

The Impact of Extracurricular Activity on
Teacher Job Satisfaction

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Abstract

Student involvement in extracurricular activities (ECA) has been studied in the field of educational research in regard to its impact on academic achievement. This research reviewed the extant research regarding student achievement. In addition, it expands upon the limited research on the relationship these activities may have in regard to the teachers and staff who oversee them, and how this supervision and involvement of ECA impacted those teachers' job satisfaction. The findings of the current investigation indicate that supervision of ECA can have a positive impact on educational professionals.

Additionally, the research has shown to substantiate positive impacts on teacher longevity, organizational commitment, job performance, and job satisfaction for those individuals who coach and/or advise these activities. Coupled with the research indicating a positive impact on academic achievement from participation in ECA for students, these findings support the prioritization of ECA by school districts and states, so that creative fiscal ways can be found to sustain such programs that have, in recent times, been eliminated due to budget cuts.

Dedications

I dedicate this work first and foremost to my loving wife Kelly Moran. She was the reason I began this daunting journey and was by my side the entire time. Pursing this path was one of the most difficult endeavors of my adult life and she was there through every challenge of this project, the good, the bad, and the ugly. To my wonderful daughter Mackenzie, one of the hardest parts about this project was missing out on time to play with you. And to Alexa, although you are not here just yet, you have been on my mind every day for the past nine months while I have worked on this venture. I hope this compilation makes you both very proud. I also want to recognize my parents, Jim and Kathy Moran, who sacrificed so much my entire life so I could have the education I received. You taught me how important it was to set goals, work toward them without quitting, and persevere through any task. I hope to give my own children the opportunities that you have given me. To my sisters Maggie, Maureen, and Colleen, and their families, I appreciate the support and encouragement not just for this accomplishment but for everything I've attempted during my life. All of you have supported me so much and celebrated any accomplishment in my life, big and small. I would also like to thank my friends and colleagues and my wife's family for their continued support and encouragement throughout this process, it helped me more than you will know.

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Chapter 1

INTRODUCTION

This chapter introduces the study and gives a background as to why this topic is important and necessary to conduct. A statement of the problem will be followed by the methodology and research questions. Limitations and delimitations will be stated, along with the definitions of some of the key terms used in this study. The chapter will conclude with a summary and thoughts on why this topic is relevant.

The concept of student involvement in extracurricular activities (ECA) has quite often been considered in the field of educational research in regard to its potential impact on students' academic achievement. There is a widespread belief that involvement in such activities is beneficial for students for many reasons, and, therefore, maintaining these programs for students would be in their best interests. As many districts face tough decisions regarding which extracurricular programs to maintain and which to eliminate, due to budget cuts, decreased revenue, and increasing costs to educate students, it is important to more deeply understand and consider the benefits of ECA. A strong research base on the importance of ECA will help to provide educational leaders with a solid rationale to either eliminate or maintain these activities. It should be a goal of today's educational leaders to learn about the importance of ECA for both teachers and students, and how such activities can enhance their lives. It is important to critically review not only the students' benefits to participating in ECA, but the potential benefits for teachers who oversee ECA.

If research shows that these activities are related to increased levels of student achievement, one would have a much stronger argument that they should be the last things cut during times of budget shortfalls and economic decline. The data recognizing the importance of these activities and their relation to achievement in the classroom, could allow school leaders to more successfully fight against pay-for-participation programs and the slashing of athletic and academic programs for monetary reasons. However, it is daunting that, despite the magnitude of current available research in this area of ECA and student achievement, school boards will continue to cut programs to offset negative expenditures and declining school budgets. A major topic that could enhance the debate of maintaining extracurricular programs in the nation's schools would be research conducted on the impact these same programs have on teachers, in addition to students.

A close evaluation of one particular district in Northeast Ohio found that its contract provided for 163 supplemental contracts. Of these positions, 105 of them were filled by current district staff, 12 were filled by teachers from other districts, and 4 were filled by retired teachers. If research can show that teachers' longevity, organizational commitment, job performance, and job satisfaction are also linked to overseeing and advising extracurricular activities, then school districts would be more inclined to find creative, fiscal ways to maintain these programs for all. Much research exists that shows how important ECA can be for the youth of our nation.

June Kronholz (2012) wrote an article in *Education Next* titled "Academic Value of Non-Academics" in which she detailed research that was conducted, and much of that found that there is "a link between after school activities and graduating from high

school, going to college, and becoming a responsible citizen” (p.10). As part of her research for the article, she consulted many professionals’ research across the field of higher education, from professors to psychologists, to authors, to collegiate department heads. She also used studies from sources such as the National Center for Education Statistics (NCES), the U.S. Department of Education (DE), and the Center on Education Policy. In the article, research is cited from Margo Gardener of Columbia University’s National Center for Children and Families where Gardner used data from the 1988 National Education Longitudinal Study to show relationships between extracurricular activities and academic achievement. Kronholz (2012) discussed that “the U.S. Department of Education last compiled data on extracurriculars a decade ago” and at the time “reported that more than half the country’s high-school sophomores participated in sports, one-fifth were in a school-sponsored music group, and that cheerleading and drill teams, hobby, academic, and vocational clubs each involved ten percent of kids” (p.10).

Kronholz (2012) also discovered that “The National Center for Education Statistics found that high-school seniors who were involved in school activities were less likely to cut class and play hooky than kids who weren’t involved” and, also, a few other important statistics, including “three times as many had a GPA of 3.0 or higher, twice as many scored in the top quarter on math and reading tests” and, lastly, “sixty eight percent expected to get a college degree, compared to forty eight percent of kids who weren’t involved in school activities” (p. 11).

Another discussion in her article focused on student engagement and the importance of the time spent with the adults who led the activities, and the connectedness to school that arose from this participation. John H. Holloway (2002) cited a study by

Mahoney and Cairns, from 1997, that found “participating in an extracurricular activity connects students more deeply to the school, its faculty, a peer group, and school values” (p. 80).

In 2014, the United States Census Bureau released a report titled, “Nearly 6 out of 10 children participate in extracurricular activities” and stated findings that “fifty-seven percent of children between 6 and 17 years old participate in at least one after-school extracurricular activity” (CB14-224).

The National Center for Education Statistics found, in research it conducted in 1995, that “extracurricular activities provide a channel for reinforcing the lessons learned in classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a well-rounded education” (NCES 95-741).

Another expert in the field, whom Kronholz (2012) discussed, included Betsey Stevenson, an assistant professor at the University of Pennsylvania’s Wharton School of Business, and chief economist at the U.S. Department of Labor, who found positive associations between high school sports and success in females. Kronholz (2012) investigated a book titled *You and Your Adolescent: The Essential Guide for Ages 10-25*, written by Temple University psychologist, Laurence Steinberg, that focused on afterschool activities. Kronholz (2012) discussed Tory Wagner, co-director of the change and leadership group at Harvard’s Graduate School of Education, and his work with focus groups, and how many people in these groups, after high school, recalled positive associations with extracurricular activities.

John H. Holloway (2002) wrote an article for *Educational Leadership*, discussing students and their care for learning, and, through the research he studied, found that

“extracurricular activities build student-adult relationships” and “research supports the notion that high-quality extracurricular activities build relationships between students and the competent, responsive adults who supervise such activities” (p. 80). Holloway (2002) reviewed work by Mahoney and Cairns, from 1997, regarding student interest and extracurricular activities, other research by Mahoney, from 2000, about the positives of structure and challenge, work by Posner and Vandell, from 1999, regarding after school programs for low income students, and work by McNeal, from 1995, discussing positive correlation between these activities and peer interaction and cooperation among people.

A 2010 report titled *The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance*, distributed by The U.S. Department of Health and Human Services (HHS) and The Center for Disease Control (CDC) and Prevention, included a section on extracurricular, physical activity studies. It looked at 19 studies from 14 different articles and “examined the relationship between involvement in extracurricular physical activity and academic performance” (CDC, 2010, p. 24). After reviewing these studies, it was found that “nearly all the associations between extracurricular physical activity and indicators of academic performance were either positive (52%) or neutral (46%)” (p. 24).

In another study, found in the *Journal of Sport and Health Science*, Erin K. Howie and Russell R. Pate (2012) reviewed 125 articles and found that “the overwhelming majority of published articles report positive associations between physical activity and cognition, particularly executive functions, and academic achievement” (p. 166). Howie and Pate (2012) also discovered that “little to no evidence

that suggests a negative relationship between physical activity and academics has been published” (p. 166).

Background of Study

A wide variety of factors can possibly be related to students’ level of academic achievement. What is of most critical importance to school leaders, however, should be how to measure academic achievement, how to show that extracurricular activity participation improves achievement, and how teachers’ involvement in student extracurricular activities boosts their overall job satisfaction. It cannot be assumed that participating in ECA is the sole reason for improved academic achievement, when other factors, such as socioeconomic status, or parents’ level of education, could be involved. Additionally, it is plausible to consider that students’ academic success may not be from their involvement in an activity, as much as it is a result of the trusted relationship they have developed with the teacher who oversees the activity. Therefore, research on student ECA needs to encompass a broader range of factors and dynamics. Understanding the impact advising ECA has on teachers may shed even more light into the student achievement element.

Teachers have a great impact on students. There is a paucity of available research examining, specifically, the association between teachers’ supervision of ECA and reported job satisfaction. Additionally, it would be important to understand what personal and professional benefits educational professionals believe exist with the supervision in these activities. Additional moderators, such as years of experience, personal experiences as a student in ECA, age, race, and grade level taught may also be important items to consider.

Statement of Problem

Time and effort have already been devoted to determining whether student participation in ECA has an effect on student achievement. School districts, however, continue to cut extracurricular programming in an attempt to balance budgets that sometimes face increased costs and decreased revenue. A recent article found on cleveland.com, the Cleveland Plain Dealer's site, titled, "Ohio schools pressured to reduce pay-to-play fees" provided some data obtained for a study conducted by The University of Findlay, in Findlay, Ohio. The University of Findlay "survey of 470 Ohio high schools found about half charged a participation fee and nearly 9 out of 10 weren't planning to discontinue the fees in the near future" and also discussed how these fees have "surged in the last two decades" (Borchardt, 2016, p. 2). A stronger case for maintaining ECA must be developed in order to save this positive and life-enhancing element of school programming. Educators are always concerned with student achievement, classroom management, and student well-being. Do students perform better, academically and socially, for teachers who oversee ECA in which they are involved? Do teachers who coach and advise ECA have a better outlook, and overall job satisfaction? More and more demands are placed on teachers and students each year, causing stress and burnout. If teachers who oversee supplemental programs in advising ECA are happier, more productive employees, then one would be apt to consider this a mechanism in, ultimately, achieving higher academic success. The problem schools face is whether or not the cost of maintaining these programs is a beneficial use of monies

when there is a limited amount of money available in the budget. This research has the potential to assist school boards and educational leaders to make informed decisions when considering whether to cut or continue extracurricular programming.

Research Questions

This study will focus on the following research questions:

1. Do teachers who supervise extracurricular activities report a different (greater) level of job satisfaction relative to teachers who do not supervise?
2. Is the reported level of job satisfaction moderated by the amount and types of extracurricular activity in which educators supervise (club, sports, etc.)?
3. Is there a difference in reported level of commitment to the school community/organization for teachers who do and do not supervise extracurricular activities?
4. Is there a difference in reported level of classroom management for teachers who do and do not supervise extracurricular activities?
5. Is there a difference in reported expectation for positive, academic impact for teachers who do and do not supervise extracurricular activities?
6. What other variables moderate the association between job satisfaction, organizational commitment, and classroom management, and the supervision of extracurricular activities (grade level taught, years of service, topology of school, size of school, etc.)?

Significance of the Study

School funding, student achievement, and teacher burnout are all prevalent topics in education, today. In the state of Ohio, schools must continuously appeal to voters with

school levies to obtain funds to adequately operate the school district. One of the many items falling victim to funding inadequacies is ECA. Many districts in Ohio have been forced into instituting a *pay-for-participation* funding model, in which students and their families pay a supplemental amount to participate in ECA. This additional fee structure sometimes prevents students who need these activities the most from participation. These students, then, become at-risk for spending their free time in ways that may be detrimental to their overall health, well-being, and academic achievement. Students, however, may not be the only victims when extra-curricular activities are cut. Teachers who advise and oversee these activities have strong bonds of camaraderie with students. Teachers who take on these additional roles of overseeing ECA may believe that they are making a greater difference in the organization, experience better performance from their students in the classroom, and be more fulfilled in their job. If extracurricular activity supervision can be shown to provide benefits to teacher productivity and job satisfaction, then these programs should be the last to be eliminated in stringent financial times.

Methodology

This quantitative study explored the perceptions of teachers who oversee ECA. The areas of focus were on perceived level of job satisfaction, sense of organizational commitment, and effectiveness of classroom management. With permission from the superintendents of the public schools in a small- sized, suburban school district, a questionnaire was disseminated to teachers to collect data on perceived levels of job satisfaction, organizational commitment, and classroom management. The survey was distributed to teachers and principals through the use of Survey Monkey, an online survey and data collection tool. Data were collected from teachers during a single school year.

Any demographic data pertaining to the makeup of each school and its rankings in terms of student achievement were from district report cards as reported by the ODE.

Limitations of the Study

The validity of this research project could be compromised by a lack of supervision of ECA. Another potential concern would be the number of coaches and extracurricular advisees who are actually teachers. Often times, these positions are filled by individuals outside of the school district and profession. Those teachers who are new to coaching, or extracurricular supervision, may have a different view of these programs, and their supervision compared with more experienced coaches and overseers. Also, sometimes, coaches oversee students in ECA who they do not actually have in class; therefore, their responses regarding classroom management may be skewed. The definition of job satisfaction may be different from participant to participant, causing answers to be misrepresentative.

Delimitations of the Study

A delimitation of this study is that it will not be generalizable to urban and metropolitan areas. The data gathered will only be representative of schools in a specific area of northeast Ohio, and, therefore, will not be generalizable, nationwide. Depending on the number of male and female participants employed in the selected county, the data might not represent an accurate proportion of gender for the profession of public school teacher.

Definition of Key Terms

Academic Achievement- relating to school performance or the quantity or quality of a student's work (Howie & Pate, 2012, p.162).

Extracurricular Activity – discretionary activities that are physically or mentally stimulating to the individual and contain some structural parameters (Larson & Verma, 1999).

Job Satisfaction- an affective reaction to an individual's work situation; an overall feeling about one's job or career or in terms of specific facets of the job or career (Thompson, 2013, p. 2).

School Connectedness- students' belief that adults and peers in the school care about their learning as well as about them as individuals (CDC, 2010, p. 11).

Summary

School funding, academic achievement, and teacher job satisfaction are at the forefront of today's educational agenda. Particularly, in Ohio, where schools are funded largely by local property taxes, districts must approach voters with levies asking for money to maintain operation. At times, the never-ending levy cycle has created a toxic environment for teachers and voters. Additionally, public school employees have come under attack for asking for more money to only maintain school infrastructure and programming. Schools are faced with the challenge of operating on limited budgets, and, when voters say no, difficult decisions on what must be removed from the budget have to be made. Often, extracurricular programs find themselves as the first items to be eliminated from the budget when trying to balance limited funds while placing academic needs first. However, past research shows that these activities not only enhance students' overall school experiences, but, in some cases, have been related to higher academic achievement levels. Schools and teachers have found themselves under a microscopic lens of accountability as a result of increased amounts of higher stakes' standardized

testing, and more transparent district report cards. Students and teachers are stressed, burned out, and, yet, continue to work harder than ever. If research can show that extracurricular activity participation raises academic achievement, and provides teachers with greater levels of job satisfaction and organizational commitment, school districts may think twice before eliminating ECA from the wealth of quality programming offered to its most fragile stakeholders.

Chapter 2

REVIEW OF THE LITERATURE

Chapter 2 is focused on literature and research that is relative to the study and is divided into sections of research conducted on the different areas of extracurricular activities in schools. The chapter reviews extracurricular activity participation academic impact on students, impact beyond academics, and provides evidence of its impact on schools. Also reviewed are the impacts it has on the school community, staff job satisfaction, and impact on professional life and social capital. A rationale is provided for further study in this area and the chapter concludes with the purpose and significance of the study.

Review of the Literature

Locating research on the topic of ECA and student achievement is not a difficult undertaking. There is an abundant research base on the topic of academic achievement of students. A substantial portion of that research examines the role of extracurricular activity participation and how it relates to student achievement in the classroom. Lipscomb (2007) used grade point average and found an increase in test scores. Shulruf (2010) suspected improvements in academic achievement from ECA participation and did find associations but could not confirm the effects. Shulruf, Tumen, and Tolley (2008) also measured association, not effects. Some studies examine only high-school-age students, while other studies concentrate on the size of the school and student

population. Bowen and Greene (2013) examined data from only Ohio high schools and relationships between high school sports programs success and student achievement. Baird (1969) looked at big schools and small schools and discovered that “students from small schools participate to a greater extent in a variety of areas than do students from large schools” (p.253). Additionally, there is existing research on whether the types of activities students are involved in make a difference on achievement levels, and there are studies that analyze whether the amount of activities students are involved in affects their achievement. Knifsend and Graham (2012) discovered that “participating in a moderate number of different types of activities may be the most optimal for helping adolescents to do well academically” (p.379). Fredricks (2012) found that “participation in ECA is associated with favorable academic adjustment, though there is a point at which greater involvement is not associated with favorable academic achievement” (p. 305). What is lacking in the research base, however, are studies investigating the gains that can be made for teachers who oversee ECA. For a long time, researchers have been interested in the impact extracurricular participation has had on students, but the field can be enhanced with more current investigations focusing on teachers’ job satisfaction and effectiveness, resulting from taking on additional responsibilities of coaching or advising ECA. Before moving in this new direction of inquiry, it is important to review relevant literature on the impact ECA has on student achievement to document the need for a more expansive and broader research base of this topic area.

Academic Impact on Students

Because school districts, unfortunately, find themselves in tight, financial times and, often, defer to eliminate ECA, it is important for practicing school leaders to become

familiar with the research linking ECA with positive student outcomes. Lipscomb (2007) used grade point average as an outcome measure and found that “athletic participation is associated with a two percent increase in math and science test scores” and, that participating in a school sponsored club is “associated with a 1 percent increase in math scores” (p. 463). Lipscomb (2007) also found an increase in “Bachelor’s degree attainment expectations” from students who participated in such opportunities (p. 463). This increase in bachelor degree attainment was found to be 5%. Shulruf (2010), on the other hand, did not find the same striking significances Lipscomb claimed to uncover. He, instead, found that “academic achievements yielded from [participation in] non-specific ECA, academic clubs, and journalism were small” and that “although results show[ed] associations between participation in ECA and educational outcomes, causal effects could not be confirmed” (p. 591). Shulruf, Tumen, and Tolley (2008) examined whether or not ECA were related to academic success and found that “extracurricular activities (ECA) in schools have positive effects on student achievement; however, the majority of the research measured associations rather than causal effects” (p. 418).

The context of where teaching and learning takes place is another facet that should be considered in educational research. Analyzing contextual factors in relation to extracurricular activity participation of students and teachers may provide insightful conclusions for the field. For example, Baird (1969) reminded educational practitioners that “small and large schools provide different educational environments for their students” (p. 253). Baird (1969) compared “academic and nonacademic achievements of students from small and large high schools in two large samples” (p. 253). He stated that “students from small schools participate to a greater extent in a variety of areas than do

students from large schools” (p. 253). Baird (1969) went on to examine college achievement for students, depending on whether they attended a small high school or a large high school, but found “there was no great difference in the college achievements of students from small and large high schools” (p. 253). Of particular interest would be to examine associations between size of school and the amount of extracurricular activity. Furthermore, it would be informative to study if teachers in smaller settings perceive that their contributions in overseeing extra-curricular activities have greater, or more substantial benefits, in terms of job satisfaction, organizational commitment, and classroom management, or teacher-student rapport.

Breadth of activity participation and supervision are yet other aspects of this line of research that currently lack investigation. Knifsend and Graham (2012), most notably, documented a need in this particular area. In their work, they found that, currently, “little research has examined how the breadth of activities in which an adolescent is involved relates to school-related affect and academic performance” (p. 379). Knifsend and Graham (2012) identified four areas for additional research including “academic/leadership groups, arts activities, clubs, and sports” (p. 379). Their research proposed that “participating in a moderate number of different types of activities (i.e., two activity domains) may be the most optimal for helping adolescents to feel connected to their school and to do well academically” (p. 379).

Along with breadth of participation, Fredricks (2012) posited that intensity and participation levels also matter. Fredricks used data from the “Educational Longitudinal Study (ELS) from 2002 which used an ethnically diverse longitudinal sample of American high school students totaling 13,130 with 50.4% being female” (p. 295). She

found that “participation in extracurricular activities is associated with favorable academic adjustment, though there is a point at which greater involvement is not associated with favorable academic adjustment” (p. 305). To build upon these findings for students, today’s researchers need to shift the focus to teachers who run, manage, and oversee extracurricular activities for students. Does the amount or type of ECA a teacher sponsors have a direct impact on his or her achievement, or success, as a teacher? Today’s school leaders will need to know if teachers who oversee multiple ECA are more successful and effective educators. If so, they will be able to promote teacher-leaders who take on these additional responsibilities. If, on the other hand, teachers who advise multiple ECA have lower job satisfaction and ineffective classroom management, school leaders will then be better informed to hire outside personnel to oversee these activities.

Beyond Academics

Other studies on extracurricular activity participation go well beyond focusing on how such participation affects student academic achievement, and, instead, elaborate on finding connections between participation and outcomes, such as level of depression, drug use, sexual activity, truancy, aspirations, and attitudes. Feldman and Matjasko (2005) presented evidence that extracurricular “activity participation has many positive influences on adolescent development and young adult outcomes” (p. 202). One factor mentioned in their research was that the moderator, advisor, or coach of the activity could make a big difference in results. This finding paves the way for new and more current research on the importance of the advisor and coach in ECA. Feldman and Matjasko (2005) also found that “gender, peer networks, race, self-perceived identity, and type of these contextual factors are important facets that must be considered in future research”

(p. 202). Feldman and Matjasko (2005) more recently reviewed the literature base on this topic, and elicited a “call for continued exploration” (p. 1). Similar to Feldman and Matjasko (2005), Darling (2005) conducted research in this area and found that “the relationship between extracurricular activity participation and adolescent adjustment is consistent, but small” (p. 503). However, like many researchers who preceded them, this work fails to recognize a key component to extracurricular involvement research: the teacher’s-supervisor’s role.

Evidence of Impact

Many researchers have delved into examining the relationships between participation in ECA and the impact it has on academic achievement. The way each researcher has conducted and designed research, however, is extremely unique, interesting, and impressive, and much can be gleaned from each approach. Five dissertations stand out in the area of extracurricular activity participation. Kelepolo (2011) focused his work on those “schools making budget decisions which place activities and academics in competition of funds” (p. 1). Kelepolo (2011) studied tenth-grade students, from five different high schools, all in the same school district. To measure academic achievement, grade point average and the Utah Criterion Reference Test were used for data. Another prominent researcher, Wilcox (2012), focused on “a methodical approach to determine whether student participation in extracurricular activities might have causal effects on academic achievement, attendance, and discipline at school” (p. 1). This research was conducted using rural, secondary students in Indiana. Sitkowski (2008) concentrated, instead, on comparing the achievement levels of athletes, during the season with their achievement during the off-season. Sitkowski (2008) used an

“analysis of 249 high school sophomore and junior boys and girls” and looked at student GPAs in and out of season (p. 12). Sitkowski (2008) found that “athletic participation had a positive impact on academic performance and that impact may be attributable to the difference between male in season and out of season performance” (p. 94). Lewis (2004) dealt more with the social aspects of participation in ECA. Lewis (2004) used a meta-analysis of 41 studies about extracurricular activity participation and concluded that “the best outcomes for children and adolescents are brought about through well-built, developmentally appropriate structured activities” (p. 4). George (2012) divided ECA into groups, and focused on twelfth-graders from three different high schools. These high schools were all located in North Carolina; George (2012) used cumulative GPAs and participation in extracurricular activities in this research. George (2012) discovered that “there were statistically significant relationships between academic achievement and participation in extracurricular activities” (p. 4). Many of these studies had similar findings, but the different approaches added variety to the literature regarding the impact of ECA on academic achievement.

Many benefits of student participation in ECA were found in Kelepolo’s (2011) work. Kelepolo (2011) found that “research supports that ECA create positive benefits in educational outcomes such as better school attendance, lower rates of discipline issues, higher academic achievement, and greater sense of school loyalty or spirit” (p. 10). Kelepolo (2011) also found data to support the claim that “students participating in ECA were more likely to be in college preparatory programs, achieve higher grades, and desire to enroll in and graduate from college” (p. 10). Kelepolo (2011) also brought to light an interesting premise, suggesting that “educating students has primarily been the goal of

institutions of learning [but] the pressure of winning and the attainment of fame and fortune in sports has created debate in the role of the school” (p. 11). A rather important insight of Kelepolo (2011), as it relates to the timeliness of this research study, was the argument that “economic hardships have wreaked havoc on school systems that depend on public sources of income [and...] schools today are managing these budget restraints by reducing or eliminating extracurricular programs” (p. 5). Wilson (2009) reminded educators that “many schools are facing difficult economic issues and budget cuts are being made in some communities” but, when considering what to cut, “some may think reducing or eliminating ECA may help the budget, it is not an easy decision as others believe that these budget reductions would be more detrimental for the students” (p. 29).

A different lens to use while examining ECA is that of a historical perspective. Kelepolo (2011) also explored the historical development of extracurricular activities in schools, and how, at one point, they were largely viewed as an integral part in developing students as citizens.

As with any prominent topic of educational research, some studies yielded positive results, while others portrayed a detrimental view of extracurricular participation. Kelepolo (2011) understood the difficulty in portraying a strong, positive case for extracurricular activities by noting that “though academics may not be improved through extracurricular participation, there is evidence that participation does not hinder academic achievement” (p. 29). Other studies were more adept at showing that participation in extracurricular activities gave way to positive social aspects and also psychological benefits. The methodology in Kelepolo’s (2011) study, though, included a focus on tenth-grade, high school students, male and female, who participated in ECA. Data were

collected on participants and nonparticipants to see if involvement in ECA had any impact on academic achievement. Grade point averages, annual yearly progress, and criterion-referenced, test-scaled scores were compared to determine academic achievement. A non-experimental, quantitative research design that employed ANOVA was used. Kelepolo (2011) found inconsistencies in attendance levels. School-sponsored ECA were used, and the researcher listed all of the activities that were used, and most, if not all, of the activities reported appeared to be sports. Variables analyzed included “the student’s grade level, extracurricular activity, gender, ethnicity, cumulative average daily attendance, cumulative grade point average, and the Utah Criterion Reference Test scaled scores ending June 2010” (Kelepolo, 2011, p. 47). Kelepolo (2011) found that “the results of a one-way analysis of variance (ANOVA) demonstrated a high statistical significant effect on the cumulative average daily attendance of those who participated in ECA compared to those who did not participate in extracurricular activities” (p. 55). Kelepolo (2011) also found that “extracurricular participants had a significantly higher attendance percentage than those who did not participate in extracurricular activities” (p. 56). An “ANOVA displayed a highly significant difference on the cumulative grade point average for students who participated in extracurricular activities in comparison to students who did not participate in extracurricular activities” (Kelepolo, 2011, p. 57). It was found that “10th grade students who participated in extracurricular activities demonstrated a significantly higher mean cumulative grade point average in comparison to those 10th grade students who did not participate in extracurricular activities” (Kelepolo, 2011, p. 58). Kelepolo (2011) also found that, both men and women, in tenth

grade, who participated in ECA, scored higher in math, reading, and science than those who did not participate in ECA.

In summary, it was found that “there was a significant difference between extracurricular participants and non-participants in attendance, cumulative grade point average, and the Utah Criterion Reference test in math, English, and science” (Kelepolo, 2011, p. 65). It appeared that Kelepolo (2011) was not extremely surprised at some of the findings from his research. Based on his statements regarding attendance, the correlation between extracurricular participation and higher school attendance makes clear sense. Kelepolo (2011) reported that “due to the higher expectation that extracurricular participants are generally required to attend school the day of competition or risk not playing” better attendance rates exist for these students (p. 69). Kelepolo also noted that “extracurricular participants are normally scheduled to attend practices before or after school on a daily basis” (p. 69). As for GPA data, the differences were quite significant. The gap between participants and non-participants was .70 on a 4.0 scale (Kelepolo, 2011). It was relevant for Kelepolo (2011) to point out, in his discussion, that “the grade point average has been perceived as inconsistent between schools and teachers on any grade level” (Kelepolo, 2011, p. 73). As inconsistencies exist, it will become more and more critical to refine research in the area of ECA. It is plausible that the role of the teacher, in advising and overseeing the activity, has a greater impact on overall student achievement than participation in the activity, itself. Therefore, research on ECA, focused on a sharper angle of the teacher’s participation and responsibility, is a more applicable and modernized view on this ever-important area of school programming.

Extracurricular Impacts on the School Community

Wilson (2009) wrote a research paper with a comprehensive review of the literature examining extant research on the positive impacts ECA have on students. Wilson (2009) brought to light the “pros and cons of both sides of the activity participation discussion” (p. 1) in her work, and pointed out that research has shown “participation in activities has been linked to social and academic success, yet over-participation may be too stressful for young adults as it may consume too much of their free time” (p. 1). Wilson (2009) offered some interesting advice to schools and communities by mentioning that “there are many variables to consider when offering ECA to students” and “adolescents need to feel a connection to the school and recognize the importance of staying in school” (p. 6). As students need to feel connected to school, so do teachers. Teachers who invest their time advising and coaching students in ECA need to be studied, as well as channels of new investigate inquiry into best practices in education.

Wilson (2009) recognized that “school boards and administrators have the tough job of deciding what will stay and what will go” because, many times, during difficult budgets “the extracurricular activities are on the chopping blocks” (p. 5). Maintaining clubs and sports requires “funding and some schools do not have the resources to employ coaches, purchase equipment, and maintain the necessities to enable these activities to continue” (p. 5). Examples of both “positive effects in youth development based on participating in extracurricular activities” and “negative effects that may also take place in adolescent development due to injury, limited opportunity or over-scheduled participation” were noted in Wilson’s (2009, p. 10) qualitative work. Wilson (2009) divided her research into different segments, which were then aggregated by different

headings, including benefits of participation, social skills and social networks, academic achievement, role models, potential negative impact of participation, promoting ECA in schools, and effects of youth development. Many different theories and research of both positive and negative effects of ECA were presented.

Wilson (2009) determined that extracurricular activity participation can be even more beneficial when using community partnerships, leadership training for those who direct these activities, and activities that are of interest to students. This type of partnership may also help improve sources of job dissatisfaction among teachers, including “lack of respect and status in community” (Thompson, 2013, p. 6). Wilson (2009) believed that “schools that offer training for coaches, sponsors, and leaders may minimize the harsh effects of poor leadership in extracurricular activities” (p. 30). These findings give all the more reason to look more closely at teacher sponsors of extracurricular activities and their impact on students and academic success. Currently, in most schools, there is minimal training for teachers in the area of extracurricular leadership. Studying teachers’ level of knowledge, expertise, and training in relation to outcomes of students who are involved in clubs and activities would offer new and contemporary data for the field of education. With compelling data, community partnerships could be more easily leveraged to help with “working together to find quality coaches, sponsors, and funding for a variety of activities” (Wilson, 2009, p. 30). Wilson (2009) also believed it would be “worthy of consideration to look at diversity issues pertaining to participation in extracurricular activities” (p. 30). Other things that future researchers may want to consider are “determining how [participation] impacted

the student's future careers" and to what extent teacher supervision is linked with job satisfaction (Wilson, 2009, p. 30).

Bowen and Greene (2013) "examined the relationship between the extent to which high schools have winning sports teams, offer a variety of sports options, and facilitate student participation in athletics on schools' overall student achievement and attainment" (p. 1). Bowen and Greene (2013) examined data from Ohio high schools, including athletic success, number of sports offered, and number of students involved in sports. These topics were chosen because "schools that win more often presumably have a culture in which athletics are given a higher priority" and "schools that offer more sports or that have more students directly involved in sports teams are also thought to have a greater emphasis on athletics" (p. 7). Other data used in this study included "measures of achievement and attainment" along with "per pupil spending, size, and the demographics of their student body, to serve as control variables" (p. 7). Not only did Bowen and Greene (2013) find that "there is no necessary tradeoff between emphasizing high school athletics and producing academic success", they discovered "the more that a high school produces winning teams, offers more sports, and expands the number of students who can participate in athletics, the better a school does academically" (p. 17).

Impact on Staff Job Satisfaction

A limited amount of research has been found on the impact of supervision ECA on job satisfaction level of education professionals. One study conducted by Skaalvik and Skaalvik (2011) examined teacher job satisfaction among elementary and middle school teachers. They surveyed 2569 Norwegian teachers in regards to teacher job satisfaction, and were interested in finding reasons or motivation teachers had to leave the

profession. While they did not focus on extracurricular activity involvement, they did some work in regards to a sense of belonging to the school. Skaalvik and Skaalvik (2011) discovered that “value consonance and positive social relations predicted feeling of belonging” (p. 1029). If teachers have a sense of belonging they seemed to stay in the profession, and if being involved with extracurricular activities fosters that sense of belonging it can not only improve job satisfaction, but also help retain quality educators.

Likewise, Thompson (2013) researched teacher job satisfaction and involvement in extracurricular activities and approached this more from the teacher aspect, and sought out satisfaction levels, if a teacher was involved in ECA. Thompson (2013) believed that job satisfaction is very important for teachers because “there is a high rate of turnover in the profession, and new teachers particularly are quitting at startling rates” (p. 4).

Thompson’s research also found that “teachers endure higher levels of stress due to increased demands and thus, are put at risk for experiencing job dissatisfaction” (p. 4).

As indicated by Ostroff (as cited by Thompson, 2013), “teachers greatly influence the school community, morale among staff and students, and the overall school climate.

When teachers negatively influence the morale of their students and fellow staff members, decreased motivation of students and staff may result” (p. 5).

Thompson (2013) provided a number of insights on expanding the research on the importance of job satisfaction. Thompson (2013) created a survey and distributed it via staff email to 150 teachers across two participating schools in southern New Jersey.

Seventy-one surveys were returned, however, seven had no responses so the final sample size was 63 responses. Support staff and administrative staff were not included in the distribution as to only have the survey go out to full time teachers. The purpose of

Thompson's study was primarily to examine secondary teacher's overall job satisfaction and secondarily was a focus on satisfaction specific to ECA involvement and supervision. Thompson (2013) concluded that teachers "play a critical role in our society and future investigations that clarify elements influencing their satisfaction and efficacy could not be of greater importance" (p. 73). Thompson's (2013) research found through correlational analyses that "no relationship between extracurricular involvement and ratings of overall job satisfaction" were revealed, however, the findings did discover through correlational analyses and one-way analyses of variance "that factors related to a teacher's experience of relationships and personal interest/growth opportunities were correlated with levels of satisfaction specific to extracurricular involvement" (p. 3). Extracurricular involvement can possibly be beneficial because "extracurricular activities provide opportunities for teachers to experience a strong sense of community, student growth, personal growth, and participation in an activity of personal interest" (p. 13). Involvement in areas of personal interests may improve teachers' satisfaction levels and, perhaps, an improvement in teachers' satisfaction levels can result in retaining teachers. This could be important, given the history of high turnover in the field of education.

As for teacher-student interaction and classroom management sports may provide a natural opportunity for the exchange of information regarding standards of behavior, school norms, and educational resources that may not have occurred otherwise...participation in interscholastic sports was also found to create and intensify student's social ties, which can be beneficial to student's academic pursuits. (Thompson, 2013, p. 13)

Camaraderie is an important aspect to classroom control, management, and rapport, and, in Thompson's (2013) research "it logically follows that as extracurricular programs establish a stronger sense of community among members, teachers both witness bonding among students and experience this bonding themselves" (p. 15). ECA are often optional and voluntary, and it could be "possible that a student is apt to feel a similar sense of belonging to the teacher who has personally invested to a great extent" (p. 15). As Thompson (2013) pointed out, "just as extracurricular programming is often attended by students on a voluntary commitment basis, a teachers' [*sic*] initial involvement in an extracurricular activity is often considered a volunteered commitment" (p. 22).

Two important hypotheses Thompson (2013) posited were that "teachers who encounter a student not only in the classroom but also through an extracurricular activity are more likely to develop a closer connection with this student" and "teachers who experience success in their profession and a high level of satisfaction are those who witness and encourage student growth and success" (Thompson, 2013, p. 21). Lastly, with so much increased structure and loss of creativity and freedom in classrooms, today, due to standardized testing, "a teacher acting as a club facilitator may be able to engage deeply in a topic of personal and relevant interest during a club meeting, when this topic typically lies outside the scope of this teacher's classroom curriculum" (Thompson, 2013, p. 22).

More recently, Steeves (2014) researched a group of teachers in Canada to find out the effect of extracurricular activity duties and reported job satisfaction. Steeves (2014) used a job satisfaction survey and a survey to find out extracurricular activity commitments to the participants. After she distributed her survey and collected the

results, she arranged the groups into low, medium, and high levels of involvement in extracurricular activities. She was also interested in exploring differences in job satisfaction of teachers who were involved with commitments in different types of extracurricular activities such as sports, fine arts, and academics. Steeves (2014) found that “there is a correlation between increased job satisfaction in teachers who report increased involvement in extracurricular duties that involved students” (p. 3). An interesting part of her recommendations for future research included exploring “if a teacher with reported low job satisfaction got involved with extracurricular duties for a school year to see if that would then help to increase their job satisfaction” (p. 4).

Impact on Professional Life and Social Capital

McDonald (2013) found that “respondents perceived teacher participation as coaches and advisors as beneficial, not only personally, but also professionally” (p. 1). Teachers who also served as coaches and/or advisors reported “increased networking opportunities with administrators, teachers, the community and students” which may lead to “increased access to resources and relationships” (McDonald 2013, p. 1). These types of relationships, formed through the time spent together outside of the school day, may be a little different from relationships simply formed through the usual teacher to student interaction in the classroom, due to the change in setting. McDonald (2013) pointed out that much research exists on extracurricular participation, but, recognizes the void in the impact on the teacher that is overseeing these activities. McDonald made an argument that

since teachers are necessary to the formation and maintenance of
extracurricular activities and they bring to their classroom all of their

experiences and knowledge, the relationship between teachers' involvement in extracurricular activities and their classroom pedagogical practice may help to inform best practices in the class room. (pp. 8-9)

As previously mentioned, school districts are operating with limited funds and resources, and, are tasked with making difficult decisions regarding the budget. Often, sports and clubs are eliminated or assessed a fee to help balance the budget. McDonald (2013) argued that "as school boards make decisions about where resources can be best allocated, it would be advantageous to know if there is any relationship between supervision in extracurricular activities and teacher work in the classroom, and whether this work is related to student achievement and teacher growth" (p. 9). This could make a solid case for keeping some of these important programs intact.

Social identity theory is also tied closely to social capital, and some researchers think these areas are an important aspect of job satisfaction, specifically in the public employment sector. Brunetto and Farr-Wharton (2002) found that "public sector reform has tended to focus on achieving only those goals that coincide with those underlying of per capita cost-cutting in a range of social services" (p. 535). Also missing from research on the public sector employees, that seems to exist when contrasting it with private sector employees, is "the issue of employee satisfaction and its implications" (Brunetto & Farr-Wharton, 2002, p. 535). Recent public policies, regarding public school teachers in Ohio, and the large accountability movement, seem to ignore job satisfaction, and, by ignoring this aspect, it seems, superficially, that the state is not interested in teachers' job satisfaction, and that can be a huge mistake. If teachers are dissatisfied with their jobs,

this will show in the classroom, and can produce negative effects on performance and relationships with students.

Smith (1999) examined “whether early investments in the social capital of young people produce greater political involvement and civic virtue in young adulthood” (p. 553). Investments mentioned in the research included family relationships, participation in religion and/or religious activities, connection to others, and participation in extracurricular activities. Smith (1999) conducted an analysis of a longitudinal study and found that “participation in extracurricular activities in one’s youth are significant predictors of greater political and civic involvement in young adulthood” (p. 553).

Rationale for Further Study on Teacher Involvement in Extracurricular Activities

The literature base on student participation in ECA is substantial, and, historically, well documented. What is missing from the research, however, are studies focusing on teacher supervision in ECA as opposed to student participation. School districts are often cutting these additional programs, clubs, and athletic teams from their budgets and offerings, but, doing so, without first considering how these programs impact teachers or at how teachers impact these programs, is negligent and ill-advised. There are numerous questions that are yet to be answered on the potential benefits to teachers who oversee ECA. With teacher burn-out and stress on the rise, it is imperative to develop and structure more studies on teacher job satisfaction. Doing so would help to address the current void in the literature and open investigative inquiry into an untapped realm.

Purpose of Study

The purpose of this study was to identify the perceptions of teachers who advise and oversee ECA. The study examines whether teachers who are responsible for ECA

have greater job satisfaction, a greater overall sense of commitment to the organization, and whether or not they feel that they have stronger classroom management and rapport with their students based on their image as a club or team sponsor. It is hypothesized that teachers who are involved in extra-curricular activities will have a higher job satisfaction. It was also hypothesized that teachers who oversee ECA have a higher level of commitment to the organization. It is also hypothesized that teachers who coach have better classroom management and a better rapport with their students.

Significance of Study

This study will provide insight into many facets of extracurricular programming for schools. It will add new layers of information to the existing literature on benefits and limitations to student participation in ECA, and, instead, will lead school professionals in a new direction for considering these student activity opportunities. The information gathered from this study will assist the decision-making practices of school leaders who may be urged to cut or keep ECA. Additionally, when considering how best to mentor, support, and empower teachers in the school setting, studies, such as this, that have a component focused on job satisfaction, could help to assist school leaders in promoting employee satisfaction and longevity to the school system.

Chapter 3

METHODOLOGY

Chapter Three presents the methodology supporting the current investigation. First, the research questions that are driving this investigation are presented. Second, the sampling frame is presented. Third, the instrumentation used for this investigation is presented. Last, the procedures to recruit participants in the investigation as well as known limitations are presented.

This research study aimed to investigate the perceived relationship between teacher involvement in ECA and four different constructs. The study hypothesized a relationship between teacher involvement in ECA and a higher level of job satisfaction. Additionally, the study hypothesized that teachers who oversee or advise ECA have a stronger sense of commitment to the organization. Another hypothesis of this study was that teachers who coach or oversee ECA have better classroom management during their regular instructional class time with students. Finally, the study hypothesized that teachers who are involved in ECA have a stronger rapport with students. In order to assess perceptions of teachers, participants completed a survey instrument assessing their perceptions regarding each of the constructs listed above.

Research Questions

This study focused on the following research questions:

1. Do teachers who supervise extracurricular activities report a different (greater) level of job satisfaction relative to teachers who do not supervise?
2. Is the reported level of job satisfaction moderated by the amount and types of extracurricular activities in which educators supervise (club, sports, etc.)?
3. Is there a difference in reported level of commitment to the school community/organization for teachers who do and do not supervise extracurricular activities?
4. Is there a difference in reported level of classroom management for teachers who do and do not supervise in extracurricular activities?
5. Is there a difference in reported expectation for positive academic impact for teachers who do and do not supervise extracurricular activities?
6. What other variables moderate the association between job satisfaction, organizational commitment, and classroom management, and the supervision of extracurricular activities (grade level taught, years of service, topology of school, size of school, etc.)?

Study Design

This quantitative study explored the perceptions of teachers who coach and advise ECA in regard to four areas: job satisfaction, organizational commitment, rapport with students, and classroom management. A survey was used to collect responses from teachers in a specified county in Ohio. The Teacher Job Satisfaction and Extracurricular Involvement Questionnaire instrument was used to collect data for this research. In

addition to the Likert type responses in the questionnaire, six open-ended questions were provided for participant response.

Participants

A county in the northeast part of Ohio was the area of concentration for this study. There are nine school districts located in this county. Before proceeding with sending the survey to the teachers in these nine school districts, the superintendents of the districts were contacted for permission to survey staff members. The following is the makeup of the school districts in the county: District A (two buildings, 27 teachers), District B (three buildings, 76 teachers), District C (five buildings, 223 teachers), District D (13 buildings, 459 teachers), District E (five buildings, 162 teachers), District F (four buildings, 105 teachers), District G (eight buildings, 244 teachers), District H (three buildings, 101 teachers), and District I (12 buildings, 571 teachers) (National Center for Education Statistics [NCES], 2015). The total number of full time, teaching employees in this county is 1,968 (NCES, 2015). Once consent from superintendents was granted, correspondence with district technology departments was distributed through electronic surveys through email distribution lists.

Instrumentation

The questionnaire used in this study was adapted from a survey developed by Winfield Hattie Thompson and called the Extracurricular Programming Questionnaire (Appendix A). According to Thompson (2013),

this survey first asks participants, through a series of multiple choice and free response questions, to best describe their role in extracurricular programming. The remaining survey items address participant

perceptions of overall job satisfaction and involvement in extracurricular programming. These perceptions are investigated through a person's degree of agreement/disagreement with a variety of statements. In this way, each statement is a Likert item. The typical five-level Likert scale is used consistently throughout the survey. Participants are presented with a scale with the following equally distanced responses, correlating with the following numerical score for data analysis: Strongly disagree (1), Disagree (2), Neutral (Neither agree nor disagree) (3), Agree (4), Strongly agree (5). (p. 29)

Six open-ended questions were added to this study. A copy of the survey adapted from the survey from Thompson (2013) is provided in Appendix A.

Demographic Questions

In addition to the questions included in the Extracurricular Programming Questionnaire, a number of demographic questions were asked of participants. These questions included:

1. Gender? Male or female?
2. What level building do you teach/work in? Elementary, Middle, or High School?
3. What level building do you coach/advise in? Elementary, Middle, or High School?
4. Did you participate in extracurricular activities in elementary school? Yes or No
5. Did you participate in extracurricular activities in middle school? Yes or No
6. Did you participate in extracurricular activities in high school? Yes or No
7. Did you participate in extracurricular activities in college? Yes or No

8. Do you supervise extracurricular activities at your school? Yes or No
9. Do you participate in community sports/activities? Yes or No
10. Do you participate in church sports or activities? Yes or No
11. If you are a coach or extracurricular activities advisor, how many years have you been coaching/advising?
12. Does your school have a full time athletic director? Yes or No
13. If you have school-aged children, do they participate in extracurricular activities?
Yes or No

Qualitative/Open-Ended Questions

In addition to the demographic questions, four open-ended questions were asked:

14. Do you believe being involved with extracurricular activities affects a teacher's rapport with students?
15. Do you believe being involved with extracurricular activities affects a teacher's classroom management?
16. What do you feel is the impact of extracurricular activities on students' academic performance?
17. What do you feel is the impact of extracurricular activities on students' behavior?

Procedure

After notification of approval from the Internal Review Board (IRB) at Youngstown State University (YSU), a form letter, asking for permission for teachers to participate in this survey, was mailed to the Superintendents of the nine school districts located in a northeast county of Ohio. The letter explained the research project and requested consent for teachers in the district to participate. Steps for distributing and

completing the survey were also included in the letter. Upon receiving permission from Superintendents of the nine school districts, a link to an electronic survey was emailed to collect data on perceived levels of teachers' job satisfaction, organizational commitment, rapport with students, and classroom management. The survey was sent to teachers through Survey Monkey, an online platform to survey and collect data. The length of time for data collection was limited to a two-month period. Completed survey results were analyzed for potential existing relationships and differences that will address the stated research questions.

Proposed Data Analysis

In order to address all stated research questions in this analysis, both descriptive and inferential statistics were used. Reliability estimates were calculated for each of the four constructs proposed by Thompson (2013). Regression analysis was used to evaluate existing relationships. Responses from open-ended questions were reviewed for emerging and common themes. Qualitative and quantitative responses were synthesized in an effort to discover any relationships that present.

Limitations of Methodology

Lack of supervision could compromise the validity of this research project; however, every effort was made to gather a sample of responses that was representative of the population in the district identified. Since this is survey research, the findings of this investigation will be observational, and, will be limited, in their generalizability, to urban and metropolitan school districts. The data collected were only representative of the county from which responses were gathered, and were not representative of schools throughout the nation.

Depending on the number of male and female responses, the data collected may not be representative of the proportion of each gender existing in the field. The descriptive analysis was used to investigate how similar, or different, the participants in this data collection represented the sampling frame of the population. Additionally, the data were focused on quantitative responses, limiting the opportunity for a more in-depth and open-ended view into the thoughts, feelings, and perceptions of teachers. Four additional open-ended questions were proposed which provided participants the opportunity to elaborate on their perceptions. The data may be lacking in responses from coaches and extracurricular advisors who are not teachers, but are employed elsewhere, as professionals in other fields.

Summary

This study will yield important, current, and impactful data to today's school leaders, teachers, and levy supporters. Data from this investigation will add to the growing literature base on ECA, and open new areas of exploration for the different effects extracurricular activities have on the overall school environment. This study will investigate how teachers are impacted by ECA, which is an area that has not yet been a concentrated focus in the field of educational research, and, therefore, could prove to be a new area of insight. As school districts continue to face financial crises, and are forced to cut programming and supplemental activities for students on a more urgent basis, the need for research in the area of potential impacts of ECA is critical. Public school districts will benefit from a better understanding of how teachers are impacted by their involvement in such programs originally designed for the benefit of students.

Chapter 4

RESULTS

The focus of this study was to examine if teachers and staff, supervising or directing extracurricular activities, has an impact on their reported job satisfaction. If research can substantiate positive impacts on teacher longevity, organizational commitment, job performance, and job satisfaction in teachers who coach and/or advise/supervise these activities, perhaps these findings can encourage school districts and states to find creative fiscal ways to keep these programs that have, sometimes, been eliminated due to budget cuts, decreased revenue, and increased costs to educate students and operate schools.

A survey adapted from The Teacher Job Satisfaction and Extracurricular Involvement Questionnaire was administered electronically to potential participants, with the addition of open-ended questions that were provided at the end. This questionnaire was put into the on-line survey questionnaire tool Survey Monkey and sent to the superintendents of all nine public school districts in Lake County, Ohio, in order to gain consent to disseminate and gather data from the teachers in those districts. Three districts indicated their willingness to participate, and two of those three districts disseminated the

survey to their staff. One district declined, with an explanation as to why that decision was made, and five districts never responded after multiple attempts to seek permission. A total of 124 people answered the survey from two different school districts located in northeast Ohio. The survey was sent to 320 educators in Lake County, Ohio. The total response rate was 38.75%.

This chapter will provide the results of this survey administration. First, demographic responses will be reviewed in order to provide the reader with a thorough description of the full sample of participants (both those who indicated that they have supervised ECA and those who indicated that they have not supervised ECA). This is followed by a section that addresses each research question with the participant responses. The estimate of reliability for the items supporting the Job Satisfaction measure was computed, and presented with the response for Research Question 1. Last, the responses to the open-ended survey questions 7 and 8 are summarized according to the themes that were discovered in the participant responses.

Demographics

Demographic variables of gender, building level, years of experience in the teaching profession, and personal participation in extracurricular activities in elementary school, middle school, high school, and college were collected and analyzed. This information helped develop an overview of the participants of the study and ensured multiple areas were represented in the sample.

Respondents included teachers from two school districts in Lake County, OH. The size of the two districts varied, as one was a large school district and one was a small school district in the county. Two of the nine districts in the county participated yielding

a 22.2% participation rate among county districts. Of the 124 respondents, 90 were female (72.58%) and 34 were male (27.42%). The results are illustrated in Figure 1.

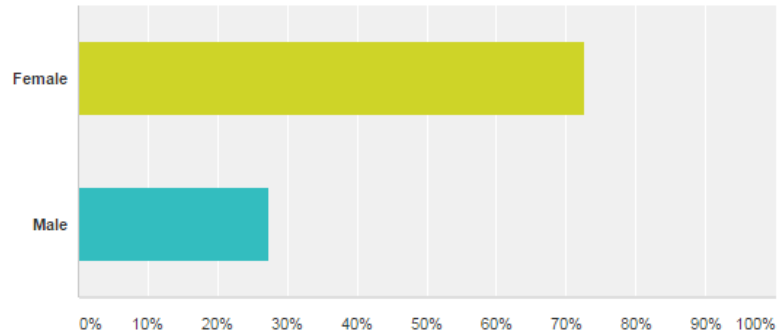


Figure 1. What Is Your Gender?

As indicated in Figure 2, the largest group of teachers represented by the respondents were elementary teachers, with 52 (42.28%), followed by high school teachers who totaled 49 (39.84%). The lowest representation was middle school teachers with a total of 22 (17.89%).

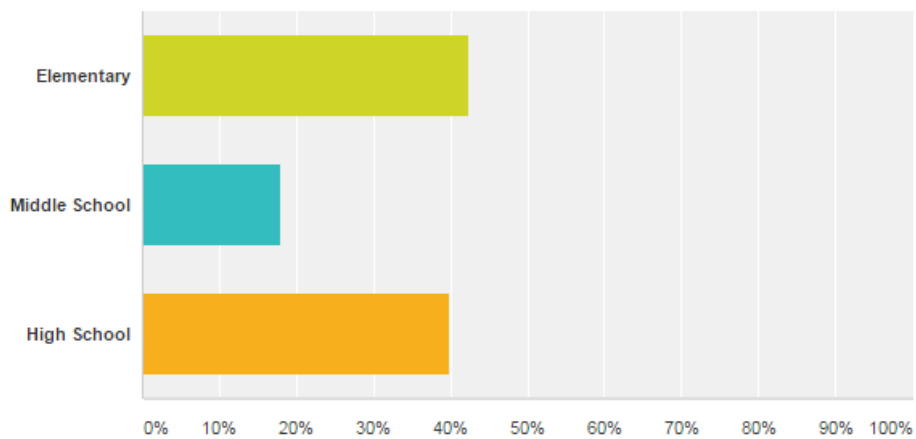


Figure 2. What Level Building Do You Teach/Work In?

As expected, the length of time in the teaching profession was normally distributed across the possible responses. The largest number of respondents, 33

(26.61%) had 16-20 years of teaching experience, followed closely by the next largest group, 30 (24.19%), who had 11-15 years of teaching experience. Participants reporting to have 6-10 years of teaching experience was represented by 21 (16.94%), followed by 18 participants (14.52%), reporting to have 21-25 years of teaching experience. The two smallest groups were the two groups on each end containing the most experience and the least experience. The experience level of 25+ years of teaching experience had 12 (9.68%) respondents, and the experience level of 1-5 years of teaching experience had 10 (8.06%) respondents. These results are provided in Figure 3.

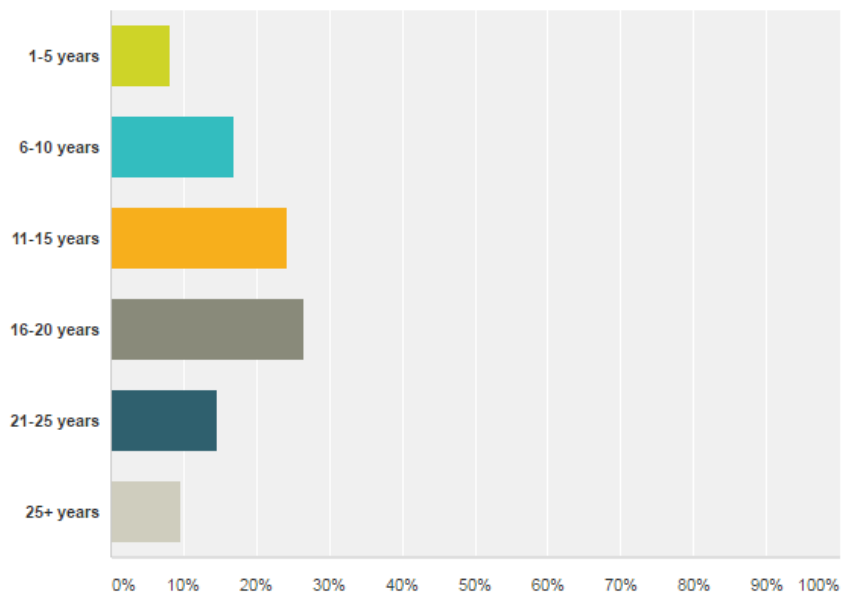


Figure 3. Please Indicate the Length of Time That Best Fits the Number of Years You Have Been in the Teaching Profession

The next questions asked respondents if they participated in extracurricular activities, personally, when they were in elementary, middle, and high school, and college. The responses were overwhelmingly higher percentages of yes responses relative to no or n/a responses. When the respondents were in elementary school, 88 (70.97%) indicated “yes” they participated in ECA, and 23 (18.55%) indicated “no” they

had not participated in ECA; 13(10.48%) responded n/a. When the respondents were in middle school, 108 (87.8%) indicated “yes” they participated in ECA, 9 (7.32%) indicated “no”, and 6 (4.88%) responded n/a. When the respondents were in high school, 116 (95.1%) indicated “yes” they participated in ECA, 4 (3.28%) indicated “no”, and 2 (1.64%) responded n/a. Finally, at the collegiate level, 76 (62.8%) indicated “yes” they participated in ECA, 40 (33.06%) indicated “no”, and 5 (4.13%) responded n/a.

When respondents were asked whether or not the school at which they were employed had an athletic director, 73 (70.19%) indicated “yes”, and 31 (29.81%) indicated “no” (Figure 4). Some districts have one overall athletic administrator for the whole district who oversees both middle and high school athletics, while some districts may have an athletic administrator at both the high school and middle school levels.

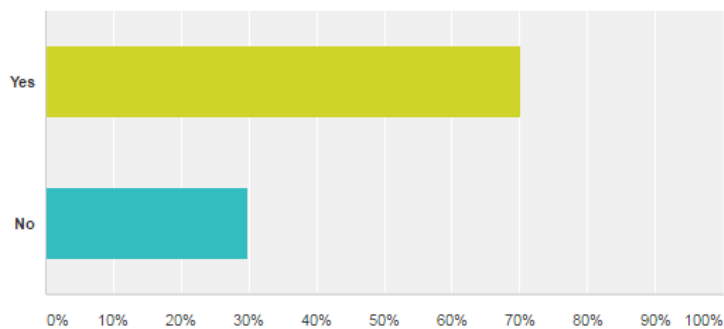


Figure 4. Does Your School Have a Full Time Athletic Director?

Respondents next were asked if they had school-aged children, do they participate in extracurricular activities. 73 (89.02%) indicated “yes”, while 9 (10.98%) indicated “no” (Figure 5) This question, along with the question about whether or not the teachers, themselves, participated in extracurricular activities, presented very interesting data as both questions had very high “yes” responses.

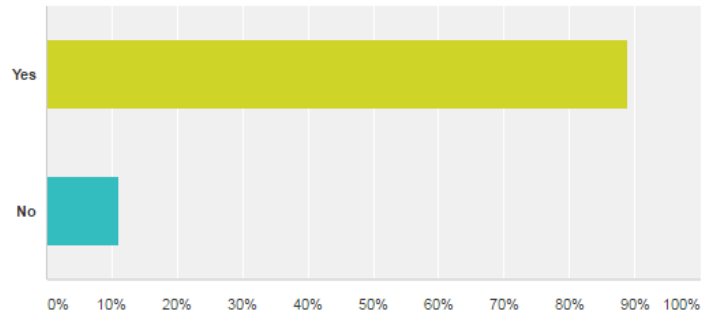


Figure 5. If You Have School-Aged Children, Do They Participate in Extracurricular Activities?

Next participants were asked to indicate if they participated in church sports/activities. As indicated in Figure 6., 45 (44.12%) indicated “yes”, while 57 (55.88%) indicated “no.”

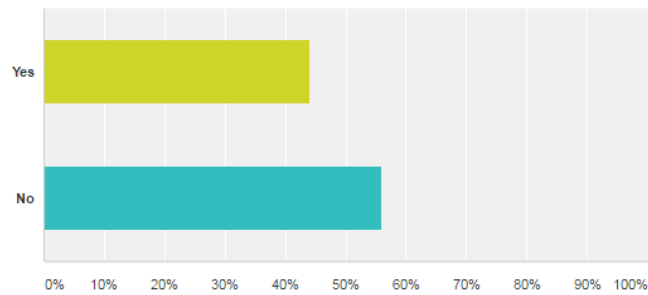


Figure 6. Do You Participate in Church Sports/Activities?

Similarly, participants were asked to indicate whether or not the respondents participated in community sports/activities. As indicated in Figure 7, 67 (62.62%) indicated “yes”, while 34 (31.78%) indicated “no”; 6 (5.61%) responded “other.”

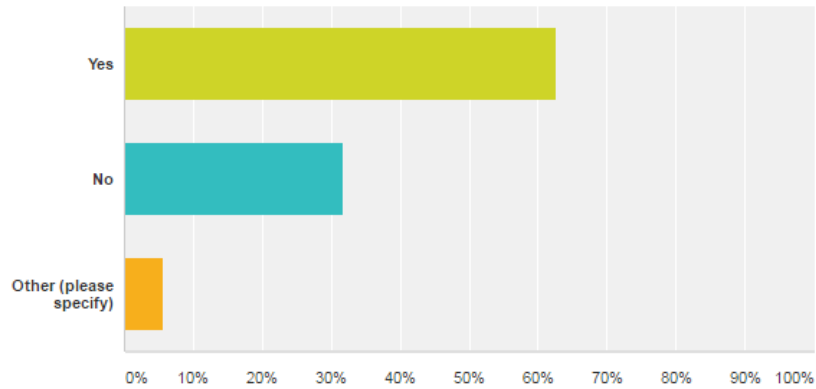


Figure 7. Do You Participate in Community Sports/Activities?

Respondents were asked if they supervised extracurricular activities at their schools. As indicated in Figure 8, 68 (62.39%) indicated “yes”, while 41 (37.61%) indicated “no.”

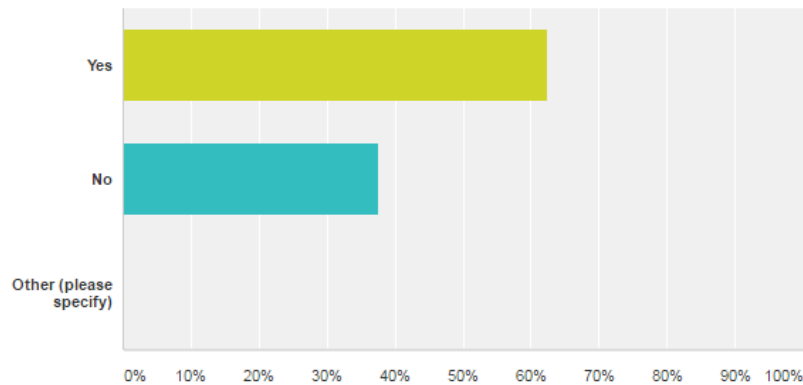


Figure 8. Do You Participate in Extracurricular Activities at Your School?

Participants who answered “no” to the question about supervising extracurricular activities at school were exited from the survey at the completion of that question.

The remainder of the survey items were only answered by respondents who do coach, or are advisers of extracurricular activities. Respondents who do supervise extracurricular activities were asked in what level building they coach/advise. High

school had the most with 32 (52.46%), followed by middle school with 11 (18.03%), and elementary school with 6 (9.84%) (Figure 9).

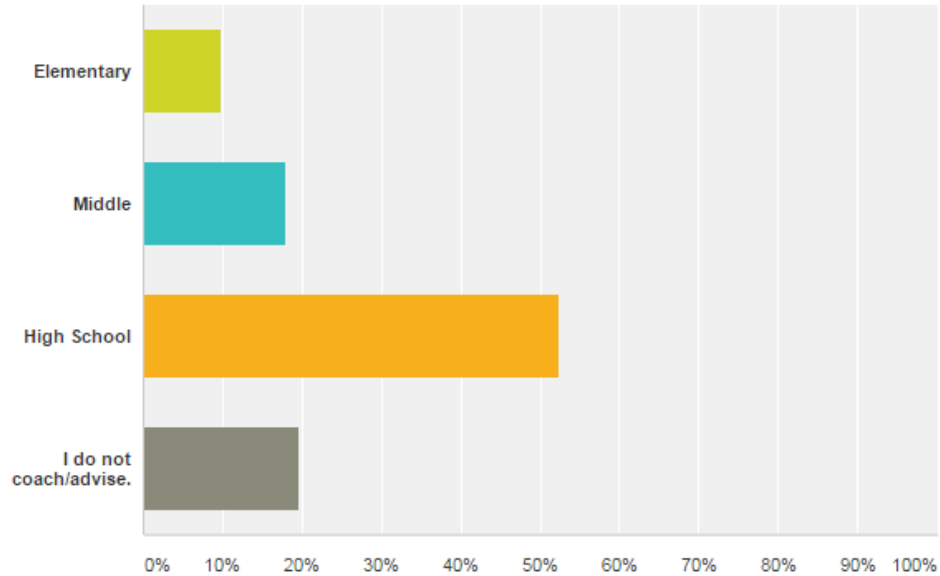


Figure 9. What Level Building Do You Coach/Advise In?

In most districts, more opportunity exists at the high school and middle school level for involvement in school-sponsored, extracurricular activities, so this answer was not surprising. An interesting finding was that 12 (19.67%) of the participants responded that “I do not coach/advise” to this item, while indicating that they “participate” in extracurricular activities at their school in the prior question.

Next, questions on the survey focused on gathering specific information for the research questions. Respondents were asked if they believed involvement with extracurricular activities affected a teacher’s rapport with students. The majority of the 61 (92.42%) responses indicated “yes”, while 2 (3.03%) indicated “no.”

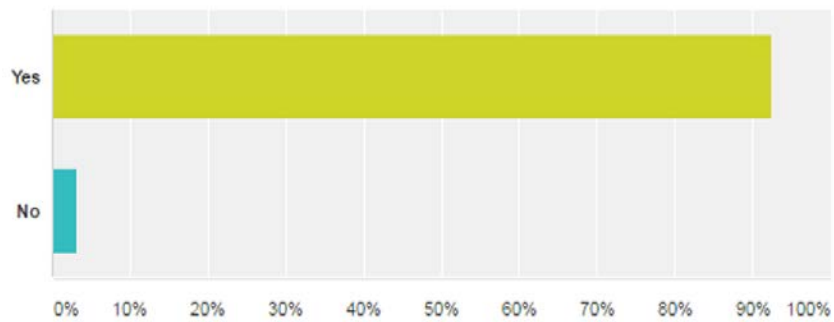


Figure 10. Do You Believe Involvement with Extracurricular Activities Affects a Teacher’s Rapport with Students?

Next, respondents were asked if they believed involvement with extracurricular activities affected a teacher’s classroom management. Again, the largest number of responses, 51 (78.46%), indicated “yes” while 8 (12.31%) indicated “no” (Figure 11).

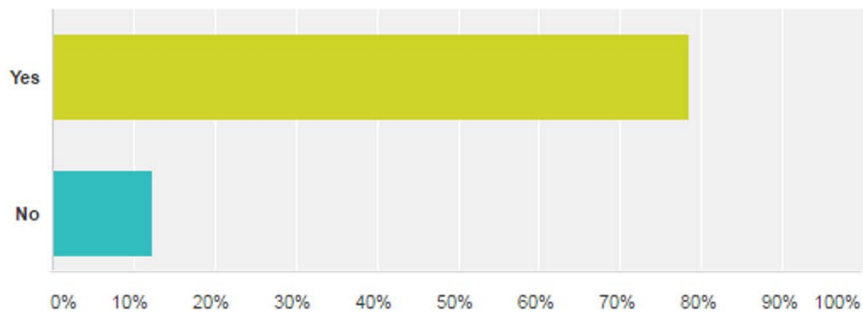


Figure 11. Do You Believe Involvement with Extracurricular Activities Affects a Teacher’s Classroom Management?

Respondents were asked if they were paid, required, or volunteered for their involvement in extracurricular programming. Responses indicated that 43 (67.19%) responded that they were paid, 29 (45.31%) were volunteers, and 3 (4.69%) indicated it was required (Figure 12).

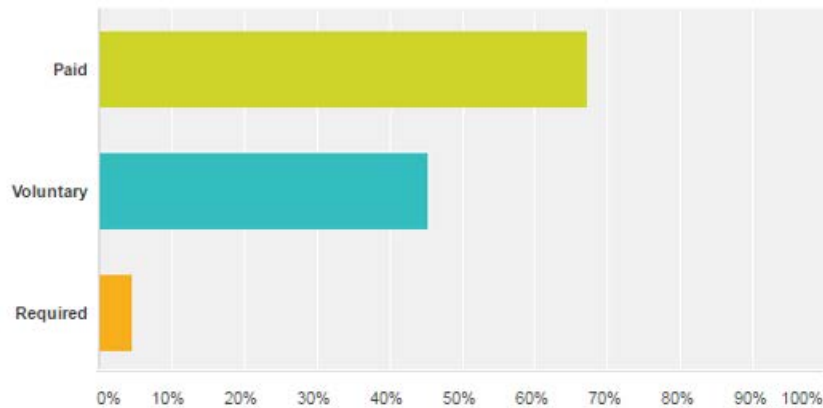


Figure 12. Please Select Which Best Describes Your Involvement in Extracurricular Programming. (Check all that apply)

Research Question Based Analysis

Research Question 1: Do teachers who supervise extracurricular activities report a different (greater) level of job satisfaction relative to teachers who do not supervise?

Job Satisfaction was computed according to the guidelines set forth in Thompson (2013).

A Job Satisfaction score was computed by summing the responses to the following items:

- My interpersonal relationships with my colleagues are positive and encouraging.
- I have a great deal of control over the workings of my classroom.
- The administration supports and advocates for me.
- My relationships with my students are positive and encouraging.
- I am confident in my efficacy as a teacher.
- I am satisfied with my overall experience as a teacher.

Prior to conducting analysis with the summed results, a Cronbach’s Alpha was used to determine reliability. The Cronbach’s Alpha reliability estimate was $\alpha=.759$ based on the seven items. This level of reliability is within the ideal range of reliability (Field,

2009). The Job Satisfaction score for all participants was $M = 28.86$ ($SD = 3.62$), with an acceptable level of skewness and kurtosis ($-.586$ and $.343$ respectively), based on the guidelines of Field (2009).

An independent samples t test was conducted to assess whether the job satisfaction score differed across the two groups: those who indicated that they did supervise extracurricular activities and those who indicated they did not supervise extracurricular activities at their school. The results indicated that the Levene's Test for Equality of Variances was not tenable ($F = 4.48$, $p .037$) for this analyses, so an adjustment was made to the degrees of freedom (within SPSS) prior to conducting the t test. The results indicated that a significant difference exists across the two groups, $t(66.95) = 2.06$, $p = .046$, $CI_{95} [.029, 3.04]$. The results for each group of participants are presented in Table 13.

Table 13. *Job Satisfaction by Group Supervision of Sports/Clubs*

Do you supervise extracurricular activities at your school?	N	Mean	Std. Deviation
Yes	68	29.4412	3.13089
No	41	27.9024	4.18811

Research Question 2: Is the reported level of job satisfaction moderated by the amount and types of extracurricular activity in which they are involved (clubs, sports, etc.)?

Research question 2 asked if the *amount* and the *type* of extracurricular activity impacts the level of reported job satisfaction. This question was only administered to those survey participants who indicated that they supervise ECA. Respondents were asked to report their amount of extracurricular activity involvement across the different

types of commitments that they were involved in at their school. A summary of these results is provided in Table 14.

Table 14. *Types of Commitments*

	COACH		CLUB ADVISOR		CLASS ADVISOR		OTHER	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
	More than 0 but less than 2	2	1.6	11	8.9	4	3.2	8
2 to 5 hours	4	3.2	10	8.1	3	2.4	2	1.6
5 to 7.5 hours	1	0.8	5	4	2	1.6	2	1.6
7.5 to 10 hours	1	0.8						
10 to 15 hours	6	4.8						
15 hours or more	14	11.3					2	1.6

Based on the responses, the categories of TYPE were reorganized into three types: Coaching only ($n = 12$), multiple roles ($n = 13$), indicating coaching and club advisor, coaching and class advisor, or all three, and multiple roles plus other ($n = 31$). The mean job satisfaction score across these three categories was assessed using a One-Way Analysis of Variance. The Levene's statistic was found to be tenable for this analysis ($F = .023$, $p = .997$). The results of the ANOVA indicate that there are no differences in job satisfaction across the three groups, $F(2, 55) = 1.50$, $p = .223$.

Respondents' average reported amount of time across all of their activities was computed and recoded into four categories: 2 to 5 hours average weekly, 5 to 7.5 hours average weekly, 7.5 to 15 hours average weekly, and more than 15 hours average weekly. An Analysis of Variance was computed using these values and the job satisfaction score. Levene's Test of Homogeneity of Variance was found to be tenable for this analysis, $F = .335$, $p = .800$. Results of the Analysis of Variance indicated that there are no differences

in job satisfaction for reported amount of time across all of their activities, $F(3,58.238) = 1.864, p = .147$.

Research Question 3: Is there a difference in reported level of commitment to the school community/organization for teachers who do and do not supervise extracurricular activities?

Responses to items 11 and 12 were used for this analysis. These items asked all participants, across both groups, whether they participate in church sports/activities and community sports activities. A frequency table was created to determine who did or did not participate in church sports/activities, and who did or did not participate in community sports/activities, and then a Commit Score was created using the responses from these two items. A summary of the aggregate responses is provided in Table 15.

Table 15. *Participation in Church and Community Sports/Activities*

	Church		Community	
	<i>f</i>	%	<i>f</i>	%
Yes	45	36.3	6	4.8
No	57	46	67	54
Total	102	82.3	34	27.4

Each participant's response to these questions was summed to create a Commit Score. A Chi Square analysis was then run with the Commit Score, and whether or not the respondents supervised extracurricular activities at their school. The results of the Chi-Square analysis indicated that there is a significant difference in those who indicated that they do supervise extracurricular activities at school, and their level of commitment to church and/or community activities, $X^2(2) = 11.44, p = .003$. As also seen in Figure

16, a greater commitment to church and community activities was made by participants who are supervising extracurricular activities at their school.

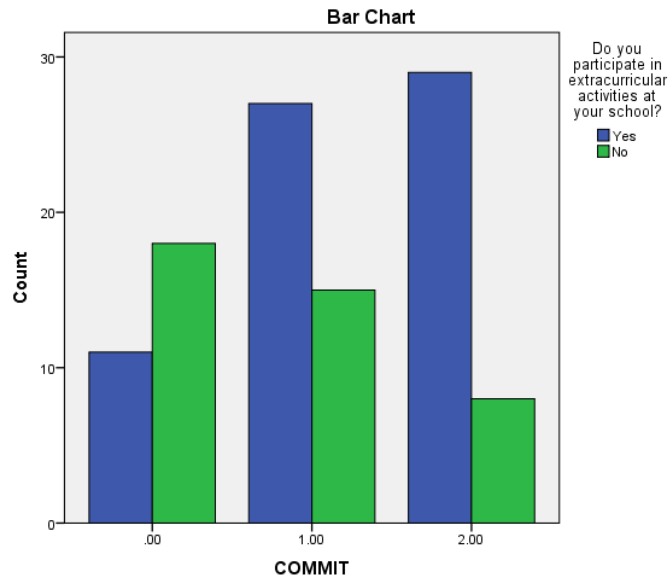


Figure 16. COMMIT Score and Supervision of Extracurricular Activities at Your School

Research Question 4: Is there a difference in reported level of classroom management for teachers who do and do not supervise extracurricular activities?

Respondents were asked to respond to the statement “I have a great deal of control of the workings of my classroom” on a Likert scale of strongly disagree, disagree, neutral, agree, strongly agree, and N/A. This question was used for a reported level of classroom management for teachers. This question was used because, both participants who did supervise extracurricular activities at school, and participants who did not supervise extracurricular activities at school, answered it.

A Chi Square analysis was then conducted with the response to “I have a great deal of control of the workings of my classroom” and whether or not the respondents supervised extracurricular activities at their school. The results of the Chi-Square

analysis indicated that there is a significant difference in those who do supervise extracurricular activities at school, and their responses to the amount of control they have in their classrooms, $\chi^2(2) = 12.778, p = .005$. The distribution of responses to this question is provided in Table 17.

Table 17. *Reported Level of Classroom Management and Supervision of Extracurricular Activities at Your School*

Response	Yes	No
Disagree	3	6
Neutral	5	11
Agree	33	13
Strongly Agree	27	11

Research Question 5: Is there a difference in reported expectation for positive, academic impact for teachers who do and do not supervise extracurricular activities?

Respondents were asked to respond to the statement “I am confident in my efficacy as a teacher” on a Likert scale of strongly disagree, disagree, neutral, agree, strongly agree, and N/A. This question was used for a reported level of expectation for positive, academic impact for teachers. This question was used because, both respondents who did supervise extracurricular activities at school, and participants who did not supervise extracurricular activities at school, answered it.

A Chi Square analysis was then run with the response to “I am confident in my efficacy as a teacher”, and whether or not the respondents supervised extracurricular activities at their school. The results of the Chi-Square analysis indicated that there is a significant difference in those who do supervise extracurricular activities at school, and

their responses to the confidence they have in their efficacy as a teacher, $X^2(2) = 7.421, p = .060$. These results are provided in Table 18.

Table 18. *Reported Expectation for Positive, Academic Impact and Supervision of Extracurricular Activities at Your School*

Response	Yes	No
Disagree	1	0
Neutral	0	4
Agree	29	16
Strongly Agree	38	21

Research Question 6: What other variables moderate the association between job satisfaction, organizational commitment, classroom management, and the supervision of extracurricular activities (e.g., building level, years teaching, school-aged children in extracurricular)?

Initially, a Pearson's zero-order correlation was conducted to assess if there was an association between job satisfaction, organization commitment, classroom management, and supervision of extracurricular activities and potential moderators: building level, years teaching, and having school-aged children who are participating in extracurricular activities. The results of these correlational analyses are presented in Table 19.

Table 19. *Zero-Order Correlation Between Job Satisfaction, Organization Commitment, Classroom Management and Participation in Extracurricular Activities and Potential Moderators*

	Job Satisfaction Score	COMMIT Score	Classroom Control	Participation in Extra Curricular at School
Job Satisfaction Score	--	--	--	--
COMMIT Score	-.034	--	--	--
Classroom Control	.690**	.088	--	--
Participate in Extra-Curricular at School	.207*	.448**	.282**	--
Building/Grade Level	.129	-.014	.221*	.246**
Years Teaching	.014	-.013	.065	-0.048
If you have school-aged children, do they participate in extracurricular activities?	.290**	.349**	.279*	.289**

Note. ** Correlation is significant at the 0.01 level (2-tailed);* Correlation is significant at the 0.05 level (2-tailed).

As indicated in Table 19, Job Satisfaction, the Commitment Score, the Classroom Control response, and whether or not the educator is supervising Extracurricular Activities at their school were found to have a positive, significant correlation to the potential moderator of School-Aged Children in Extracurricular Activities. The potential moderator of Building Level was found to have a significant, positive correlation to Classroom Control, and, if the educator is a supervisor of Extracurricular Activities at their school. Job Satisfaction, the Commitment Score, the Classroom Control response, and whether or not the educator is participating in Extracurricular Activities at their school were not found to be significantly correlated to the potential moderator of Years Teaching. There was a strong association with classroom control and job satisfaction and the associations with the educator's supervision of ECAs and job satisfaction, commit score, and classroom control. Based on these outcomes, the most likely moderator is the

participants' responses to the question asking them about having children participating in extracurricular activities.

In order to assess if level of Job Satisfaction, for those who do and do not supervise Extracurricular Activities, is moderated by whether the participants report having school-aged children participating in extracurricular activities, a Univariate Analysis of Variance was conducted. The Levene's Test of Equality of Error Variances was found to be tenable for this analysis, ($f = .091$, $p = .965$). Results indicated that there is a significant interaction between the respondent supervision in extracurricular activities at their school, and having children who also participate, on their reported level of Job Satisfaction, $F(1,82)=50.6$, $p = .049$. These results are illustrated in Figure 20.

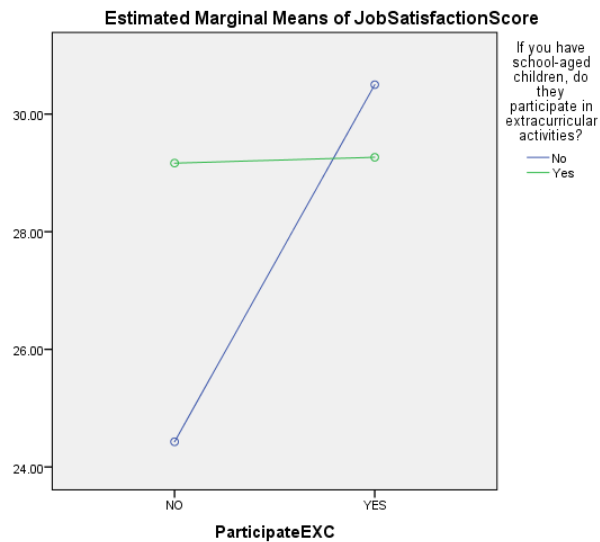


Figure 20. Teachers' School-Aged Children's Participation in Extracurricular Activities and Supervision of Extracurricular Activities

As indicated in Figure 20, educators who indicated that they have children in extracurricular activities are only slightly higher on Job Satisfaction when they supervise

extracurricular activities, themselves. Consistent with earlier analyses, those who supervise extracurricular activities are highest on Job Satisfaction.

Open-ended Responses to Items 7 and 8

Survey items seven and eight asked respondents, specifically, about how participation in extracurricular activities impact students' academic performance and their behavior. These items were answered by both groups of participants, and provide some additional insight into how participants in both groups view the role of extracurricular activities in their students' academic experience.

Question seven asked teachers what they felt about the impact of extracurricular activities on students' academic performance. This was an open-ended response question and received many different answers that ranged from positive to negative. Some terms that appeared repeatedly, as a positive impact on students from extracurricular activity participation, were time management, responsibility, focus, organization, accountability, motivation, and connectedness. Respondents' answers included, "I feel that extracurricular activities can be a powerful motivator for many students" and "perhaps the most important thing is that students who participate in extracurricular activities (within reason) tend to be organized and focused because they have the opportunity to develop time management skills." Respondents discussed items such as self-esteem, leadership, dedication, determination, and confidence, answering that extracurricular activities "Teaches most the concept of accountability, teamwork, and responsibility" and that these activities "gives students a place of belonging which, in turn, helps self-esteem which, in turn, provides intrinsic motivation in other areas." Respondents also stated that "students learn life-long skills in regards to teamwork, goal-setting, leadership,

dedication, determination” and that extracurricular activities “most often help students find their area of confidence, which also shows up in academic performance.”

Teachers also felt that students who participated in extracurricular activities had a strong sense of belonging to the school community, and were well-rounded students who knew how to work as a team. These items also came up as responses to number eight (below). The largest negative response, from the impact of extracurricular activities on academic performance, in students, was lack of time for school work, and school work being lower on the priority list for these students. A respondent stated that “when it is tied to the academics, the impact is incredible. When it is treated as something more important than [sic] academics it is a HUGE hindrance”, while others focused on homework not getting accomplished, by responding with “at times, students use extracurricular involvement as an excuse for not doing homework or getting enough rest.”

A quantitative breakdown of the positive, negative, and neutral responses to question seven is provided in Table 20 for those participants who indicated that they do supervise ECA relative to those participants who indicated that they do not supervise ECA.

Table 20. *Supervising and Non-Supervising ECA by Question 7 Response Direction: Positive/Neutral/Negative*

Group	Positive	Negative	Neutral
Do Not Supervise	25	10	3
Do Supervise	55	4	4

As seen in Table 20, the greatest number of positive responses is found in the “Do Supervise” group. A Chi-square statistical analysis of these responses indicates $\chi^2 = 8.29$, $p .016$. These results suggest that there is a statistically significant difference across the groups on their feedback about the impact of ECA on student academics.

Question eight asked teachers what they felt about the impact of extracurricular activities on students' behavior. As with question seven, many responses were positive, and a few were negative. Many teachers felt that the students who participated in extracurricular activities had and/or recognized consequences for poor behavior, were disciplined, worked well with others, were responsible and focused, and knew they had something to lose. Teachers commented that "most students that are in extracurricular activities seem to be more disciplined in class. They are more focused on their work."

Teachers again discussed the sense of belonging to the school community as a positive influence on their behavior, and thought extracurricular activities provided camaraderie and an outlet for energy, which in turn were positive influences on student behavior. Respondents touched on this in responses such as "students who are involved in extracurricular activities together tend to be kinder to each other, because they feel a sense of camaraderie", and "it's encouraging, builds confidence, enhances the idea that there is something bigger than them and thus makes them accountable." One answer discussed connectedness by stating "students involved with extracurricular activities are generally more connected with the school and have a better outlook and attitude about school." Respondents also believe it is a positive outlet that in turns compliments actions in the classroom. One teacher believed that "it provides an outlet to expresses themselves either creatively or athletically which reduces negative behaviors."

Some negative comments discussed how the extracurricular activities could make students tired, which could lead to irritability in school, and, that sometimes, an "us vs. them" environment could be created between students who participate in extracurricular activities and those who do not, due to preferential treatment. One respondent believed

that “I feel the majority of extracurricular activities have an overall positive effect upon students' behavior. The only exception to this is when student athletes are given privileges (altered academic standards and expectations) and inappropriate behavior is overlooked, left unacknowledged or excused.”

Last, some teachers have occasionally witnessed students who participate in extracurricular activities having a sense of entitlement, particularly if the students were star athletes. One teacher thinks that “In most cases it is a positive thing in terms of behavior, although those who consider themselves ‘stars’ come in with a sense of entitlement and being better than their peers which can cause issues”.

Consistent with responses to question 7, a quantitative breakdown of the positive, negative, and neutral responses to question eight are provided in Table 21 for those participants who indicated that they do supervise ECA relative to those participants who indicate that they do not supervise ECA.

Table 21. *Supervising and Non-Supervising ECA by Question 8 Response Direction: Positive/Neutral/Negative*

Group	Positive	Negative	Neutral
Do Not Supervise	23	7	3
Do Supervise	54	4	3

As indicated in Table 21, the greatest number of positive responses were provided by the participants who “Do Supervise” ECA. A Chi-square analysis of these findings indicates that $\chi^2 = 5.441, p = .06584$. These results suggest that there is no significant difference across the groups on their feedback about the impact of ECA on student behavior.

Summary

Chapter 4 provided an overview of the participants who responded to the survey, the basic demographic information about all of the participants, and analysis to appropriately use the survey responses to address each of the research questions. Based on the feedback received, the results indicated that teachers who oversee extracurricular activities report a different (greater) level of job satisfaction in relation to teachers who do not supervise ECA. For those who reported supervising ECA, there were no differences in level of job satisfaction found for those reporting different amounts of time across all of their activities. Specifically, the amount, or number, of extracurricular activities, and the time spent doing them did not affect reported levels of job satisfaction reported by those who supervise ECA.

There was a significant difference found across the two groups (supervising and not supervising ECA) and their level of commitment to church and/or community activities. A greater commitment to church and community activities was made by participants who are supervising extracurricular activities at their school. Also, there was a significant difference across the two groups (those who report supervising ECA and those who did not report supervising ECA) and their responses to the amount of control they feel that they have in their classrooms. The teachers who reported that they supervise ECA indicate a higher level of classroom management.

There was a significant difference across the two groups (those who indicate that they supervise ECA and those who indicate that they do not) and their responses to the level of confidence they have in their efficacy as a teacher. Educators who reported supervising ECA also reported a higher level of efficacy as a teacher. And finally,

educators who indicated that they have children in extracurricular activities, are only slightly higher on Job Satisfaction when they supervise extracurricular activities, relative to those who did not indicate that they supervised ECA. Consistent with earlier analyses, those who supervise extracurricular activities are highest on Job Satisfaction. However, for participants who did not indicate that they had children who participated in ECA, there was a substantial difference in Job Satisfaction across the two groups (those who indicated that they supervise ECA and those who did not indicate that they supervise ECA).

Two open-ended questions asked respondents the impact extracurricular activities had on school behavior and academic performance. Many answers were positive as teachers discussed the sense of belonging to the school community as a positive influence on their behavior, and thought extracurricular activities provided camaraderie, and an outlet for energy, which, in turn, were positive influences on student behavior. Some terms that appeared consistently as a positive impact on student's academic performance from extracurricular activity participation were time management, responsibility, focus, organization, accountability, motivation, and connectedness.

Chapter 5

DISCUSSION & CONCLUSION

This research topic and idea started with studying the impact of extracurricular activity participation on academic achievement. Erin K. Howie and Russell R. Pate (2012) reviewed 125 articles and found that “the overwhelming majority of published articles report positive associations between physical activity and cognition, particularly executive functions, and academic achievement” (p. 166). Lipscomb (2007) found that “athletic participation is associated with a two percent increase in math and science test scores” and, that participating in a school sponsored club is “associated with a 1 percent increase in math scores” (p. 463). Lipscomb (2007) also found an increase in “Bachelor’s degree attainment expectations” from students who participated in such opportunities (p. 463). This increase in bachelor degree attainment was found to be 5%. Much research exists on the topic of academic achievement and extracurricular activity, but this research concentrated on the impacts of extracurricular activity on teachers and how it impacts a teacher’s job satisfaction. With increased professional expectations and unfunded mandates in recent years, more and more teachers are expressing decreased job satisfaction. Therefore it was critical to look at the elements that add to a teacher’s satisfaction in hopes of promoting a greater sense of happiness and overall job commitment.

The current investigation was intended to determine whether or not teachers, who were involved in extracurricular activities, had increased job satisfaction levels. At the onset of this research inquiry, the primary question was: would research regarding a

teacher's involvement in extracurricular activities yield positive outcomes on job satisfaction. The research sought to focus, primarily, on those teachers who coach and/or advise extracurricular activities. John H. Holloway (2002) found that "extracurricular activities build student-adult relationships" and "research supports the notion that high-quality extracurricular activities build relationships between students and the competent, responsive adults who supervise such activities" (p. 80). This is a highly relevant and impactful topic of inquiry, given that, if the teachers who do supervise extracurricular activities did, in fact, report a higher level of job satisfaction, then such results could force, or encourage, school districts and states to find creative, fiscal ways to keep these student-centered programs intact.

In countless, unfortunate situations throughout Ohio, extracurricular programs have been eliminated due to budget cuts, decreased revenue, and increased costs to educate students and operate schools. The University of Findlay "survey of 470 Ohio high schools found about half charged a participation fee and nearly 9 out of 10 weren't planning to discontinue the fees in the near future" (Borchardt, 2016, p. 2). Borchardt (2016) also discussed how these fees have "surged in the last two decades" (p. 2). If happier teachers and students could potentially lead to increased test scores, higher levels of student achievement, higher rates of graduation, and lower rates of absenteeism, then the relationship between teachers' job satisfaction and their participation in advising or coaching an extracurricular activity is an important area of investigation.

The current investigation reveals a positive impact on job satisfaction for those teachers who report that they supervise extracurricular activities. These results are consistent with the findings of Thompson (2013) who posited that "teachers who

encounter a student not only in the classroom but also through an extracurricular activity are more likely to develop a closer connection with this student” and “teachers who experience success in their profession and a high level of satisfaction are those who witness and encourage student growth and success” (Thompson, 2013, p. 21). The results are also consistent with Steeves (2014) who found that “there is a correlation between increased job satisfaction in teachers who report increased involvement in extracurricular duties that involved students” (p. 3). The results of the current investigation provide evidence that there is potential benefit to supervising extracurricular activities for the school districts. As the research on this topic continues, these results can lead to even more improved conditions for our teachers and our schools.

Kelepolo (2011) found that “research supports that ECA create positive benefits in educational outcomes such as better school attendance, lower rates of discipline issues, higher academic achievement, and greater sense of school loyalty or spirit” (p. 10). The findings of the current investigation should initiate conversations among school leaders on, not only maintaining the structure of providing activities to students, but also hiring personnel who seek to take part in overseeing such activities, and ultimately empowering staff members already employed by the organization to consider partaking in the leadership of such activities. This study adds to the already large body of research on student extracurricular activities, but informs the field by adding to a limited amount of research that has specifically examined the impact of supervising extracurricular activities on teacher satisfaction. Instead of adding more to the researched topic that extracurricular activities are related to increased student achievement, this investigation provides another source of evidence that can support the investment of extracurricular

activities as potentially providing educators with another way to invest in, and engage with, students in their school. The adults involved are just as integral part as the students.

The current investigation also reveals significant differences across the two groups (those who reported supervising ECA and those who did not report supervising ECA) and their responses to the amount of control they feel that they have in their classrooms. The teachers who reported that they supervise ECA indicate a higher level of classroom management. As previously stated, camaraderie is an important aspect to classroom control and management as found by Thompson's (2013) research that stated, "it logically follows that as extracurricular programs establish a stronger sense of community among members, teachers both witness bonding among students and experience this bonding themselves" (p. 15). These findings are also consistent with the idea that individuals who coach or lead groups, often are growth-minded individuals who enjoy the challenges and opportunities found in education (Dweck, 2016, p. 126).

There is a significant difference across the two groups (those who indicated that they supervised ECA and those who indicated that they did not) and their responses to the level of confidence they have in their efficacy as a teacher. Educators who reported supervising ECA also reported a higher level of efficacy as a teacher. This seems to make sense considering "teachers who experience success in their profession and a high level of satisfaction are those who witness and encourage student growth and success" (Thompson, 2013, p. 21). McDonald (2013) also found that "respondents perceived teacher participation as coaches and advisors as beneficial, not only personally, but also professionally" (p. 1).

For those who reported supervising ECA, there were no differences in level of job satisfaction found for those reporting different amounts of time across all of their activities. Specifically, the amount, or number, of extracurricular activities, and the time spent doing them did not affect reported levels of job satisfaction reported by those who supervise ECA.

This seems rather surprising, but may suggest that just being involved in supervision of any extracurricular activity helps with job satisfaction, and it does not matter how much time or how many extracurricular activities a teacher is supervising.

Finally, educators who indicated that they have children in extracurricular activities, are only slightly higher on Job Satisfaction when they supervise extracurricular activities, relative to those who did not indicate that they supervised ECA. There is no known research that specifically looks at this relationship. However, research was conducted regarding levels of participation with regards to students. Fredricks (2012) posited that intensity and participation levels also matter. She found that “participation in extracurricular activities is associated with favorable academic adjustment, though there is a point at which greater involvement is not associated with favorable academic adjustment” (p. 305). Might this type of finding apply to a teacher who may pass the point of greater involvement? Is it likely that because of this increased level of involvement, those that supervised extracurricular activities experienced some restraints on being able to enjoy or participate in his/her own children’s involvement in extracurricular activities?

Open-Ended Responses

Survey results are enhanced and strengthened when there is a combination of both quantitative and qualitative data. Including open-ended questions was a productive way to generate the true thoughts, feelings, and opinions of participants. It opened the view into this topic and allowed for a more thorough understanding of teachers' dispositions and attitudes. The emanating themes found in the qualitative responses tell the story of what teachers, who are involved in students' lives beyond the classroom, experience daily.

The open-ended responses, in this survey, suggest that researchers and leaders need to more closely look at the elements of time management, responsibility, focus, organization, accountability, management, and connectedness. Wilson (2009) offered some interesting advice to schools and communities by mentioning that "there are many variables to consider when offering ECA to students" and "adolescents need to feel a connection to the school and recognize the importance of staying in school" (p. 6). Each of these single topics could be investigated and reviewed at depth, and as the field of educational research continues to expand and develop, it is with hope, that time and energies will be spent on inviting teachers to open up more about these issues.

The current investigation suggests that efficacy and classroom management are higher among extracurricular activities' supervisors, therefore, it may be beneficial to find a way to get more educators involved in ECA. Research and literature have shown that "teacher burnout as one of the crucial components influencing teacher attrition" so it would make sense to focus on one of the major items regarding teacher attrition (Aloe,

Amo, & Shanahan, 2014, p. 101). Studies also “indicate that there is a significant relationship between classroom management self-efficacy and the three dimensions of burnout, suggesting that teachers with higher levels of classroom management self-efficacy are less likely to experience the feelings of burnout” (Aloe et al., p. 101). So it may be possible that getting educators involved with supervising extracurricular activities may help improve areas of their professional life and add to a decrease in teacher attrition. Other research found “positive effects that extracurricular activities have on behavior”, thus, many of the respondents’ opinions on classroom management and self-efficacy are supported by studies and research (Massoni, 2011, p. 1).

Implications for educational leaders

Coming from a classroom teacher and leader of extracurricular activities, there was much interest in how to improve the job satisfaction of the teacher in a time, in public education, where budgets are being slashed, teachers are burning out, collegiate students who are entering education seem to be on a decline, and classroom teachers are confronting increased accountability and initiative overload. Thompson (2013) believed that job satisfaction is very important for teachers because “there is a high rate of turnover in the profession, and new teachers particularly are quitting at startling rates” (p. 4). Never has the field experienced such strict, social scrutiny, which has led to feelings of dejectedness and fatigue. Thompson’s (2013) research also found that “teachers endure higher levels of stress due to increased demands and thus, are put at risk for experiencing job dissatisfaction” (p. 4). There needs to be ways in which teachers can feel renewed commitment, a greater sense of belonging, and inspiration for continuing to give back to the whole child, far beyond just academics.

This research suggests that teachers who are involved in extracurricular activities have higher job satisfaction levels. As indicated by Ostroff (as cited by Thompson, 2013), “teachers greatly influence the school community, morale among staff and students, and the overall school climate. When teachers negatively influence the morale of their students and fellow staff members, decreased motivation of students and staff may result” (p. 5). It would seem important to our public school buildings, and our students, to have teaching staffs who are essentially happy and satisfied to work where they do, as this, in turn, may yield positive results on teaching and learning in our school buildings. These findings suggest that more thought, time, and investment of resources should be dedicated to encouraging teachers to take part in such extracurricular activities. These results suggest a need for conversations to take place on developing new opportunities, never-before scholastic clubs, and novel ways to provide experiences for students and their teacher advisors beyond the regular school day.

Wilson (2009) determined that extracurricular activity participation can be even more beneficial when using community partnerships, leadership training for those who direct these activities, and activities that are of interest to students. This type of partnership may also help improve sources of job dissatisfaction among teachers, including “lack of respect and status in community” (Thompson, 2013, p. 6). Additionally, these findings necessitate additional research on this same topic to affirm the results found here, and add more depth and breadth to the growing body of research on this particular topic.

Recommendations for future research

After conducting this research came reviewing the data, analyzing trends, thinking critically about the messages transmitted, and revealing implications to the field. While conducting these tasks, several ideas for future research came to light. Research has many functions, but identifying new questions and avenues for inquiry is one of the most important. One question in the survey asked respondents if they were paid for their participation in extracurricular activities, or if it was as a volunteer position. This topic could be explored further, and in doing so, there must be a way to yield honest answers, because sometimes it seemed that the respondents may be hesitant to say they would not do it if they were not paid. This response may make the respondents fear they may be viewed in a negative light and, maybe, skew the answer. The larger issue, though, is that, if there is a clear connection between teachers' job satisfaction and coaching or advising, then should school districts prioritize and budget monies so that these individuals can be adequately compensated? Previous findings that extracurricular activities are linked to student achievement would seem to be argument enough to pay advisors and coaches a reasonable sum of money, yet often this is not the case. Perhaps this additional research will help push the argument to the forefront.

Some other topics related to this research could focus on looking more at current situations in the teaching climate, and see if these conditions impact teachers' decisions to continue to participate in extracurricular activities. Teachers are faced with many external factors on a regular basis that may potentially influence their decision to devote their personal time to overseeing extracurricular teams and organizations. Increased demands from new teacher evaluation models, added responsibilities related to student

testing, and changes to standards and adopted curriculum that require teachers to spend their own time reviewing and creating new lessons all take away from a teacher's available time to coach, sponsor, or advise student groups. Topics for future research in this area could include: how does "pay to participate" impact the number of students who are choosing to participate in extracurricular activities? The number of school districts that have implemented pay to participate programs is quickly growing. There are many predictable, and, also unforeseen implications, that come from this phenomenon.

Researchers need to move quickly on this topic to collect data before too many student athletes and families are prevented from participating in quality experiences due to a lack of available family finances. If there aren't enough student participants, what does that mean for the teacher-sponsor, and ultimately, his/her job satisfaction as an educator? Are teachers leaving extracurricular activity participation due to initiative overload, high levels of accountability, and increased classroom demands? What is the breakdown of leaders of extracurricular activities at schools? Is it largely teachers from the district? Is it mostly parent/community members? Does the pool of leaders include retired teachers or teachers from districts where they do not teach (teach in one district, coach in another)? Research that may be beneficial to school leaders could include whether or not leaders of extracurricular activities feel supported by the administration. This topic came up in this research and many teachers did list that administrative support has an impact on teacher job satisfaction. One item that may be beneficial to teachers who oversee extracurricular activities would be some built-in time during the work day to address needs of the programs they oversee. Would this be beneficial? Is it practical, reasonable, or doable, financially? Does this occur at some schools, and what are the outcomes

and/or impacts? Lastly, does teacher job satisfaction impact teaching and learning in our schools?

Summary

This research has shown that many teachers participated in extracurricular activities as students, and that those teachers who supervise athletic teams and academic clubs report a higher level of job satisfaction in their teaching careers. Many teachers, both who supervise and who do not supervise, find real impacts to the school day from extracurricular activity participation by students in areas such as discipline, behavior, and academic performance. The overall results from this research indicate that teachers who oversee or supervise extracurricular activities have improved job satisfaction, improved classroom management, a higher level of confidence in their efficacy as a teacher, and an overall connectedness to their particular school or district. Along with positive effects on teachers who supervise these ECA, there were also many positive effects on students revealed during this research. Teachers believe the ECA help contribute to a sense of belonging to the school community, a positive influence on behavior, and thought extracurricular activities provided camaraderie and an outlet for energy. Teachers also believed participation in ECA by students helped with time management, responsibility, focus, organization, accountability, motivation, and connectedness. Positive effects, on both teachers and students, were found when associating both parties with extracurricular activities.

Conclusion

Extracurricular activities have helped shape many educators and make them the educational leaders they have become today. This is true in my own life, both as a participant in extracurricular activities throughout all of my schooling up to and including college, and as a supervisor of these activities in my sixteen year career as a professional educator. I have witnessed and experienced many of the positive aspects regarding both participation in and supervision of extracurricular activities. I have also witnessed the adverse effects of eliminating extracurricular activities or creating situations of “pay for participation” for athletes and families who are then no longer able or willing to participate in extracurricular activities. Involvement in extracurricular activities is a positive thing for both students and teachers alike.

Teacher job satisfaction is extremely important and should not be overlooked. The retention rate of educators, today, is unacceptable. Teacher burnout and stress levels in our schools seem much higher than they were in the past. We owe it to the future of each of our students and to the profession of K-12 education to explore ways we can increase teacher job satisfaction and keep good teachers in a career that has the potential of impacting the lives of today’s youth for many generations to follow.

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APPENDIX A

Dr. Karen H. Larwin and Mr. J.P. Moran are conducting a study with the following survey. Your participation is appreciated.

The study will ask you a number of questions about your experiences in the education arena, and issues regarding your involvement and your students involvement in extra-curricular activities.

You will not be harmed by participation in this study. Participation is voluntary. Your identity will not be collected. You must be at least 18 years old to participate. Submission of this survey implies your consent. If you have questions concerning this research, contact Dr. Karen Larwin at (330)941-2231 or khlarwin@ysu.edu or J.P. Moran at JP.Moran@kirtlandschools.org irb

If you have any questions about your rights as a participant in this research project, you may contact the Office of Research at Youngstown State University at (330-941-2377) or YSUIRB@ysu.edu.

1. What is your gender?

Female

Male

2. What level building do you teach/work in?

Elementary

Middle School

High School

Other (please specify)

3. Please indicate the length of time that best fits the number of years you have been in the teaching profession.

- 1-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21-25 years
- 25+ years

Other (please specify)

4. Regarding your educational experience:

	Yes	No	NotApplicable
Did you participate in extracurricular activities in elementary school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did you participate in extracurricular activities in middle school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did you participate in extracurricular activities in high school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did you participate in extracurricular activities in college?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

5. Please use the space below to identify three factors that greatly influence your experience or job satisfaction as a teacher.

1	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>

6. Please select the best response:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
My interpersonal relationships with my colleagues are positive and encouraging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a great deal of control over the workings of my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a great deal of control over the workings of my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The administration supports and advocates for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My relationships with my students are positive and encouraging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in my efficacy as a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my overall experience as a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. What do you feel is the impact of extracurricular activities on students academic performance?

8. What do you feel is the impact of extracurricular activities on students' behavior?

9. Does your school have a full time athletic director?

Yes

No

Other (please specify)

10. If you have school-aged children, do they participate in extracurricular activities?

Yes

No

Other (please specify)

11. Do you participate in church sports/activities?

Yes

No

Other (please specify)

12. Do you participate in community sports/activities?

Yes

No

Other (please specify)

13. Do you participate in extracurricular activities at your school?

Yes

No

14. On average, how many hours per week do you dedicate to the following extracurricular activity positions? These hours include all duties required by the position (planning, preparation, student interaction, etc.)

	I don't do extracurricular activities	More than 0 but less than 2	2 to 5 hours	5 to 7.5 hours	7.5 to 10 hours	10 to 15 hours	15 hours or more
Athletic Coach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Club Facilitator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class Advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

15. If you are a coach or extracurricular activity adviser, how many years have you been coaching and/or advising?

16. What level building do you coach/advise in?

- Elementary
- Middle
- High School
- I do not coach/advise.

Other (please specify)

17. Do you believe being involved with extracurricular activities affects a teacher's rapport with students?

- Yes
- No
- How so?

18. Do you believe being involved with extracurricular activities affects a teacher's classroom management?

- Yes
- No
- How so?

19. Please select which best describes your involvement in extracurricular programming. (Check all that apply)

- Paid
- Voluntary
- Required
- No involvement

Other (please specify)

20. Please select the best response:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Extracurricular programming provides an opportunity to use a variety of skills. Often, these skills differ from those that I use in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A financial incentive is the primary reason for my involvement in extracurricular programming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working conditions, specific to my role in extracurricular programming, are enjoyable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Please select the ~~best response~~

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
The skills that I use in the extracurricular programming setting are no different from the set of skills I use in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am greatly satisfied with my involvement in extracurricular programming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interactions with students in the extracurricular programming setting are no different from my interactions with students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students and colleagues respect me in my extracurricular position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The mentor relationships I build with students outside of the classroom are no different than what occurs in the academic classroom environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Please select the best response:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Relative to my colleagues, I commit significantly more time to engaging with students outside of the classroom via extracurricular programming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The role I play in extracurricular programming is minimal and does not allow for deeper connections with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The satisfaction I gain from my role in extracurricular programming significantly outweighs any burden of additional responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My involvement in extracurricular programming is of great interest to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working conditions, specific to extracurricular programming, could not get any worse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Please select the best response.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
I am greatly dissatisfied with my involvement in extracurricular programming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a great degree of control over the extracurricular programs in which I am involved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am concerned and invested in student involvement in extracurricular programming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If involvement in extracurricular programming became an unpaid/voluntary commitment, I would not continue with my involvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am well paid in proportion to my ability and time commitment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Please select the ~~best response~~:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
The people I work with in extracurricular programming are uncooperative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relative to my colleagues, I commit significantly less time to engaging with students via extracurricular programming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extracurricular programming provides me the opportunity to share a common interest with a student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My involvement in extracurricular programming encourages me to be creative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The growth I see in my students in extracurricular programming is unique to this setting and different from the growth I see in my students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive too little recognition for my involvement in extracurricular programming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Please select the best response.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
I get along well with the students I interact with in extracurricular programming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interactions with students in the extracurricular programming setting are variably different and unique from my interactions with students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The burden of additional responsibilities from my role in extracurricular programming significantly outweighs any satisfaction I gain from the role.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The growth I witness in students specific to extracurricular programming augments my overall satisfaction as a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am indifferent towards student involvement in extracurricular programming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for your participation.

APPENDIX B

September 12, 2016

Dr. Karen Larwin, Principal Investigator
Mr. J. P. Moran, Co-investigator
Department of Educational Foundations, Research, Technology and Leadership
UNIVERSITY

RE: HSRC Protocol Number: 020-2017
Title:

Dear Dr. Larwin and Mr. Moran:

The Institutional Review Board has reviewed the abovementioned protocol and determined that it is exempt from full committee review based on a DHHS Category 3 exemption.

Any changes in your research activity should be promptly reported to the Institutional Review Board and may not be initiated without IRB approval except where necessary to eliminate hazard to human subjects. Any unanticipated problems involving risks to subjects should also be promptly reported to the IRB.

The IRB would like to extend its best wishes to you in the conduct of this study.

Sincerely, /

Mr. Michael A. Hripko
Associate Vice President for Research
Authorized Institutional Official

MAH:cc

c: Dr. Charles Vergon, Chair
Department of Educational Foundations, Research, Technology and Leadership