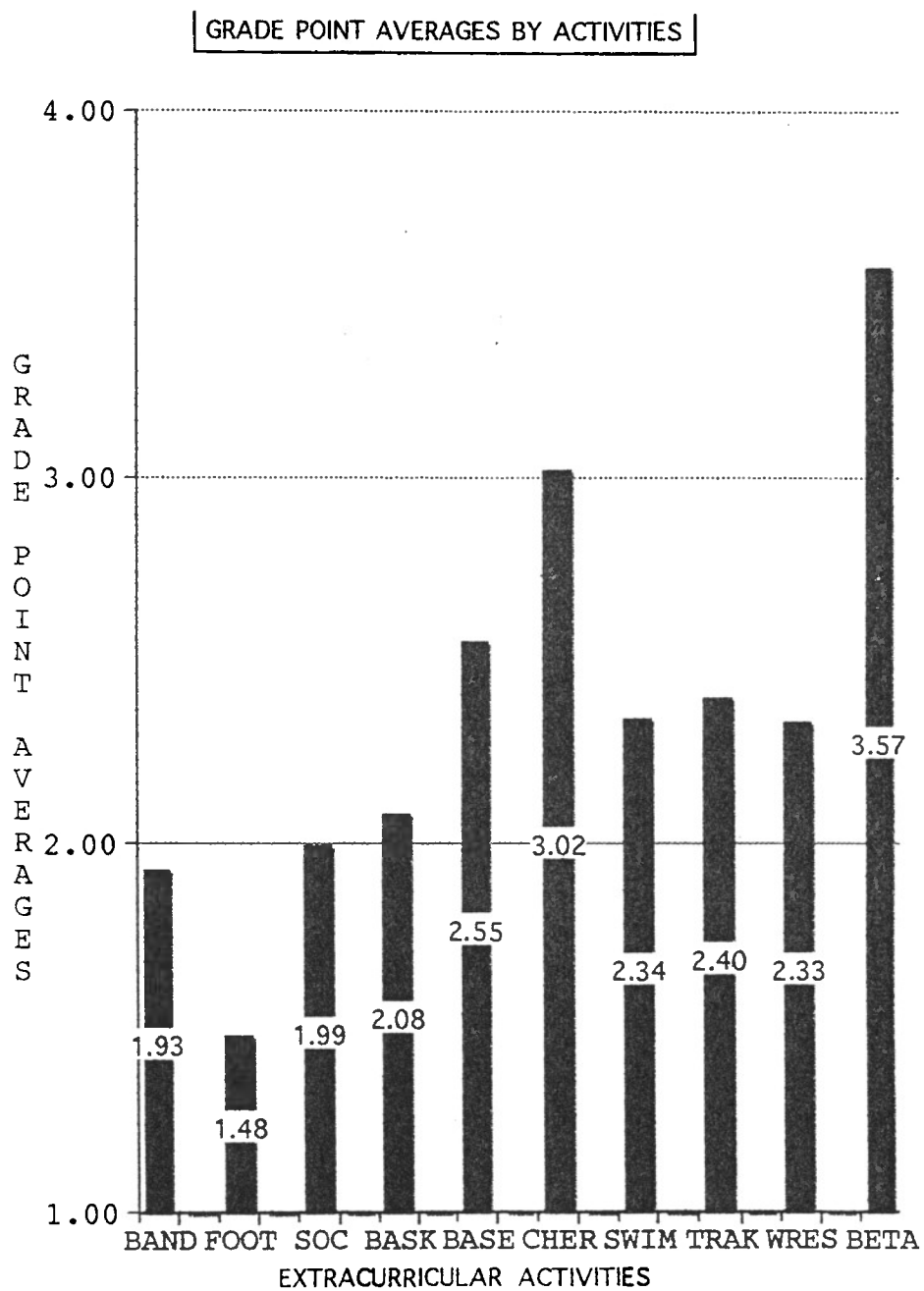


Fig. 4. Grade Point Averages by Activities

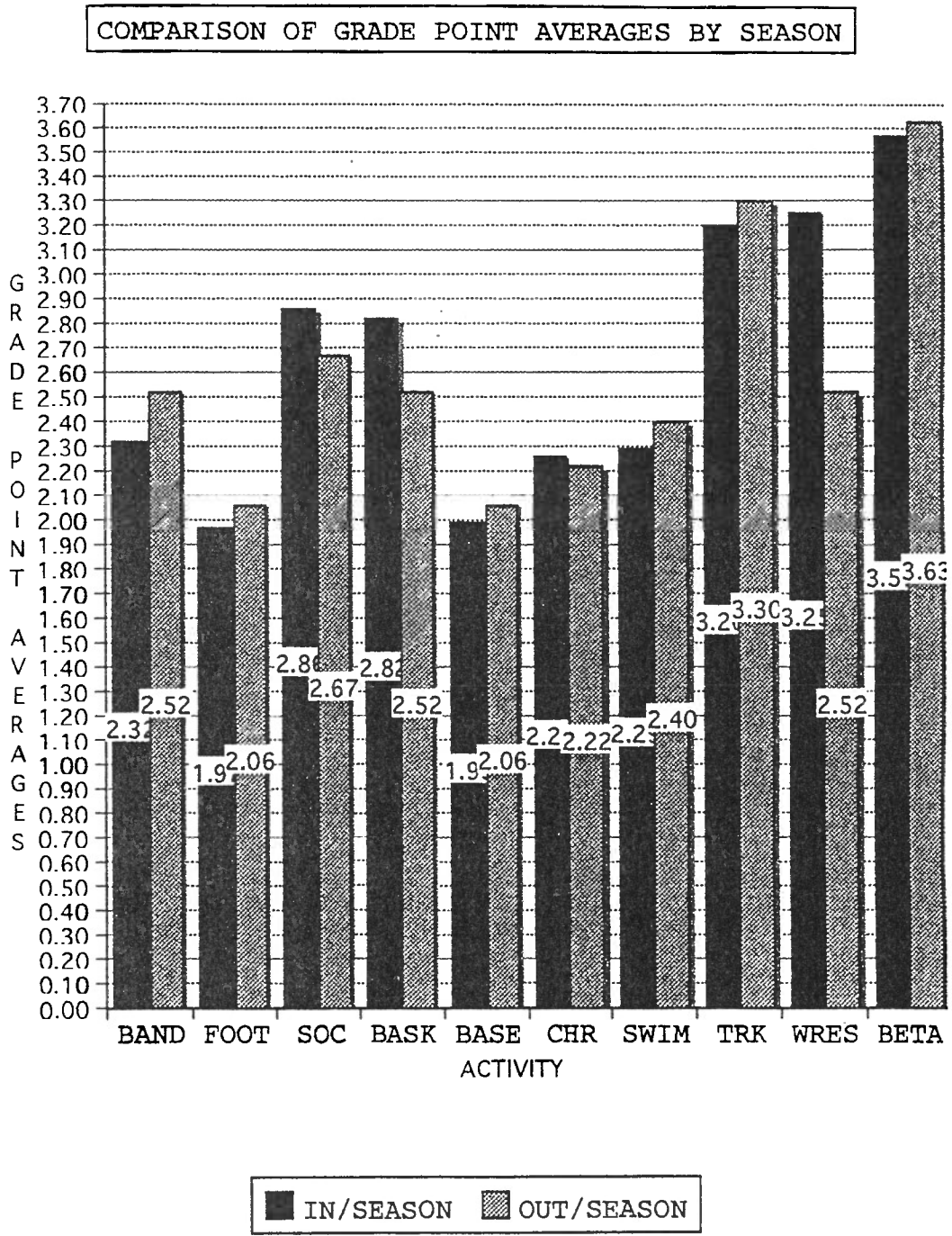


Fig. 5. Comparison of Grade Point by Season

TABLE 2
ACTIVITY PARTICIPATION: SOUTHWEST DEKALB

ACTIVITY	DAYS	HOURS PER DAY	WEEK/SEASON
BAND	6	5	26
FOOTBALL	6	4	26
SOCCER	5	3	12
BASKETBALL	6	3	12
BASEBALL	5	3	12
CHEERLEADING	4	2	23
SWIMMING	4	2	12
TRACK	6	3	12
WRESTLING	5	2	12
BETA CLUB	2	1	52

Because the season for band and football is generally longer due to the success of the team, the hours involved are longer (see table 2). This causal relationship does not relate to participation in an activity, but rather the involvement level of the participation in the activity.

Overall, all data support findings of the literature, which concludes that there is no significant differences in grades to determine whether participation in extracurricular activities is beneficial or detrimental to academic achievement.

The data used for this study were inclusive of the grades for the quarter prior to participation, the quarter during participation, and the quarter after participation.

The data was also examined to see if the scores on the Iowa Test for Basic Skills

varied greatly from the grades that the students achieved during the year. These were used to offset any anomalies which might occur (see appendix 2).

Similarly, the surveys were used to examine the perception of the students and teachers for their input as to the level of commitment.

The data on the concentration level of students when extracurricular activities are in season and out of season are presented in Table 1. These data showed that the mean for concentration during extracurricular activities was 2.1806 and the standard deviation was .811. The mean for concentration levels when extracurricular activities are out of season was 2.3056 and the standard deviation was .816.

The difference between the means was .1250 in favor of the out-of-season mean. The standard error of the difference between the two means was .119 yielding a "t"-ratio of 1.05 which was not statistically significant at the .05 level of significance.

The data on the ability level of students to remember facts when extracurricular activities are in season and out of season are presented in Table 3.

These data showed that the mean for the ability to remember facts during extracurricular activities was 2.0597 and the standard deviation was .851. The mean for the ability to remember facts when extracurricular activities are out of season was 2.7164 and the standard deviation was .901.

The difference between the means was .6567 in favor of the out-of-season mean. The standard error of the difference between the two means was .118 yielding a "t"-ratio of 5.59 which was statistically significant at the .05 level of significance.

TABLE 3

**MEAN AND "t" RATIO FOR ABILITY TO REMEMBER FACTS
DURING SEASON AND AFTER SEASON
(Correlation of Teachers' Survey Items 3 & 4)**

Item	No.	Mean	Standard Deviation	Standard Error	"t"
Ability to remember facts during season	67	2.0597	.851		
Ability to remember facts out of season	67	2.7164	.901	.118	5.59

*Significant < .05

These data showed that teachers felt that students remembered more of their lessons during the off season than they did when actively engaged in extracurricular activities.

The data on how students turn in homework when extracurricular activities are in season and out of season are presented in Table 4.

These data showed that the mean for how students turn in homework during extracurricular activities was 2.3333 and the standard deviation was .856. The mean for how students turn in homework when extracurricular activities are out of season was 2.3056 and the standard deviation was .642.

The difference between the means was .0278 in favor of the mean for during the season. The standard error of the difference between the two means was .106 yielding a "t"-ratio of .26 which was not significant at the .05 level of significance.

TABLE 4

**MEAN AND "t" RATIO FOR HOW STUDENTS TURN IN HOMEWORK
DURING THE SEASON AND OUT OF SEASON
(Correlation of Teachers' Survey Items 5 & 6)**

Item	No.	Mean	Standard Deviation	Standard Error	"t"
Turn in homework during season	72	2.3333	.856		
				.106	.26
Turn in homework out of season	72	2.3056	.642		

* Significant < .05

The data on the level of classroom participation when extracurricular activities are in season and out of season are presented in Table 5.

TABLE 5

**MEAN AND "t" RATIO FOR LEVEL OF CLASSROOM PARTICIPATION
DURING SEASON AND AFTER SEASON
(Correlation of Teachers' Survey Items 7 & 8)**

Item	No.	Mean	Standard Deviation	Standard Error	"t"
Level of classroom participation during the season	72	2.0694	.775		
				.093	1.04
Level of classroom participation out of season	72	2.1667	.628		

*Significant < .05

These data showed that the mean for the level of participation in the classroom during extracurricular activities was 2.0694 and the standard deviation was .775. The mean for the level of participation in the classroom when extracurricular activities are out of season was 2.1667 and the standard deviation was .628.

The difference between the means was .0972 in favor of the out-of-season mean. The standard error of the difference between the two means was .093 yielding a "t"-ratio of 1.04 which was not statistically significant at the .05 level of significance.

The data on how grades are affected by behavior when extracurricular activities are in season and out of season are presented in Table 6.

These data showed that the mean for how grades are affected by behavior during extracurricular activities was 1.8310 and the standard deviation was .894. The

TABLE 6

MEAN AND "t" RATIO FOR HOW GRADES ARE AFFECTED BY BEHAVIOR DURING SEASON AND AFTER SEASON
(Correlation of Teachers' Survey Items 9 & 10)

Item	No.	Mean	Standard Deviation	Standard Error	"t"
How grades are affected by behavior during the season	71	1.8310	.894	.093	6.19
How grades are affected by behavior out of season	71	2.4085	.785		

*Significant < .05

mean for how grades are affected by behavior when extracurricular activities are out of season was 2.4085 and the standard deviation was .785.

The difference between the means was .5775 in favor of the out-of-season mean. The standard error of the difference between the two means was .093 yielding a "t"-ratio of 6.19 which was statistically significant at the .05 level of significance.

These data showed that teachers felt that students' behavior was more affected during the off season than when they were activity engaged in extracurricular activities.

The data on how much time was spent studying when extracurricular activities are in season and out of season are presented in Table 7.

These data showed that the mean for time spent studying during extracurricular activities was 1.9694 and the standard deviation was .695. The mean for how much

TABLE 7
MEAN AND "t" RATIO FOR TIME SPENT STUDYING DURING SEASON AND
AFTER SEASON
(Correlation of Students' Survey Items 1 & 2)

Item	No.	Mean	Standard Deviation	Standard Error	"t"
Time spent studying during the season	98	1.9694	.695		
				.056	2.94
Time spent studying out of season	98	2.1327	.683		

*Significant < .05

time was spent studying when extracurricular activities are out of season was 2.1327 and the standard deviation was .683.

The difference between the means was .1633 in favor of the out-of-season mean. The standard error of the difference between the two means was .056 yielding a "t"-ratio of 2.94 which was statistically significant at the .05 level of significance.

These data showed that students felt that they spent as much time studying during the off season as they did when they were actively engaged in extracurricular activities.

The data on the ability to remember facts when extracurricular activities are in season and out of season are presented in Table 8.

These data showed that the ability to remember facts during extracurricular activities was 1.3673 and the standard deviation was .505. The mean for the ability to

TABLE 8

MEAN AND "t" RATIO FOR ABILITY TO REMEMBER FACTS DURING
SEASON AND AFTER SEASON
(Correlation of Students' Survey Items 3 & 4)

Item	No.	Mean	Standard Deviation	Standard Error	"t"
Ability to remember facts during the season	98	1.3673	.505		
				.057	.90
Ability to remember facts out of season	98	1.3163	.510		

*Significant < .05

remember facts when extracurricular activities are out of season was 1.3163 and the standard deviation was .510.

The difference between the means was .0510 in favor of the in-season mean. The standard error of the difference between the two means was .057 yielding a "t"-ratio of .90 which was not statistically significant at the .05 level of significance.

The data on the frequency of turning in homework when extracurricular activities are in season and out of season are presented in Table 9.

These data showed that the mean for the frequency of turning in homework during extracurricular activities was 1.4796 and the standard deviation was .522. The mean for the frequency of turning in homework when extracurricular activities are out of season was 1.4286 and the standard deviation was .518.

TABLE 9

MEAN AND "t" RATIO FOR FREQUENCY OF TURNING IN HOMEWORK
DURING SEASON AND AFTER SEASON
(Correlation of Students' Survey Items 5 & 6)

Item	No.	Mean	Standard Deviation	Standard Error	"t"
Frequency of turning in homework during the season	98	1.4796	.522		
Frequency of turning in homework out of season	98	1.4286	.518	.039	1.30

*Significant < .05

The difference between the means was .0510 in favor of the in-season mean. The standard error of the difference between the two means was .039 yielding a "t"-ratio of 1.30 which was not statistically significant at the .05 level of significance.

The data on the level of effort used for homework when extracurricular activities are in season and out of season are presented in Table 10.

These data showed that the mean for the level of effort used for homework during extracurricular activities was 1.8557 and the standard deviation was .478. The mean for the level of effort used for homework when extracurricular activities are out of season was 1.7423 and the standard deviation was .485.

TABLE 10

MEAN AND "t" RATIO FOR THE LEVEL OF EFFORT USED DOING
HOMEWORK DURING SEASON AND AFTER SEASON
(Correlation of Students' Survey Items 7 & 8)

Item	No.	Mean	Standard Deviation	Standard Error	"t"
Level of effort used for homework during the season	97	1.8557	.478		
				.060	1.88
Level of effort used for homework out of season	97	1.7423	.485		

*Significant < .05

The difference between the means was .01134 in favor of the in-season mean. The standard error of the difference between the two means was .060 yielding a "t"-ratio of 1.88 which was not statistically significant at the .05 level of significance.

The data on the level of concentration used in the classroom when extracurricular activities are in season and out of season are presented in Table 11.

TABLE 11
MEAN AND "t" RATIO FOR THE LEVEL OF CONCENTRATION IN THE
CLASSROOM DURING SEASON AND AFTER SEASON
(Correlation of Students' Survey Items 9 & 10)

Item	No.	Mean	Standard Deviation	Standard Error	"t"
Level of concentration in the classroom during the season	97	1.3711	.565		
				.058	1.94
Level of concentration in the classroom out of season	97	1.2577	.440		

*Significant < .05

These data showed that the mean for the level of concentration used in the classroom during extracurricular activities was 1.3711 and the standard deviation was .565. The mean for the level of concentration used in the classroom when extracurricular activities are out of season was 1.2577 and the standard deviation was .440.

The difference between the means was .1134 in favor of the in-season mean. The standard error of the difference between the two means was .058 yielding a "t"-ratio of 1.94 which was not statistically significant at the .05 level of significance.

CHAPTER 6

FINDINGS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

The purpose of this study was to see if student participation in extracurricular activities affected the academic achievement as measured by grades at Southwest DeKalb High School. The study was implemented by examining grades, involvement levels, and perceptions of students and teachers.

Findings

The direct findings indicate that there are no significant differences in grades when grades are compared for periods of activity versus periods of non-activity. Basically, all variances occur as a result of the level of involvement in the extracurricular activity.

Teachers and students both felt that the levels of concentration and study were not affected to any large degree. Any variances in grades occur when the time spent on the activity is extensive.

The surveys indicated that students are academically affected in regard to time studying, memory, and behavior. Teachers felt that students remembered more material when they were not participating. Teachers indicated in the survey that

behavior was affected more out of season than in season. The students' survey indicated that students study more out of season than in the season of their activity.

Conclusions

Based on the findings, the study allows the conclusion that activities are beneficial to students, if they are monitored so that the involvement levels are not interfering with the academic curriculum. The study directly showed a correlation of poor grade point averages to over-involvement in activities. Those activities which practice more than two (2) hours a day were affecting the academic success of the students.

Implications

The study implies that those activities which do not exceed one quarter do not greatly affect the academic achievement of the students. Because of these inferences, the findings should be used to control the levels of the activities in regard to practice time and length of the seasons. If academic achievement is the current trend, then the involvement levels need to be modified to achieve success. With current trends increasing the participation level in competitive sports, this problem will become more of a factor. The study also implies that students need to be involved in activities other than the academic curriculum.

Recommendations

It is recommended by this writer that more control of activity involvement be implemented. Because students need to be involved and activities are a large part of

the curriculum, principals and other administrators need to be more conscious in the planning and implementation of those activities. More monitoring needs to be done in regard to practice time, competitions, and exhibitions.

Summary

This study found similar conclusions as presented in the research literature, that there is no significant difference in grades for students who participate in extracurricular activities as compared to grades for students when they are not participating in extracurricular activities.

The only indicators that cause a difference in grades is directly related to the amount of time spent involved in the activity and the level of commitment the student exhibits for the activity. Since the findings relate to involvement level, not just participation in an activity, then necessary monitoring of the level of participation can improve the levels of academic success.

APPENDIX 1

*Approved
Su Ellen Bruns
9-28-95*

MICHAEL B. HALL
FALL 1995

PROPOSED TITLE: The Impact of Extracurricular on Academic Achievement in High School

PROBLEM: Statistics regarding academic achievement indicate that scores are lower than they were a decade ago. Student involvement in extracurricular activities is a factor that has been continually questioned in regard to whether it has any impact on academic results. The purpose of this study will be to evaluate whether there is any correlation between involvement in extracurricular activities and increased or decreased academic achievement.

PROCEDURE: The study will compare student academic achievement during the season of extracurricular involvement with student achievement out of the season of extracurricular involvement. The study will be limited to a high school, grades 9-12. It will be descriptive in nature, using existing data to do content analysis and a Status Study.

RESEARCH: Statistical data from grades, ITBS scores, IOWA test scores PSAT scores, SAT scores; Primary research using ERIC and other research papers; Secondary sources from reliable educational journals.

APPENDIX 2

EXPLANATION / IDENTIFICATION OF COLUMNS

NO A sequential number for each student so they may be dealt with in an anonymous manner (1 through 100, arranged in alphabetical order).

S Sex of each student (M-male, and F-female)

F-95 Average GPA for Fall 1995 quarter

S-95 Average GPA for Spring 1995 quarter

W-95 Average GPA for Winter 1995 quarter

(A GPA average score of "0.00" denotes that this average was unavailable.)

TEST R Reading Scores

TEST L Literature Scores

TEST M Math Scores

(A TEST score of "XX" denotes that this test score was unavailable.)

ACTIVITY Club, organization, or activity in which the student is a member or participant.

Activities:

BAND	Member of the BAND
BETA	Member of the BETA club
BBBL	Member of the BASEBALL team
BRBL	Member of the BASKETBALL team
CHLC	Member of the CHEERLEADER squad
FTBL	Member of the FOOTBALL team
SOCR	Member of the SOCCER team
SWIM	Member of the SWIM team
TRAR	Member of the TRACK team
WRST	Member of the WRESTLING team

<u>NO</u>	<u>SEX</u>	<u>F-95</u>	<u>S-95</u>	<u>W-95</u>	<u>R TEST</u>	<u>L TEST</u>	<u>M TEST</u>	<u>ACT.</u>
1	M	3.20	3.30	2.80	41	61	26	BBBL
2	M	3.30	3.70	3.20	73	91	90	CHLC
3	F	0.16	0.33	0.50	XX	XX	XX	BAND
4	M	1.50	1.50	2.00	06	01	01	FTBL
5	F	3.16	3.33	2.66	68	52	60	BAND
6	F	2.70	2.20	2.70	60	33	51	SWIM
7	M	3.30	3.20	2.50	74	26	59	SWIM
8	M	2.30	3.20	2.70	XX	XX	XX	SWIM
9	F	3.30	3.20	2.80	87	84	74	SWIM
10	F	2.80	2.20	2.00	22	10	02	BAND
11	M	4.00	4.00	4.00	95	64	78	BETA
12	F	2.80	2.00	2.50	30	51	31	CHLC
13	F	4.00	4.00	4.00	53	47	57	BETA
14	F	2.30	2.70	3.00	63	81	66	SWIM
15	M	2.30	3.16	3.16	19	53	53	FTBL
16	M	1.00	2.30	2.60	14	11	13	BAND
17	M	1.80	2.20	2.80	XX	XX	XX	TRAR
18	M	2.70	2.00	1.30	65	71	48	BAND
19	F	3.80	3.00	3.70	68	69	48	TRAR
20	M	3.16	3.50	3.16	51	75	93	BETA

<u>NO</u>	<u>SEX</u>	<u>F-95</u>	<u>S-95</u>	<u>W-95</u>	<u>R TEST</u>	<u>L TEST</u>	<u>M TEST</u>	<u>ACT.</u>
21	F	4.00	4.00	3.16	76	87	85	BETA
22	F	2.60	1.50	1.80	XX	XX	XX	BAND
23	M	3.80	4.00	4.00	71	99	94	WRST
24	F	2.30	2.70	1.80	23	04	06	BAND
25	F	2.80	2.50	2.70	51	35	48	CHLC
26	M	2.20	3.50	3.00	49	94	58	TRAR
27	M	2.00	1.70	2.00	33	21	57	BAND
28	m	2.00	2.00	1.70	15	61	65	FTBL
29	M	1.20	3.00	1.80	85	55	39	FTBL
30	F	3.66	4.00	3.83	58	87	91	BETA
31	M	3.50	1.20	2.20	53	59	38	BKBL
32	F	3.80	4.00	3.80	55	69	80	BAND
33	M	2.80	2.00	0.50	31	38	35	FTBL
34	M	0.80	2.70	3.00	25	06	07	BAND
35	F	2.20	2.50	2.00	36	64	60	SOCR
36	F	2.66	3.50	3.66	59	94	83	BETA
37	F	4.00	4.00	4.00	43	94	88	BETA
38	M	2.30	2.20	1.70	37	30	03	BBBL
39	M	3.20	3.50	3.80	01	06	32	SOCR
40	M	1.80	2.20	2.10	06	29	09	BAND

<u>NO</u>	<u>SEX</u>	<u>F-95</u>	<u>S-95</u>	<u>W-95</u>	<u>R TEST</u>	<u>L TEST</u>	<u>M TEST</u>	<u>ACT.</u>
41	M	2.30	2.90	3.20	79	83	77	FTBL
42	M	0.50	0.50	0.20	13	27	19	BRBL
43	F	3.00	2.70	2.90	91	83	50	BAND
44	F	2.50	1.20	2.70	29	70	11	CHLC
45	F	2.80	2.28	2.60	28	44	11	BAND
46	M	3.60	2.50	2.20	19	54	09	SOCR
47	M	1.10	1.70	2.40	10	41	03	BAND
48	F	3.50	3.33	3.50	64	69	68	BETA
49	M	2.40	3.00	3.40	21	40	31	BAND
50	M	3.20	3.00	2.70	32	56	45	BRBL
51	F	3.00	3.80	3.70	67	71	56	SWIM
52	M	0.70	0.70	1.30	41	36	49	SWIM
53	M	1.70	2.50	2.20	51	63	XX	BRBL
54	F	3.40	4.00	3.80	63	85	89	BAND
55	F	3.16	3.16	3.50	97	68	89	BETA
56	M	2.60	2.66	3.16	XX	XX	XX	BETA
57	M	2.80	2.50	2.50	47	57	43	BBBL
58	M	0.30	2.00	2.30	70	58	71	FTBL
59	M	3.66	3.83	3.83	66	88	97	BETA
60	F	2.30	1.50	2.10	XX	XX	XX	BAND

<u>NO</u>	<u>SEX</u>	<u>F-95</u>	<u>S-95</u>	<u>W-95</u>	<u>R TEST</u>	<u>L TEST</u>	<u>M TEST</u>	<u>ACT.</u>
61	F	2.70	3.80	3.70	XX	XX	XX	SOCR
62	F	4.00	4.00	4.00	64	92	95	BAND
63	F	2.80	3.80	3.70	63	79	29	TRAR
64	M	1.00	1.30	0.70	59	28	21	FTBL
65	M	2.70	3.10	3.10	XX	XX	XX	BAND
66	M	2.50	1.80	2.50	XX	XX	XX	WRST
67	F	2.20	2.30	2.20	43	57	14	FTBL
68	M	3.00	2.30	2.50	44	69	79	BAND
69	F	3.30	3.50	3.30	33	43	28	SOCR
70	M	2.30	1.80	2.00	XX	XX	XX	FTBL
71	M	2.20	1.30	0.70	32	25	22	FTBL
72	M	0.70	0.70	1.70	XX	XX	XX	BND
73	F	3.00	3.30	3.00	XX	XX	XX	CHRL
74	M	3.50	2.70	3.30	31	51	73	FTBL
75	F	1.50	2.70	2.50	XX	XX	XX	BAND
76	F	3.70	4.00	3.80	96	72	93	CHLC
77	F	4.00	4.00	3.90	71	92	84	BKBL
78	M	2.50	2.80	2.80	87	65	73	BBBL
79	M	2.80	3.20	3.70	XX	XX	XX	BBBL
80	F	2.30	3.00	2.50	28	28	20	CHLC

<u>NO</u>	<u>SEX</u>	<u>F-95</u>	<u>S-95</u>	<u>W-95</u>	<u>R TEST</u>	<u>L TEST</u>	<u>M TEST</u>	<u>ACT.</u>
81	M	2.50	2.50	2.50	58	68	20	BBBL
82	F	3.80	3.70	3.80	45	74	88	CHLC
83	F	2.50	2.20	2.80	31	57	27	BRBL
84	M	1.80	1.20	1.20	09	18	29	SOCR
85	M	2.70	2.70	3.30	66	80	60	BBBL
86	M	2.70	2.30	2.30	23	27	08	FTBL
87	M	2.80	2.20	1.70	28	41	32	FTBL
88	F	3.30	3.00	3.30	77	68	43	TRAR
89	M	2.50	0.00	0.00	XX	XX	XX	BAND
90	F	2.20	3.00	2.50	23	09	23	SOCR
91	F	3.80	2.50	2.80	99	93	97	BKBL
92	F	3.40	3.40	3.40	43	60	54	BAND
93	M	0.00	0.00	0.00	78	92	73	BRBL
94	M	0.00	0.00	0.00	23	22	12	FTBL
95	M	0.00	0.00	0.00	64	63	59	FTBL
96	M	0.00	0.00	0.00	53	47	36	BAND
97	M	0.00	0.00	0.00	28	38	58	SOCR
98	M	0.00	0.00	0.00	22	40	22	FTBL
99	M	0.00	0.00	0.00	13	27	19	BRBL
100	M	0.00	0.00	0.00	22	52	01	BAND

APPENDIX 3

STUDENT SURVEY

1. How much time do you spend studying during the season of your activity?
a) 0-1 hours (25) b) 1-2 hours (51) c) 2-3 hours (22)
2. How much time do you spend studying during the season when you do not have an activity?
a) 0-1 hours (17) b) 1-2 hours (51) c) 2-3 hours
3. How would you describe your ability to remember facts during the season of your activity?
a) good (63) b) fair (34) c) poor (1)
4. How would you describe your ability to remember facts during the season when you do not have an activity?
a) good (69) b) fair (27) c) poor (2)
5. How often do you turn in homework during the season of your activity?
a) all of the time (52) b) most of the time (45) c) periodically (1)
6. How often do you turn in homework during the season when you do not have an activity?
a) all of the time (57) b) most of the time (47) c) periodically (1)
7. What level of effort do you use on homework during the season of your activity?
a) intense (19) b) moderate (73) c) low (5) -1
8. What level of effort do you use on homework when you do not have an activity?
a) intense (28) b) moderate (68) c) low (2)
9. How would you describe your concentration level in the classroom during the season of your activity?
a) good (65) b) fair (28) c) poor (4) -1
10. How would you describe your concentration level in the classroom when you do not have an activity?
a) good (72) b) fair (26) c) poor (0)
11. How much do you feel your activity affects your grades?
a) strongly (15) b) moderately (33) c) none (50)

APPENDIX 4

STUDENT SURVEY

1. How much time do you spend studying during the season of your activity?
a) 0-1 hours b) 1-2 hours c) 2-3 hours
2. How much time do you spend studying during the season when you do not have an activity?
a) 0-1 hours b) 1-2 hours c) 2-3 hours
3. How would you describe your ability to remember facts during the season of your activity?
a) good b) fair c) poor
4. How would you describe your ability to remember facts during the season when you do not have an activity?
a) good b) fair c) poor
5. How often do you turn in homework during the season of your activity?
a) all of the time b) most of the time c) periodically
6. How often do you turn in homework during the season when you do not have an activity?
a) all of the time b) most of the time c) periodically
7. What level of effort do you use on homework during the season of your activity?
a) intense b) moderate c) low
8. What level of effort do you use on homework when you do not have an activity?
a) intense b) moderate c) low
9. How would you describe your concentration level in the classroom during the season of your activity?
a) good b) fair c) poor
10. How would you describe your concentration level in the classroom when you do not have an activity?
a) good b) fair c) poor
11. How much do you feel your activity affects your grades?
a) strongly b) moderately c) none

APPENDIX 5

TEACHER SURVEY

1. How would you describe the concentration level of the students who are actively participating in extracurricular activities?
a) good (13) b) average (39) c) fair (16) d) poor (5)
2. How would you describe the concentration level of the students who have participated in extracurricular activities, but are not in season?
a) good (11) b) average (33) c) fair (23) d) poor (5)
3. How much are test scores of students who participate in extracurricular activities affected during the season of the activity?
a) strongly (18) b) moderately (38) c) mildly (11) d) none (5)
4. How much are test scores of students who participate in extracurricular activities affected when students are not in the season of an activity?
a) strongly (5) b) moderately (24) c) mildly (23) d) none (15)
5. What quality of homework is turned in when a student is involved in extracurricular activities?
a) good (11) b) average (33) c) fair (21) d) poor (7)
6. What quality of homework is turned in by students when they are not in the season of their extracurricular activity?
a) good (4) b) average (45) c) fair (20) d) poor (3)
7. How would you describe the level of classroom participation from students involved in extracurricular activities?
a) good (16) b) average (38) c) fair (15) d) poor (3)
8. How would you describe the level of classroom participation from students when their extracurricular activities are not season?
a) good (8) b) average (45) c) fair (18) d) poor (1)
9. To what degree is a student's grade affected by behavior when the extracurricular activity is in season?
a) strongly (30) b) moderately (28) c) mildly (8) d) none (5)
10. To what degree is a student's grade affected by behavior when the extracurricular activity is not in season?
a) strongly (6) b) moderately (37) c) mildly (22) d) none (7)

APPENDIX 6

TEACHER SURVEY

1. How would you describe the concentration level of the students who are actively participating in extracurricular activities?
a) good b) average c) fair d) poor
2. How would you describe the concentration level of the students who have participated in extracurricular activities, but are not in season?
a) good b) average c) fair d) poor
3. How much are test scores of students who participate in extracurricular activities affected during the season of the activity?
a) strongly b) moderately c) mildly d) none
4. How much are test scores of students who participate in extracurricular activities affected when students are not in the season of an activity?
a) strongly b) moderately c) mildly d) none
5. What quality of homework is turned in when a student is involved in extracurricular activities?
a) good b) average c) fair d) poor
6. What quality of homework is turned in by students when they are not in the season of their extracurricular activity?
a) good b) average c) fair d) poor
7. How would you describe the level of classroom participation from students involved in extracurricular activities?
a) good b) average c) fair d) poor
8. How would you describe the level of classroom participation from students when their extracurricular activities are not season?
a) good b) average c) fair d) poor
9. To what degree is a student's grade affected by behavior when the extracurricular activity is in season?
a) strongly b) moderately c) mildly d) none
10. To what degree is a student's grade affected by behavior when the extracurricular activity is not in season?
a) strongly b) moderately c) mildly d) none

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